Mulberry
Academy London Dock

Behaviour Policy

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1. Introduction

At Mulberry Academy London Dock we aim to offer a high-quality education which provides a stimulating and successful learning environment. In keeping with the school's aims, this Behaviour Policy seeks to create an environment in which successful learning can take place. It is written in relation to the Mulberry Schools Trust's Behaviour Policy Statement, which sets out the expectations of the Trust within all its schools. A school environment needs to provide safety, security and mutual respect for all individuals within the school community. We believe that students have the right to learn and staff the right to work effectively, whether as teachers or as support staff.

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

2. Aims of the policy

This policy aims to:

- promote good behaviour, self-discipline, courtesy and respect;
- create an environment and instil behaviours which enable successful learning and teaching;
- uphold the safety and security of all individuals within the school community and prevent bullying;
- provide clarity for students, staff and parents/carers and confidence that the school's behaviour management system and its procedures are consistently applied;
- provide students with a framework for making informed choices about their own actions;
- support all staff in managing behaviour fairly and consistently;
- ensure that any underlying causes of disruptive behaviour are identified and addressed with appropriate support from school staff and external agencies.

3. Context

This policy should be read in conjunction with the following school policies and DfE guidance:

- MALD Anti-Bullying and Harassment Policy
- MALD Child Protection and Safeguarding Policy
- MST Exclusion Policy and Guidance
- MST Procedures for managing abuse against staff
- Behaviour and Discipline in Schools: Advice for Principals and school staff (DfE, 2016)
- Searching, Screening and Confiscation: Advice for Principals, school staff and governing bodies (DfE, 2022)
- Use of reasonable force: Advice for Principals, staff and governing bodies (DfE, 2013)

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

4. Principles

The principles underpinning this policy are:

- Everyone at Mulberry Academy London Dock is of equal value, whatever their race, gender, class, ability, learning need, sexual orientation, age or religion.
- All students' achievements are recognised and valued.
- Staff ensure that student behaviour if effectively managed through relationships,

systems and strategies. This includes:
-Strong, consistent and caring relationships with students
-Strong, consistent and clear systems for managing and rewarding behaviour
-Strong, consistent and effective behaviour management strategies

- The school community builds positive and genuine relationships through respect and empathy.
- Positive behaviour stems from a well-structured curriculum, high-quality teaching and a safe, predictable learning environment.
- Positive behaviour is taught through a system of clear rules, meaningful rewards and a hierarchy of consequences.
- Students are supported in developing self-confidence, self-awareness and self-discipline and are rewarded for making positive choices about their behaviour and taking responsibility for their own actions.
- Students experience staff implementing strategies fairly, and staff can support each other within and across departments.
- Students and staff benefit from restorative approaches.
- Students, staff, parents, carers and governors are all involved in ensuring our standards of behaviour are accepted and maintained.

5. Rights and responsibilities

Every member of the school community has the **right** to**:**

- be treated with respect and dignity by other students, staff, parents, carers, governors and other people working in school;
- learn and to work in a clean, calm and safe environment;
- express their opinion and have their voice heard, whilst paying due regard to others' feelings

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

Every member of the school community has the **responsibility** to:

a. treat all other members of the school community with respect;

b. treat the building and its contents with care and respect;

c. enable others to feel physically and emotionally safe at school;

d. listen to and respect others' opinions and pay due regard to their feelings;

e. be prepared to work and to allow other students and staff to work effectively

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

6. Implementation in the classroom

There are three strands to classroom behaviour management:

a. Classroom rules
b. Rewards for keeping to the rules
c. Consequences for breaking the rules

Students follow a simple set of classroom rules that are common to all classrooms and displayed clearly at the front of each class:

We want to create an effective and calm working atmosphere. These rules help us learn and work together effectively:

1. *Be kind & respectful to everyone.*
2. *Line up in silence outside of your classroom and begin the 'Do Now' silently.*
3. *Listen to instructions from staff and follow them immediately, the first time they are*

given, every time.

4. *Do not talk, call out or speak without first putting your hand up, waiting for the teacher and then asking permission.*
5. *Do not drink, eat or chew in class (water is permitted outside Science & Art lessons)*
6. *Keep your hands, feet and negative comments to yourself and respect the personal space of others.*
7. *Always communicate with others in a kind, thoughtful and inclusive way using appropriate language.*

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

Teachers and form tutors routinely confirm with students the expectations for day-to-day practice:

- students line up quietly outside the classroom before each lesson;
- students take out equipment, books and journals as soon as they have sat down;
- students do not leave the classroom during lessons, unless there are exceptional circumstances in which case they have a signed note in their journal from their teacher or a pre-arranged pass;
- students stand behind their chairs at the end of the lesson and are dismissed row by row or table by table, so that their exit from the classroom is orderly

Teachers also introduce students to any subject or classroom-specific routines that they need to adopt, for example where this varies in practical subjects or in different learning spaces. The teacher may hold a 'Teacher Meeting' with a student at the end of the lesson for 5 to 10 minutes to reflect on and discuss any concerns with behaviour in the lesson and construct a plan to move forward in a positive way.

Classroom Rewards

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

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

It is important that excellent classroom behaviour is rewarded and recognised in assemblies and celebrated across the school community.

Classroom Consequences

Students are aware that negative behaviour has consequences.

Before using any sanctions from the hierarchy below, a teacher uses classroom management strategies to focus the individual or group. These include:

- Positive reinforcement, praising the desired behaviour;
- Using body language and non-verbal cues to alert students to expected behaviour;
- Scanning the classroom frequently for early signs of potential behaviour problems; gently and proactively take action to correct the behaviour before it escalates;
- Circulating strategically around the classroom to make students aware of the teacher's presence;
- Standing next to, sitting down next to, talking directly to a student who is breaking classroom rules.
- Private correction through a purposeful private conversation with the student about their behaviour.

First instance of disruptive behaviour	- Verbal warning - *Chance*	*'Fateha, I am giving you a verbal warning for talking to Karim, this your chance to change your behaviour, thank you.'*
Second instance of poor behaviour	- Written warning - *Choice* - 30-minute detention (if two in a day) - Parental phone call home for persistent disruption	*'Lewis you are now making a choice to not change your behaviour. I am giving you a written warning for calling out, do not do this again, thank you.*
Third instance of poor behaviour or instance of serious behaviour	- Parked - *Consequence* - Recorded on SLT on call and Ed:gen, 50-minute detention at the end of the day the following day - Parental phone call with teacher and/or middle leader/SLT	*'Sarah you have used language that is inappropriate in our school community, you are being parked with Ms Holt for the rest of the lesson and as a consequence at the end of the day.*
Fourth instance of poor behaviour	- Removed - Recorded on SLT on call and Ed:gen - Internal exclusion and/or 90-minute detention - Parental Meeting with SLT	*'Aidan you have continued to disrupt the learning of the class since you arrived, you are being removed to the reflection room'.*

In some subjects, particularly in practical lessons like Art, Design and Technology, as well as during Science experiments, where additional attention to health and safety are important, teachers may use preliminary warnings within this model and advise students accordingly.

During a teacher meeting given for negative behaviour, the student reflects on their behaviour, and discusses with their teacher the behaviour that needs to change and any support needed to change that behaviour.

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

A student who does not attend the teacher's detention or teacher meeting, or who chooses repeated disruption, fails to submit homework or displays more serious behaviour, will join the daily detention led by SLT.

If an incident occurs which is serious or dangerous, the senior member of staff on duty is called by sending a responsible student in the class to reception or emailing the on duty email address. If needed, a student can be removed from the classroom and taken to the a 'parking room' or a member of the senior leadership team. If student is removed from a lesson due to serious behaviour, they may stay there until the end of the next break/lunch time. SLT will call parents to inform them that their child has been removed from lesson and reason why, this conversation will be recorded on Ed:gen (with any safeguarding notes also on CPOMS) under the category of Intermediate behaviour for the attention of pastoral team.

If a student is missing from their lesson when they have been marked as present throughout the day this should be reported to SLT on duty. Once found the student should be returned to their lesson and will be issued a 90-minute detention. The member of SLT on duty should make a phone call home to inform the parent / carer of the incident of truancy. Students who engage in repeated incidents of truancy may be issued internal exclusion

7. Implementation around the school

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

The School Rules are:

1. *Be kind & respectful everyone and the building.*
2. *Always wear the correct uniform. Listen to instructions from staff and follow them immediately the first time they are given, every time.*
3. *Remain in silence after the second whistle when in line up.*
4. *Walk quietly and safely in a single file line on the stairs and in corridors. Never run or raise your voice inside the building.*
5. *Keep hands, feet and negative comments to yourself and respect the personal space of others*
6. *Mobile phones should not be seen or heard. Keep them safely in your blazer or bag.*
7. *Chewing gum is not permitted.*
8. *Only use lockers, toilets and water fountains before school and break time and lunch time.*
9. *Behave responsibly on the way to and from school.*

School rewards

The school's policy on behaviour for learning is based on the concept of balancing positive reinforcement and modelling of good behaviours for learning with clearly communicated approaches for dealing with poorer behaviour. Encouragement, praise and reward are essential to embed high expectations of all students. The categories for praise and reward are below:

All students will receive a certificate and pin badge. Parents and carers will receive a letter informing them of their child's achievements. At the end of each academic year, students with Platinum, Gold, Silver and Bronze reward badges will be recognised in the rewards assembly. Students must wear their badges on the left lapel of their blazers at all times.

Positive Behaviour (2 points)	**Low Level Negative Behaviour (1 point)**
Diligence Open Mindedness Citizenship Kindness	Written warning Written warning (social time) Disrespectful behaviour Irresponsible behaviour
Intermediate Positive Behaviour (10 points)	**Intermediate Negative Behaviour (5 points)**
Recognition award Subject award Tutor award Enrichment award	Parked from lesson Persistent disruptive behaviour Removed from social time
High Level Positive Behaviour (15 points)	**High Level Negative Behaviour (10 points)**
Principal's Award	Serious Incident

Bronze Award (300 points)	• Bronze badge for blazer • Certificate in assembly • Email copy of certificate home to parents • Bronze letter of recognition
Silver Award (500 points)	• Silver badge for assembly • Certificate in assembly • Email copy of certificate home to parents

	• Silver letter of recognition
Gold Award (750 points)	• Gold badge in assembly • Certificate in assembly • Email copy of certificate home to parents. • Breakfast with the Principal • Gold letter of recognition • Families invited to recognition and reward assembly.
Platinum Award (1000 points)	• Platinum badge in assembly • Certificate in assembly • Email copy of certificate home to parents. • Parents/Carers invited to reward meeting with SLT/ Principal

Achievement points are celebrated in a multitude of ways, weekly HOYs send conduct reports detailing the number of achievement points students have achieved. Half termly this is celebrated school wide with the awarding of certificates, badges and rewards. Tutors use the MIS to acknowledge and celebrate achievement points daily and HOYs celebrate this in weekly assemblies.

For significant improvement in certain areas recognition letters from the Principal are sent out alongside a certificate.

8. Consequences for negative behaviour

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

If this does not have the desired impact or response, formal consequences are used. Negative Behaviour can be categorized into three: Low, Intermediate and High level behaviour concerns. For each concern different steps are needed as can be seen in the guidance below:

30 minute daily detention Two written warnings Failure to complete homework or independent learning by the deadline Late to school Other low level disruptive incident or contravention of the school or classroom rules
50 minute daily detention Missed 30 minute detention 2nd 30 minute detention of the week Persistent failure to complete homework or independent learning. Failed 30 minute detention Persistent disruptive behaviour Removal from social time
90 minute Friday detention Missed 50 minute detention Failed 50 minute detention Persistent poor behaviour during social time 3rd 30 minute detention of the week. Truancy (first time) Out of Bounds in an incorrect part of the school building (first time)
Internal Exclusion Exclusionary language or actions Bullying and/or cyberbullying Fighting Verbal abuse

Vaping Prohibited items Other high level incidents
When students engage in very serious incidents of behaviour, or persistently contravene the school rules they may also be sanctioned with: • An inclusion placement at another trust school such as Mulberry School for Girls, Mulberry Stepney Green or Mulberry Academy Shoreditch • Suspension • A 'managed move' to another secondary school • Permanent Exclusion

9. Behaviour outside school

Students should always think of themselves as ambassadors of Mulberry Academy London Dock and recognise that their behaviour reflects on themselves, their peers and the reputation of the school.

The behaviour expectations, rewards and consequences in this policy apply when students are:

a. taking part in any school-organised or school-related activity;

b. travelling to or from school;

c. wearing school uniform or in some other way identifiable as a student of the school;

d. posing a threat to another student or a member of the public;

e. behaving in a way that could adversely affect the reputation of the school.

10. Escalation of consequences

Staff record rewards and consequences on MIS enabling leaders to take further action when necessary.

Failure to attend a detentions, or other serious incidents, will lead to a 90-minute detention.

If a student fails to attend a 90-minute detention, they will have to sit a day of internal exclusion.

For serious incidents, students may also spend some time in Internal Exclusion, or may be externally excluded.

Students who rapidly work through the hierarchy of consequences without any change in behaviour will be referred to the Social Inclusion: Pastoral Support (SI:PS) Panel. The Panel includes both teaching and non-teaching staff who problem-solve and action plan together. The Panel is in a position to consider multi-agency intervention and to monitor the impact of intervention on the student's behaviour.

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

a. Individual Behaviour for Learning Plan shared with staff;
b. the safer schools police officer;
c. trainee dramatherapist
d. specialist external agencies (e.g., CAMHS or services from Tower Hamlets borough)

Before support is agreed, parents will be invited to discuss with the Pastoral team the student's specific behaviour and needs, the options for support and the expected engagement and outcomes.

In the case of a serious incident, it may be necessary to internally exclude or suspend a student. The Mulberry Schools Trust Exclusion Policy gives full details of this process and confirms the current DfE guidance. Examples of such serious incidents might include verbal abuse to staff,

violent behaviour towards another student, a malicious allegation against a member of staff.

Acts of ongoing serious disruption of learning or one-off acts of serious misconduct, including off-site whilst representing the school or when travelling to and from school, may result in permanent exclusion. Examples of this might be:

- serious actual or threatened violence towards others
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- behaviour which poses a significant risk to the child's own safety.

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

11. Exclusion procedures

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

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

i. The initial incident is recorded on the MIS (and/or CPOMS if the incident relates to safeguarding) and the student is referred to the pastoral leadership team. All follow up details should be recorded by the pastoral team.

ii. The pastoral team in conjunction with the senior leader line manager decides whether to refer the matter to the Principal.

iii. The student and, if appropriate, witnesses write statements.

iv. On the basis of the evidence, the Principal decides whether the incident warrants an internal exclusion or suspension from school.

v. Parents/carers and student are seen by HOY and/or the Principal as appropriate to discuss the exclusion.

vi. The HOY emails the Principal's PA, copied to their senior line manager, with an account of the incident and the reason for the exclusion to inform the letter to parents.

vii. The exclusion is logged by the Principal's PA on MIS. External suspensions are recorded on the Tower Hamlets 'gateway' platform.

viii. HOY request work from teachers for students to do either in internal exclusion or at home.

ix. Upon return to the main school a reintegration interview with the HOY takes place alongside either the Principal, Assistant Principal and parent.

x. A pastoral support plan is created with input from Student and family this is then monitored with the being placed on report to the HOY.

xi. Appropriate procedures follow exclusion to ensure parents/carers are advised according to the Mulberry Schools Trust policy.

12. Searching and confiscation

Members of staff may search a student for any item if the student agrees. The Principal and authorised staff may search students or their possessions, without consent, where they have reasonable grounds for suspecting that theft has taken place or that they may have a prohibited item such as a mobile phone or prohibited substances, or any item that it is reasonable to expect has been, or could be, used to commit an offence or cause injury to the student or others or damage to property. Schools can confiscate any prohibited item found as a result of a search or any item they consider harmful or detrimental to school discipline. This includes electronic items such as laptops and mobile phones. See Appendix 1 for detailed policy and guidance.

13. Reasonable force

Members of staff may use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property; to maintain good discipline; and to conduct a search without consent as above. See Appendix 1 for detailed policy and guidance.

14. Expectations

The expectations of students are:

i. Through their behaviour, to be positive ambassadors for Mulberry Academy London Dock at all times
ii. To follow classroom rules
iii. To follow school rules
iv. To respond positively to the procedures for managing behaviour in and outside the classroom set out in this policy, including accepting a consequence without negotiation.

The expectations of staff are:

v. To reinforce the expectations that Mulberry Academy London Dock has of students at all times of the day
vi. To reinforce acceptable behaviour through rewards and incentives
vii. To have a shared responsibility for student conduct and achievement within their classroom and around school and to work collaboratively to support and establish positive behaviour at all times
viii. To deal with infringements of this policy and support others doing the same
ix. To be aware of the special needs of students in their care
x. To follow classroom and school rules so as to be positive role models for students
xi. To plan and deliver lessons to engage and facilitate the learning, progress and attainment of all students
xii. Communicate achievements and negative behaviours to other stakeholders when appropriate

The expectations of parents/carers are:

xiii. To take responsibility for the behaviour of their child both inside and outside the school
xiv. To work in partnership with school staff to maintain the school's high expectations for behaviour
xv. To raise any issues with, or concerns about the implementation of, the policy with school staff at the first opportunity

15. Roles and responsibilities

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

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

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

The Principal will ensure that procedures are in place to communicate the Behaviour Policy to staff, students, parents/carers and governors and that strategies are in place which will enable standards to be consistently applied throughout the school.

Governors will review the policy every two years and will support the staff in the implementation of the policy.

The Senior Leadership Team will model and promote outstanding behaviour in and around the school. They will monitor the implementation of the Behaviour Management Policy through the line

management structure of the school and support middle leaders in their role.

Inclusion Assistant Principal will provide leadership for the policy, ensure appropriate induction and training, and support teams in implementing the policy. They will also monitor the implementation of the policy and evaluate its impact.

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

HOFs and HOYs communicate between them to ensure that it is clear where concerns lie and who is taking action forward. They make referrals to Principal's detention, Internal Exclusion and the SIPS Panel. HOFs are responsible for behaviour, rewards and consequences in classrooms and subject areas; HOYs are responsible for behaviour, and its rewards and consequences, that is evident across subjects and/or the school, that emanates from outside school or that is serious or recurring.

The Inclusion Team is responsible for liaising with members of the school community about strategies for students on the SEND Register who have emotional and behavioural difficulties.

16. Induction and Training

Students discuss the expectations, rules, rewards and consequences in this policy with their tutor at the beginning of every academic year and re-visit this every half-term with tutors and in assemblies. These are also included in Student Journals. They are also covered in induction for students new to the school mid-term.

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

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

The Cover Manager explains classroom rules, rewards and consequences and how to call for a senior member of staff to supply teachers before their first lesson. Heads of Department/Faculty ensure that the class settles to appropriate cover work quickly. SLT on call visit each cover lesson as part of their on-call duty so that behaviour expectations are confirmed for all.

The CPD programme includes focuses on behaviour management and staff receive specific training relevant to their roles.

17. Monitoring, Evaluation and Review

The Senior Leaders overseeing Inclusion and Behaviour across the school, alongside the DSL, llead the monitoring of the behaviour management policy. With the HOYs, they analyse termly behaviour data from MIS, to celebrate success, to share best practice and to identify and intervene with students for whom the behaviour policy is not impacting, staff who need support with behaviour management and areas of the school that seem to be behaviour "hot-spots".

Heads of Department, Key Stage Coordinators and Heads of Faculty monitor behaviour within their areas, including as a strand of lesson observations, and use faculty meetings to develop behaviour management strategies, rewards and sanctions.

The SIPS Panel monitors the effectiveness of the Behaviour Management Policy when devising strategies for further supporting students.

Accepting that students and staff alike have the right to work in a respectful atmosphere, this policy

for behaviour management was drawn up by a group of teaching staff in consultation with students, support staff, parents/carers and governors.

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

This policy is available to all staff, students, parents and carers on the school's website.

Appendix 1 Searching, Screening and Confiscation

Definition

School staff can search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. The Principal, and Senior Leaders and HOYs who have been authorised by the Principal, can search a student or their possessions without consent where they have reasonable grounds for suspecting a student has a mobile phone, a prohibited item or where a theft has taken place. The school will also consider the age and needs of students being searched or screened, including a student's individual needs and/or SEN, making reasonable adjustments that may be required where a student has a disability.

Prohibited items, as defined in DfE guidance are:

- knives,
- weapons,
- alcohol,illegal drugs, which at Mulberry Academy London Dock also include nitrous oxide because it is used for illegal highs and cannabis not officially prescribed for medicinal use,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images,
- any item that a member of staff reasonably suspects has been used or is likely to be used to commit an offence or to cause personal injury to or damage to property of any person (including the student).

At Mulberry Academy London Dock, mobile phones are also prohibited for students in Years 7 to 11.

The school should be a safe environment for all students and staff, and searching is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Students have a right to be and feel safe in the school and items that may undermine that safety are prohibited.

Students are encouraged to take responsibility for their own behaviour and to be honest when questioned by staff about items they have on their person or amongst their possessions.

Students have the right to expect a reasonable level of personal privacy. A student or a student's possessions will only be searched if there are reasonable grounds for suspecting that they have a prohibited item or an item that has been, or is likely to be, used to commit an offence, cause injury to the student or others or damage property.

Staff have the right to feel confident that they can manage situations where they suspect there is a prohibited item competently and confidently.

Principles

All staff need to be clear about how they are expected to respond to any suspicion of prohibited items.

Students will first be asked to hand over the item suspected to be in their possession; then they will be asked to consent to a search of their person and/or possessions; only in rare circumstances will a student be searched without their consent.

If a prohibited item is found, it will be confiscated, and parents or carers informed. School sanctions will follow.

This will be managed sensitively by the school, and other members of the school community will be informed on a need to know basis (this includes staff, other students, parents and carers).

Procedures for Searching

A student will be asked to hand over the item suspected to be on their person/in their possessions before

being asked if they consent to be searched.

Before any search takes place, the member of staff conducting the search should explain to the student 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 see the cooperation of the student before conducting a search. If the student is not willing to cooperate with the search, the member of staff should consider why this is, recognising that this might be because the student:

- Is in possession of a prohibited item;
- Does not understand the instruction;
- Is unaware of what a search may involved; or
- Has had a previous distressing experience of being searched.

The search will be conducted in an office or other location out of view of other students or staff. (This may be off-site where the member of staff has lawful control or charge of the student.)

Two members of staff will always be present when a student is being searched; one to conduct the search and one to be a witness. The member of staff conducting the search will always be the same gender as the child. Where possible the witness will also be the same gender.

- Only if a staff member believes there is risk that serious harm will be caused to a person if the search is not conducted immediately, will they conduct a search without a witness present.
- To seek consent, the member of staff will ask the student to turn out their pockets or bag or ask the student if they can look in their bag or locker. If the student agrees, this is consent to the search.
- If the student does not consent, they will receive a behaviour sanction commensurate with not following staff instructions in other situations.
- If the staff member has reasonable grounds for suspecting the student is in possession of a prohibited item, an authorised member of staff (Principal, Senior Leaders and HOYs) will be called to conduct the search. The student will be searched respectfully.
- The search will not require any clothing other than outer clothing to be removed. Pockets and possessions may be searched but not an intimate search going further than that.
- Authorised staff can use such force as is reasonable when conducting a search for prohibited items. The decision to use reasonable force should be made on a case-by-case basis. Reasonable force will differ depending on whether the member of staff is searching possessions or the student themselves. See Appendix 3 on using reasonable force.
- The Principal or a senior member of staff will ensure parents are promptly informed and given an opportunity to discuss the incident.

Searches requiring support from the police

- In the event that a police officer is called to intervene and support with a search on the school site the Principal or designated member of senior staff will maintain overarching responsibility for the young person in school, acting in loco parentis and taking a '***safeguarding first'*** approach at all times.
- Parents will be notified as soon as possible if their child is required to speak to the police or be searched more thoroughly unless doing so would place the child at greater risk in which case an emergency referral should be made to children's social care.
- An 'appropriate adult' will remain with the child at all times when they are being spoken to by the police. If a parent or carer is not available, then this will be a senior member of school staff who will safeguard the interests, rights, entitlements and welfare of the child by ensuring that they are treated in a fair and just manner and are able to participate effectively.

Searching electronic devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

Where the member of staff conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause

personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

Screening

Mulberry Academy London Dock does not have any screening processes.

Confiscation

Staff will always confiscate prohibited items, items suspected of being prohibited or items that are evidence in relation to an offence found on or amongst the possessions of a student.

Prohibited items will not be returned the student or their parents/carers. They will be disposed of or, where appropriate handed to the police as evidence.

Staff will confiscate stolen goods, passing them to the police if required, and will endeavour to return them to the owner if deemed appropriate.

Staff may confiscate other items that students should not have in school, which are detrimental to school discipline, including mobile phones. Parents/carers are invited in to collect them.

If staff reasonably suspect that an electronic device confiscated in a search may have been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is good reason to do so. They may also delete data or files if there is good reason to do so, unless they are going to give the device to the police. Parental consent will not be sought.

Electronic devices containing pornographic images or evidence of sexting will always be handed to the police.

Training

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

This is informed by the statutory guidance Department for Education's 'Working together to safeguard children. 'Keeping children safe in education' makes clear that all school staff have a responsibility to provide a safe environment in which students can learn. This is further clarified in the Department for Education's 'Searching, Screening and Confiscation Advice for schools July 2022'.

Appendix 3: Use of physical restraint

Definition

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

Philosophy

Students have a right to be restrained safely when the situation requires such action.

All staff have the right to prevent students from injuring themselves or attacking others. This includes students placing themselves at risk by absconding.

Staff have the right to feel confident that they can manage crisis situations competently.

Principles

All staff need to be clear about how, or even if, they are expected to respond to any behavioural crisis that occurs.

Restraint increases the risk of injury both to staff and students and should be avoided wherever possible. Other methods of managing crisis must always be attempted first and restraint only used as a last resort.

Any restraint must be consistent with the concept of "*reasonable force*" (i.e., the circumstances must warrant its use and the degree of force must be proportional to the circumstances). It should constitute the minimum intervention necessary to resolve the crisis.

High risk situations are anticipated and properly planned for.

Plans are documented and shared, with staffing arrangements to enable them to be implemented.

All incidents of restraint must be reported and recorded.

Procedures

Staff should not feel obliged to intervene against their better judgement. Where it is felt unwise for staff to intervene without additional support, they should remove anyone at risk and seek assistance. The decision to seek external support will be at the discretion of the senior teacher on duty.

The school does not condone the uncontrolled or unconsidered use of restraint. Using physical contact to punish a student or to cause pain, injury or humiliation is not permitted (Education Act 1996).

Staff are not permitted to restrain out of anger, frustration or in any way which would intentionally cause the student injury.

Where it is anticipated a student may need to be restrained an individualised behaviour for learning plan will be devised, in consultation with parents. This will form part of the plan to improve the child's behaviour and will include strategies for de-escalating outbursts, arrangements for securing additional support, the holds to be used and any special considerations. It will apply to all situations whether this is within class or off-site.

Where staff have received training they will be expected to use these holds. Holding children face down is not permitted under any circumstances. Staff must also avoid touching or holding students in ways that could be misconstrued as abusive or indecent.

The school ensures that staff competence in the holds is maintained.

Staff must notify the Principal or a senior member of staff as soon as possible after an incident.

All incidents of restraint should be recorded as soon as possible after the incident by the member of staff involved. This record is passed to the HOY.

The Principal or a senior member of staff will ensure parents are promptly informed and given an opportunity to discuss the incident.

Any injuries sustained by staff or students must be recorded separately, in accordance with Health and Safety requirements.

Appropriate support will be made available to staff following an incident.

DfE guidance: Use of reasonable force in schools (July 2013)