

Reach Academy Trust

Behaviour Policy 2023-24



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1. Aims

We believe that effective, transformational teaching and learning requires excellent behaviour in all aspects of school life. As such, we will create a purposeful environment, as set out in the table below.

Structures encouraging behaviour and discipline	<p>Creation of an environment with good behaviour</p> <p>Reach Academy Feltham has clear rewards and consequences in place. In addition Reach Academy Feltham trains staff rigorously to ensure that they are able to effectively manage behaviour inside and outside of classrooms.</p> <p>This is through an induction programme and weekly CPD for all staff, regardless of level, as well as frequent monitoring by SLT.</p>
Promotion of self-esteem	Reach Academy Feltham encourages students to value, honour and respect themselves and others.
Provision of a safe environment	Reach Academy Feltham will ensure that there are always sufficient numbers of staff to ensure that students are physically safe and free from harm. In addition, the school will ensure that all students are taught about personal safety and incidences of violence, bullying or harassment are dealt with swiftly and consistently.
<p>Early intervention</p> <p>Building relationships with parents</p> <p>Encouraging responsibility</p>	<p>Reach Academy Feltham will try wherever possible to be proactive rather than reactive in all situations.</p> <p>Reach Academy Feltham will seek to build meaningful and fruitful relationships with parents and will involve them actively in writing, reviewing and implementing all behaviour policies. Instances of poor behaviour will result in meeting with parents in order to prevent repeat occurrences.</p> <p>The Academy will actively teach and encourage students to take responsibility for their actions.</p>
Ensuring teaching points are made	The Academy will ensure that behaviour incidents are teaching points that are learned from by all.
Teaching pupils explicitly how to behave	Pupils will be taught explicitly how to behave according to the core habits (see point 3) through frequent modeling of routines.

2. Roles and responsibilities

Within the Academy there are a number of roles and responsibilities relating to the establishment and implementation of the behaviour policy.

Governing Body	<p>Behaviour – roles and responsibilities</p> <p>The Governing Body will establish, in consultation with the Co-Headteachers, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.</p>
Co-Headteachers	<p>The Co-Headteachers will be responsible for the implementation and day-to-day management of the policy and procedures.</p>
Pastoral team	<p>The pastoral team will monitor the implementation of the behaviour policy, train staff in the implementation of the behaviour policy, work with pupils to model outstanding behaviour and analyse behaviour data for trends that may prevent repeat occurrences of poor behaviour.</p>
Staff	<p>Staff, including teachers, support staff and teachers in training, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied both inside and outside of the Academy. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.</p>
Parents	<p>Parents and carers will take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.</p>
Students	<p>Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.</p>

In addition, the Trustees, Governing Body, Executive Leadership Team and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality, in line with our equalities policy. They will also ensure that the concerns of students are listened to and appropriately addressed.

3. Setting and clarifying expectations

Reach Academy Feltham will make every effort to ensure that expectations are clear to all stakeholders. In order to facilitate this, the following documents will be created and (some will be) signed by the relevant parties.

Our 5 values underpin our expectations. They are:

Reflect

For example

- Going straight to my lessons and holding doors open for others when the corridors are busy;
- Arriving at school by 8.25am and getting to all my lessons on time;
- Listening to members of staff and following instructions politely and calmly;
- Wearing the correct uniform smartly everyday.

Endeavour

For example

- Always recording my homework and completing my homework on time and to an excellent standard;
- Being an active learner by engaging with the activities set by the teacher, and demonstrating that I am doing this by demonstrating STAR throughout my lessons;

Aspire

For example

- Bringing the equipment I need and preparing my desk for learning;
- Making sure that I catch up with my learning if I have been absent from school or have fallen behind for other reasons.

Show Courage

For example

- Working hard in all aspects of my learning even when I find it challenging;
- Applying myself fully to all aspects of the school day.

Have Fun

For example

- Helping a teammate if they are finding the learning difficult.
- Showing respect for my own learning and that of others and being silent when requested;
- Remembering that I am always an ambassador for the Academy. I will leave the Academy and make my way home in an orderly, responsible way;

Other Supporting Documents are:

- Pupil Code of Conduct – will be shared and discussed with pupils on home visits in front of their parents and again during Summer School. Pupils will reflect on it and re-engage with it periodically, and it is printed in the planners for pupils from Year 7 - Year 11 (Appendix 1).

- Student 'Whatever It Takes' Commitment – will be explored and signed during home visits and at key transition points during a pupil's school career. The commitment will set out the expectations and support that pupils will receive during their time in the school.
- Parent 'Whatever It Takes' Commitment – will set out our expectations of parents and the ways in which they can support their children. It will be signed during the home visit.
- Staff 'Whatever It Takes' Commitment – sets out the schools expectations of staff and the standard to which they will be held as staff members. It is signed by a staff representative as part of home visits.

4. Procedures

The Co-Headteachers will develop the procedures from this policy, which will be included in staff handbooks. Procedures and practices will cover the following:

- Building a culture of success;
- Classroom behaviour;
- Rewards;
- Consequences;
- Removal of students from class; and
- Tracking behaviour.

The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which will be made explicit to staff, students and parents.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the Academy equally. Each member of the Academy community has a responsibility towards the whole community in which we live and work.

5. Rewards and sanctions

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

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The system is an age appropriate system and differs by phase. The procedures make a clear distinction between the sanctions applied for minor and major behavioural offences.

Rewards (examples)

Instant: Claps/cheers, merits, praise, stickers

Daily: Shout outs, marked work, phone call/text message home

Weekly: Enrichment, star student award, attendance prize, phone call/text home, team rewards, value certificate prize

Termly: Progress and attainment certificates, attendance certificates, homework prize, wristbands, marble jars.

Annually: Residential trips

Consequences/Sanctions (examples)

Demerits, verbal / non-verbal corrections, Automatic Detentions

Homework catch-up, STEP 1 or 2, suspensions and exclusions, phone call home, removal from class, payback

6. Implementation of rewards and sanctions

The rewards outlined above will be applied consistently and fairly. The nature of the reward (i.e. the behaviours required to attain it) will always be made clear, especially for significant rewards such as trips. The academy reserves the right to provide additional rewards to those signposted to students in advance. Such "surprise" rewards are helpful to maintaining a culture of success. The academy also reserves the right to employ sanctions which sit outside of the remit stated herein, where doing so is necessary either to enforce behaviour standards or to ensure health and safety requirements are met.

Pupils are given extensive education about how to behave, school rewards and sanctions and the rationales behind them so that they are equipped to make the best choices possible. This education happens during transition weeks, in Team Reach lessons, during form time, and in all situations where rewards and sanctions are issued.

There should be clarity over the appropriate sanction or consequence for misbehaviour, as there would be for rewards. This allows staff to apply sanctions consistently and for students to experience consistent boundaries. The following list of sanctions, outlines when they are used and what they constitute.

Reflection Opportunities

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In all phases when students do not comply with teacher instructions or behave in a way that requires reflection, they are invited to Reflect. At this time they have an opportunity to reflect and if necessary employ a range of strategies to calm down, reflect on mistakes and centre themselves. In some phases this reflection may happen outside of the classroom. When they return to the class, within a couple of minutes, the student will regulate their behaviour and re-join the learning.

Time outs / Demerits / Strikes

In Phases 1-4, if students break the Code of Conduct they will receive a demerit. Demerits are issued for prohibited behaviours. They are recorded electronically along with the reason for the demerit. These can be viewed by parents and staff.

Demerits are awarded for the following behaviours, amongst others:

- Talking disruptively, running or shouting in the corridor;
- Disrupting the lesson and preventing teaching;
- Arriving to class unprepared;
- Uniform not worn correctly; and
- Failing to submit a required signature.

In Nursery, demerits are not used. If a child behaves in a way deemed to be particularly unsafe or unkind, an adult will model the language of apology and prompt a restorative conversation with another child/children if appropriate. The child will then spend time with an adult being taken around the space and watching the way that other children are interacting, thus seeing a 'good model'. We see this as a key teaching moment and it is therefore important that children are consistently supported when they make a poor choice.

In Reception, the 'Time Out' system will be used at the beginning of the year until the children are developmentally ready for the introduction of demerits. If a child behaves in a way deemed to be particularly unsafe or unkind, they will receive a 'Time Out'. The time out is served for a length of time which matches the child's age and will involve an adult modelling the language for apology and prompting a restorative conversation with another child/children if appropriate. The time out is served as soon as appropriate (e.g. immediately during freeplay, or at the end of a carpet session or small group). However, a

'Time Out' may be shorter or longer depending on the specific context and the pupil's development.

In Phase 1 pupils receive a clean slate for demerits at the end of each lesson. Demerits are not communicated to parents unless a pupil receives three in a lesson, in which case the pupil will be issued with a Payback (please see below).

In Phase 2, pupils receive a clean slate for demerits every morning and afternoon. Demerits are not communicated to parents unless a pupil receives three in a morning or afternoon, in which case the pupil will be issued with a Payback (please see below).

In Phase 3 and 4, if a child received 9 demerits in a week, they will be placed on STEP 1 the next day. All demerits refresh on a Friday morning. Pupils in Phase 3 can also be automatically placed in detention which will be served in activity. Parents are able to see a record of pupil's demerits each day via parent portal and weekly via payslip.

In Phase 5 demerits are renamed 'strikes'. Strikes will be awarded in the following instances:

- Lateness to school or lessons
- Incomplete Homework
- Insufficient effort in lessons
- Violation of Dress Code
- Phone usage outside of designated areas
- Rudeness to Staff
- Swearing

If a pupil receives 1 strike they will sit a 1 hour after school detention the following day.

Detentions/Paybacks

The language of detentions is used in Phase 3 upwards and Payback is used in Phases 1 and 2. Detentions/Paybacks are awarded based on demerit thresholds above.

Some more serious behaviours warrant immediate awarding of a detention:

- Possession of iPods, MP3 players, cameras, handheld video consoles or mobile phones out during the school day.
- Eating junk food on school property, or outside of school in school uniform/
- Late to school or lesson.

In Phase 1 and 2, parents will not be informed of individual demerits unless a pupil receives 3 demerits in a morning or afternoon, or in a lesson in Phase 1. This will result in that pupil being issued a 'Payback'. Pupils in Phase 1 will miss 10 minutes of their lunch play break, while pupils in Phase 2 will miss 20 minutes of their lunch play break. In the case of a payback, parents will be informed the same day by a member of staff, who will meet with the parent/s after school, or if this is not possible we will contact them by phone. Who feeds this back will depend on how many paybacks the child has received.

1st Payback - Class teacher meets with parents

2nd Payback - Head of Phase meets with parents

3rd Payback - Assistant Headteacher meets with parents

4th Payback - Primary Headteacher meets with parents (a 4th Payback will result in the pupil having a reset (reflection) day the following day)

In Phase 3 and 4 pupils will receive a detention if they meet the demerit thresholds detailed above or display behaviour that warrants an automatic detention. This will normally take place during activity the day after the action. In the case of mobile phone use the pupil may be placed on STEP if this was deliberate. In either circumstance the mobile phone will be confiscated until the next Friday alongside the sanction. Families will not be informed of each detention but this can be seen on parent portal or via payslip.

In phase 5, one strike will result in a 1 hour detention, to be served after school between 3.30pm-4.30pm.

Parents do not need to give their permission for each detention as they will have signed the 'Whatever it Takes Commitment' during the home visit, when logistics around detentions will have been covered.

Removal from a lesson

A removal from lesson will only happen if absolutely necessary. If a pupil receives 3 demerits in one lesson in Phase 3 and 4 they will be placed in the Step 2 room until they have successfully 'passed' two consecutive full periods of Step 2. The first time a pupil is removed from a lesson, that teacher will call the pupil's family to discuss the removal. There is a series of escalation points if they are removed from the same teacher's lessons.

If a pupil receives 3 warnings in one lesson in Phase 5 then they will be asked to leave the lesson for 5 minutes and will return having been awarded a strike. Continued poor behaviour or an additional reminder will result in a removal from that lesson and Step 2 the following day. Parents/Carers will be invited in for a meeting with a member of staff.

STEP 1 (Student and Teacher Engagement Programme)

STEP 1 occurs in Phase 3 and 4 for accumulated demerits within a period (see above) or extremely disruptive or unpleasant behaviours / breaches of the code of conduct. Pupils stay in their classrooms and may partake in the learning, but are isolated from most social interactions. They can go outside during break. Pupils serve a detention during activity and after school. Pupils must always complete a full day on STEP successfully in order to have a fresh start so while pupils may serve partial days they will always be followed by a full day.

In each circumstance families will be informed and expected to attend a meeting the evening before, or morning of, the child starting STEP.

STEP 2 / Internal Exclusion (Student and Teacher Engagement Programme)

Pupils in all phases may be placed in isolation if their behaviour warrants it. In Phases 1 and 2 this is called a reset day and in Phases 3-5 this is called STEP 2. Pupils remain in a supervised room all day, including for after-school detentions (Phase 3-5) and are provided with work to do by a member of staff. The STEP 2 room is supervised by a member of staff at all points of the day to make sure pupils are still continuing with any work that will be happening in their lessons. Pupils must complete eight consecutive sessions successfully in order to return to class.

In each circumstance families will be informed and expected to attend a meeting the evening before, or morning of, the child starting STEP 2.

In Phase 1 and 2, if a child receives 4 paybacks in a half term (pupils are given a clean slate at the start of each new half term), this will result in a Reset Day. The Primary Headteacher will meet with the parents. A member of staff will then communicate to the parents if the child has completed the day successfully. Following a Reset Day pupils will be given a clean slate.

Uniform infringement

If a child in Phase 1-2 does not arrive at school in the correct uniform, we will on the first instance highlight this to parents. On the second instance, we will either ask the parent/carer to bring them the correct uniform into school or alternatively, where possible, give them the correct uniform in school.

If a child in Phase 3-4 does not arrive at school in the correct uniform their parents/carers will be contacted and arrangements will be made for their parent/carer to bring in their uniform immediately. If the parent/carer cannot bring in the uniform the child will be sent home to collect their uniform (with permission from families) and must return to the academy immediately. Alternatively, we will give children the correct uniform in school. If children refuse to wear this, we will put them into STEP 2 until the correct uniform is bought in or worn.

In Phase 5, if pupils violate the Dress Code they will be sent home to change before coming back to school. This will result in an immediate strike.

7. Suspensions and Permanent Exclusions

Suspension occurs when a student's behaviour results in their removal from lessons in school for a designated period. Suspensions refer to a fixed term period and, in exceptional circumstances, permanent exclusions may apply. The Academy follows the most up to date DfE Guidance on Suspensions. A full copy of this guidance is available on the DfE government website. The Academy will only levy suspensions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary. See Suspensions Policy for full details.

8. Bullying

Every pupil has the right to attend a school free from bullying. We will explicitly deliver an anti-bullying strategy and will take the following steps when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff where appropriate;
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident(s) and will then make a decision about the best course of action;
- The classroom teacher/coach and Head of Year or Phase Leader will be kept informed and if the incident is repeated or persistent then he/she will advise the appropriate Senior members of staff;
- Parents will be kept informed of incidents and outcomes and will be involved in conversations with pupils where appropriate;
- Punitive and restorative measures will be used as appropriate and in consultation will all parties concerned;
- A full record of the incident, actions and outcomes will be recorded on CPOMs allowing us to monitor ongoing incidents and take appropriate actions.

Please see the Anti-child-on-child Abuse and Bullying Policy for more details.

9. Sexual Harassment and Sexual Violence

Every child has the right to come to school and feel safe and secure with their fellow peers and staff members. At Reach Academy, we are committed to the safeguarding of all our pupils and take any allegation of sexual harassment and sexual violence seriously.

We make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- We do not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- We challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and we understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.
- We know that Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers and that additional barriers can sometimes exist when recognising abuse in SEND children. Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO or the named person with oversight for SEN
- Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

- We are aware that staff can be victims of sexual violence and sexual harassment and we will always take action against this.

If sexual harassment or violence is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff and the DSL. The staff/s dealing with the incident will themselves conduct interviews and gather evidence about the incident and will then make a decision about the best course of action; whilst making sure that this is handled in a very sensitive and confidential manner.

- Parents will be kept informed of incidents and outcomes and will be involved in conversations with pupils where appropriate;
- Punitive and restorative measures will be used as appropriate and in consultation will all parties concerned;
- A full record of the incident, actions and outcomes will be recorded on CPOMs allowing us to monitor ongoing incidents and take appropriate actions.

We will manage each incident on a case by case basis but we are committed to taking action and issuing consequences for incidences of child-on-child abuse including the behaviours below:

- Unwanted touching;
- Feeling pressured to do sexual things they did not want to;
- Sexual assault of any kind;
- Unwanted or inappropriate sexual comments;
- Rumours about sexual activity;
- Sexist name-calling;
- Being sent sexual pictures or videos they did not want to see;
- Being put under pressure to provide sexual images of themselves;
- Having pictures or videos that they sent being shared more widely without their knowledge or consent;
- Being photographed or videoed without their knowledge or consent;
- Having pictures or videos that they don't know about being circulated.

Where incidents are considered of a criminal nature we will seek guidance and support from our schools' police officer to ensure the case is managed appropriately.

Please see the Anti-child-on-child Abuse and Bullying Policy and the Safeguarding policy for more information on child-on-child abuse, sexual harassment and sexual violence.

10. Parental communication

Ensuring that parents are part of discussions around rewards and sanctions is extremely important to us. To that end we have devised a system to ensure that parents receive up to date information about their child's behaviour.

In Phase 1 and 2 we hold regular conversations with parents at drop off and pick up times to inform them of how their child is doing in school with regards to work and behaviour in order to celebrate successes and address any concerns proactively. The child's Effort grade is communicated in the pupil's report for that term. This grade serves to provide a snapshot of how the child's behaviour has been affecting their progress and outcomes at school that term.

In Phase 3 and 4 pupils will be issued a payslip each week which overviews the attendance, homework quality, positive and negative behaviours of each pupil. If a pupil is ever placed on STEP families will also be communicated (see above). We also provide a summative review during parents evenings in which we will

discuss the Effort grade communicated in the pupil's report for that term. This grade serves to provide a snapshot of how the child's behaviour has been affecting their progress and outcomes at school that term.

In Phase 5 families will be communicated with at various points throughout the year. Parents/Carers will be invited in for Parents Evening to discuss progress and attainment in lessons and assessments. Parents/Carers will also receive communication if a student receives a strike at any point. Strikes will be communicated in the first instance by the class teacher. In the event of three strikes, parents/carers may be asked to meet with the Academic Tutor or Head of Sixth Form to discuss further sanctions (if applicable) and put an appropriate support plan in place.

11. Searching, screening and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Before screening or conducting a search of a pupil, it is vital that we recognise and consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist us in deciding how to exercise our searching powers in a lawful way.

When exercising our powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs and drug paraphernalia;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or
- any article that the member of staff reasonably suspects has been, or is likely to be used to cause personal injury to, or damage to property of; any person (including the pupil);
- vapes, tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only one of the co-headteachers, or a member of staff authorised by one of the co-headteachers, can carry out a search. The co-headteacher in the appropriate phase can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The co-headteachers oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds

to suspect a pupil was in possession of a prohibited item as listed. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the cooperation of the pupil before conducting a search. If the pupil is not willing to cooperate with the search, the member of staff should consider why this is.

Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to cooperate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

Reach Academy will act in accordance with the [Searching, Screening and Confiscation Guidance](#) when a search is needed.

There is no reason that any member of staff will ask a child to remove any clothing in a search which will expose any of their private body parts.

12. Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

13. Monitoring, evaluation and review

This policy will be promoted and implemented throughout Reach Academy Feltham. This policy is monitored on a day-to-day basis by the Co-Headteachers and the senior leadership team, who report to governors about the effectiveness of the policy on request.

This behaviour policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's incident logs, and by discussion with the Co-Headteachers.

Appendix 1

Pupil Code of Conduct

In lessons...

I will do **whatever it takes** to make sure that I and my teammates learn by:

- Arriving at Academy by 8:25am and getting to all my lessons on time;
- Bringing the equipment I need and preparing my desk for learning;
- Wearing the correct uniform smartly throughout the day;
- Entering the classroom calmly and avoiding all distractions in lessons;
- Only drinking water and not otherwise eating, chewing or drinking in class;
- Being an active learner by engaging with the activities set by the teacher, and demonstrating that I am doing this by sitting in STAR at all times;
- Showing respect for my own learning and that of others and being silent when requested;
- Always recording homework in my planner and completing my homework on time and to an excellent standard;
- Making sure that I catch up with my learning if I have been absent from the Academy or have fallen behind for other reasons; and
- Helping a teammate if they are finding the learning difficult.

In the Academy and the local community...

I will do **whatever it takes** to help create a safe Academy and local community which respects the rights of others by:

- Listening to members of staff and following instructions politely and calmly;
- Walking in single file, not running or shouting, and maintaining quiet in the corridors;
- Going straight to my lessons and holding doors open for others when the corridors are busy;
- Not congregating in groups of more than 6 unless playing a permitted game in outside areas
- Never damaging Academy property, defacing the building, dropping litter or spitting;
- Never insulting, undermining or swearing at anyone;
- Remembering I am always an ambassador for the Academy. I will leave the Academy and make my way home in an orderly, responsible way; and
- When travelling on public transport, I will respect those around me, speaking to teammates, transport staff and members of the public quietly and politely.

I understand that there will be consequences if I do not observe the Code of Conduct.