



# Positive Behaviour Policy

2025-26



Date agreed by Academy Council: 2<sup>nd</sup> October 2025  
Date for full implementation: September 2025  
Date for Review: September 2026

**‘Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education.’** Department for Education, 2024.

## **Introduction**

### **Consistency in our approach is key.**

At Norwich Road Academy we believe that good behaviour is essential to create an environment where everybody can learn. We believe that behaviour is a “shared responsibility” of everyone in the school and therefore **it is the responsibility of all staff**, with the support of the wider academy community, to support the pupils in developing positive behaviours for learning. We accept and recognise that children present different learning behaviours, and these may need to be dealt with on an individual basis in relation to the child’s personal pathway.

We believe in positive rather than negative approaches to learning behaviours and look for natural and logical responses when reflecting on behaviour choices. Therefore, our Behaviour Policy is rooted in helping children to learn and this underpins the decisions that are made. Our approach includes opportunities to reflect and restore relationships, along with enforcing boundaries and consequences, when appropriate.

At Norwich Road Academy, we support children’s positive behaviour and develop their character through ‘The Norwich Road Way’ Behaviour Curriculum. We define the behaviours and habits that we expect students to demonstrate. This will enable them to be successful in their learning and to enjoy positive relationships across their community. We want to support our pupils to grow into adults who are polite, respectful, kind and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

**As philosopher Will Durant states, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)**

We work together, on the understanding that all involved in our Policy - children, staff, parents, carers and other stakeholders all have **rights** and **responsibilities**.

### Defining our rights and responsibilities:

#### Children

| <b>Rights</b>  | <b>Responsibilities</b>   |
|--|---|
| To have the best opportunities for learning  | To follow 'The Norwich Road Way'.                                     |
| To be safe at all times  | To follow the guidance and support of adults in school                |
| To be treated with respect   | To behave respectfully towards others                                 |
| To be able to learn in a friendly, encouraging, secure, supportive and positive school environment | To be cooperative and considerate                                     |
| To be heard and to be able to express an opinion   | To speak out in a constructive manner but also listen with tolerance  |
| To know what acceptable behaviour and the consequence of unacceptable behaviour is                 | To act in a safe and responsible manner for themselves and others     |
| To make mistakes   | To own mistakes, allow others to make mistakes and reflect upon them. |

#### All Staff

| <b>Rights</b>  | <b>Responsibilities</b>  |
|--|--|
| To work in a supportive and successful school  | Implement 'The Norwich Road Way'   |
| To work in a safe and pleasant environment   | Ensure academy policies are followed, the environment is safe and that others act safely                                   |
| To receive support from within the education system, including colleagues in school  | To work to create a friendly, encouraging, supportive and positive environment   |
| To be listened to and be involved in collaborative decision making within the school   | To allocate time and resources fairly and appropriately  |
| To be treated with respect and courtesy  | Teach expected behaviour, modelling respect and courtesy, promoting positive relationships by listening and encouraging.   |
| To be informed of family / home circumstances which may have an effect upon a child's behaviour, ability or attitude within school | To communicate with parents / carers, offering courtesy and a willingness to listen; this includes promptly reporting both |

|  |   |
|--|---|
|  | positive as well as negative behaviour / incident / events, etc   |
| To expect parents and carers to support school policies and actions towards behaviour                          | To neither discriminate nor accept others discriminating  |
| To expect parents / carers to support the school's action to assist their child both academically and socially | To play a part in the wider aspects of the school, working and consulting with colleagues                                       |
| To be made fully aware of the school's systems, policies and expectations                                      | To seek information and use lines of communication  |
| To be able to undertake their professional role.   | To model professionalism and consider the needs of children when planning lessons, including those with behaviour difficulties. |

### Parents/ Carers

| <b>Rights</b>  | <b>Responsibilities</b>  |
|--|--|
| To be informed of school policy, procedures and the curriculum   | To inform staff of updated information, medical needs and any other problems or concerns.  |
| To both receive and offer, information about their child's educational, academic and behavioural development           | To always treat all members of the school community with courtesy and respect  |
| To be aware of and expect consistent approaches by all staff in respects of this policy                                | To consult with staff to reach agreement where specific issues need to be addressed  |
| To expect that there will be no cultural, sexual or physical discrimination against any member of the school community | To be encouraging towards their child and supportive of school policies, actions and any individual programmes such as Positive Support Plans or interventions offered |
| To be always treated with courtesy and respect   | To reinforce school policy and expectations at home. Model what is positive and acceptable behaviour   |
| To be listened to and have concerns taken seriously  | To share concerns constructively, with appropriate member of staff and following academy policy.   |

## Outcomes for children:

At Norwich Road Academy we aim to:

- Enable children to achieve their best;
- Develop a calm and safe environment in which children can learn;
- Establish clear boundaries of acceptable behaviour;
- Develop children's interpersonal skills that will support their success in later life;
- Guide children towards effective communication, self-regulation, the ability to express their feelings in an appropriate way and develop self-awareness;
- Encourage each child to learn their own value, to respect themselves and appreciate their achievements;
- Enable children to respect others, to learn their unique value of each person in their lives and the effect we have on one another;
- Enable children to engage with learning and accelerate levels of attainment which will support their motivation to do well in school;
- Create a learning environment which is safe, stimulating, supportive and caring;
- Promote the skills of co-operation, collaboration, making choices and taking responsibility;
- Encourage each child to respect the things around them, both living and inanimate, belonging to themselves and others;
- Develop a sense of a learning community to which we all belong and have responsibility;
- Promote an ethos of peer support, to ensure consistency and confidence.

## Principles and Practice:

We intend to achieve these outcomes by:

- Establishing **consistent**, clear expectations of behaviour with the children and between staff;
- Teach, model and promote expected behaviour and relationships with children;
- Implementing our Behaviour Curriculum, 'The Norwich Road Way';
- Including this Behaviour Policy and behaviour management in regular staff training.
- Supporting colleagues and if required, parents/carers, in the development of skills and confidence;
- Modelling expectations through our interactions with one another - staff in schools, parents/cares and children;
- Ensuring that we are non-confrontational in our own responses;
- Positively recognising when children successfully meet expectations;
- Helping children evaluate their own behaviour and set their own goals;
- Structuring time and giving routines and consistency;
- Giving the opportunity to learn experientially and through planned activities, independently and as a member of the group, within the safety of caring relationships and consistent responses;
- Appropriately scaffolding learning and ensuring that set tasks meet children's needs;
- Challenging children, and other members of our academy community to meet our positive expectations and maintain boundaries of conduct;
- Stepping in promptly to address misbehaviour that may disrupt the learning of others;
- Embedding the understanding of cause and consequence, in that behaviour elicits logical responses, both positive and/or negative in nature. In our work with children

and each other, **we will endeavour to refrain from:** Criticism, blaming, complaining, threatening, punishing or judging.

Instead, we advocate and support:

- Promoting positive behaviour with positive messages;
- Recognition and praise; support and understanding, action and assertion; knowledge and negotiation; consequence and reparation; acceptance and recognition.

This will demonstrate our ability to:

- seek to find the positive in any situation and identify it;
- look for common ground, negotiation and explanation to support resolution;
- use language to identify behaviours, describe feelings, reason and actions;
- acknowledge and promote achievement publicly;
- deflect and deescalate difficult and potentially confrontational situations;
- identify logical responses;
- supply alternative preferred responses as choice options, and state consequences of choices.

### Teaching and Learning Strategies

There are several strategies that will be used to support children's learning about behaviour. They include:

- Implementing 'The Norwich Road Way' Behaviour Curriculum;
- Promoting positive behaviour and advocating kindness;
- Recognising and rewarding positive behaviour, both publicly and privately;
- Teaching children and reminding them of the Norwich Road Academy pupil 'Code of Conduct' (this is displayed around the school);
- Teaching specific social skills, with expectation and reinforcement, e.g. how to address people politely, sharing, turn taking;
- Teaching children to resolve conflicts peacefully;
- Giving children opportunities to restore relationships;
- Developing vocabulary to enable children to express their feelings verbally;
- Supporting children in the classroom by having a well prepared 'Calm Corner' and a 'Stop and Think' space;
- Ensuring the classroom environment is conducive to learning. This is achieved by being tidy, organised, well resourced and displays being well maintained, accessible to children and current;
- Teach co-operation and collaborative skills, to enable children to work effectively as a member of a group or team;
- Teaching children how to recognise bullying and how to report it.
- Promote equal opportunities and instil a positive attitude towards differences;
- Ensure that children are aware of the consequences of their words and actions;
- Considering logical responses and implementing consequences, where appropriate;
- Giving children the opportunities to reflect and restore relationships.

Our Pastoral Team are able to offer additional support for children who may be new to our school, experiencing challenges or require additional bespoke support. Our nurture spaces,

such as; 'Elmer's Room', 'The Cloud' and outdoor classrooms, provide settings in which children can be taught explicit social skills or build resilience.

### **Positive behaviour is reinforced with positive feedback, such as:**

- Our whole school 'Good to be Green' approach;
- Reward time (Good to be Green time);
- Whole-school expectations i.e. Our Code of Conduct;
- Providing positive role models;
- Immediate praise, giving precise and specific feedback;
- Verbal feedback, ie.to senior staff and/or parents and carers
- Visual signs – smile or other sign of approval e.g. thumbs up or high five
- Personalised stickers or stamps;
- Group appreciation;
- Certificates;
- Photographic displays or work on display in class or around the school;
- Written reports to parents/carers;
- Class Dojo points for learning and behaviour;
- House points;
- Sharing and celebrating success with peers during lesson time;
- Sharing achievements with our academy community on our social media platforms, such as Class Dojo, Facebook and Twitter.

### **Class Dojo**

We use the awarding of 'Green Dojos' to promote positive behaviour and ensure there is regular communication with parents and carers. They can have instant feedback via the App on their phone.

### **House Points**

Each child is allocated a 'house' when they start our academy. Year 6 children who have demonstrated commitment to the role and model behaviour expectations are selected to take the role of House or Vice House Captain. They have the opportunity to role model and to work with children across the academy.

House points are awarded for positive behaviours. Children can earn house points for their house by being polite, setting a good example, completing work to a high standard or any other positive behaviour they might display, in line with our ethos. Each week, house points will be counted for each class, and the winning house across the school announced in Friday's celebration assembly.

### **Super Learners**

Every week a 'Super Learner' will be chosen from each class. This will be someone who has demonstrated our academy values. They will be awarded with a Values Certificate in whole school assembly. Displays around the academy and our social media pages support and reinforce our positive messages.

### **Consequences**

As part of our logical responses to behaviour, we may implement a consequence. Consequences reinforce boundaries and therefore reinforce acceptable behaviour across our school community.

### Consequences of negative behaviour:

- reminders of the academy pupil 'Code of Conduct';
- reminders of academy expectations and possible consequences;
- encouragement to make the right choice;
- loss of playtime or lunchtime, to reflect or complete any learning missed due to poor behaviour choices (time will be allowed for a toilet break and for eating/drinking);
- working away from their peer group to reflect and refocus;
- loss of reward or 'choosing' time;
- the expectation to repair a situation;
- time in the 'Reflection Room' at lunchtime (KS2). This could be to write an apology letter, or to reflect on the incident itself,
- a follow up discussion with the Inclusion Team/ Senior Leadership Team:
- with three or more incidents of 'red behaviour', a parent or carer is invited in for a meeting by the class teacher. This may be followed up by a meeting with a member of the Leadership Team;
- if a child self-exits the class, then a five-minute expectation to return is made. If this is unsuccessful, parents/carers are called and asked to stand by. If the child remains uncooperative, and potentially unsafe, after another five minutes then the parent is called and asked to assist getting their child back into class, or to an alternative safe place.
- involvement of the Deputy Head or Principal;
- Communication to and/or meeting with parents to highlight any concerns.

We recognise the three main factors in the success of this approach and its 'effectiveness:

- **Certainty rather than severity,**
- **Consistency is key**
- **Sanctions affect different people differently.'**

(Tom Bennett OBE, Running the Room 2020)

### Norwich Road Academy Consistencies

'Consistency is Key'. It is widely recognised that when children have clear and consistent approaches to behaviour, they are more likely to behave in a more positively consistent manner. Our staff should embody our academy culture, upholding our behaviour curriculum, policy and respond to any misbehaviour in a consistent way. The aim of this behaviour policy is to create a positive behaviour culture.

How the day starts sets the tone for the rest of the day. At Norwich Road Academy, we firmly believe that all children should receive a warm welcome as they enter school, and their classrooms. Our academy consistencies include:

- A member of the Leadership Team at the gate at the start and end of each day;
- A member of staff "meet and greeting" their class each morning, at the class door.
- Promptly picking up on children who are failing to meet our expectations, including uniform;
- End of break and lunchtime signals, upon which children are expected to stop what they are doing and stand still, to then walk sensibly to their class for learning time;

- As children return to class, staff will be ready to welcome them to class and observe their conduct as they make their way back. This is an opportunity for positive reinforcement and review.
- A consistent class signal for children to stop and listen; Teacher claps hands rhythmically, pupils copy, then “empty hands” when everyone has empty hands then move onto “listening hands,” hands together. It is expected that when in Key Stage 2 this will be embedded, and verbal instructions will not necessarily be needed.

### **Monitoring:**

Monitoring and evaluating academy behaviour enables our leaders to review the effectiveness of this policy. A short record should be kept of any behaviour that is persistently disrupting the learning of others. Behaviour incidents are logged in Pupil Asset, these can then be monitored using the data management system. These will be overseen by the Inclusion Lead and concerns passed on to the wider Senior Leadership Team. Any pupil with ongoing behaviour needs will have an individual plan.

If a child continues to have difficulty following the behaviour expectations at the academy, we will communicate with parents. A consultation will take place between the class teacher and Inclusion Lead. This may lead to an assessment being completed, such as: Boxall assessment, Strengths Difficulties Questionnaire (SDQ) or a Primary Insight Self Esteem Checklist (PISEC). Information from this assessment will be used to create a Positive Behaviour Support Plan for the pupil. If required, because of any unsafe behaviour, a risk assessment will be put in place. Support Plans and, if required, a Risk Assessment, **will be shared**, agreed and reviewed with the parents or carers.

If appropriate, the academy SENCo may become involved and advice from external professionals, such as NCC Inclusion Team may also be sought.

Positive Behaviour Support plans should be shared with all stakeholders and reviewed regularly. The Inclusion Team can offer advice and support.

### **A Support Plan and/or Risk Assessment will have:**

- a shared responsibly approach to ensure that all staff are giving the same message,
- guide the child through what is acceptable behaviour using strategies such as: Social Stories, small world, 1.1 support,
- offer, moral emotional and practical support for the pupil, his/her teachers and support staff,
- identify both strengths and difficulties that the pupil may have,
- involve the parent/carer and the child and use regular and honest communication between all parties involved.
- considered interventions, such as; “One 2 One” Counselling, Drawing and Talking and Nurture Time, Emotional Literacy.
- ensure that all staff receive regular training and CPD for Early Intervention and Solution Focused strategies.
- considered provision for lunchtime nurture opportunities.

**Challenging behaviour** should be addressed with the following stages:

- Formal Warning, ‘1<sup>st</sup> Warning’, Yellow Card and/or visual cue,

- If the behaviour persists, 'Time Out' or 'Stop and Think' is given. This is time away from the group in class, with a visible timer. This gives the pupil the opportunity to redress the behaviour. Children should be redirected, with clear expectation,
- If the behaviour persists, a 'Final Warning' is given,
- If this continues, a 'Red Card'\* is given. The pupil will be 'Exited' to another class. This is to minimise the disruption of learning to others and to allow the pupil to reflect and refocus.
- When the pupil returns to class they will remain on a final warning, one more incident then they will be given a longer time out of class with a member of the SLT.
- Some incidents, such as verbal abuse, the use of inappropriate language (swearing), physical misbehaviour, sexual or prejudice related comments, may lead to a pupil receiving a straight red card exit to another cohort or senior leader. This is to ensure that our learning spaces are safe and inclusive for all.

**\*This stage must be addressed with additional actions as follows:**

- A resulting consequence – e.g. loss of playtime, loss of choosing time, Reflection Room (KS2 only), academy-based community service, such as tidying their class, or supporting the site team.
- The incident to be recorded officially on Pupil Asset, noted by the class teacher or supervising adult,
- If a child has been exited, their Parent/Carer should be informed.
- If there are three or more incidents, the class teacher will arrange and meet with the Parent/Carer. This should be logged.
- The pupil will complete a reflection sheet for records (Key stage 2 only).

Some children with additional needs may have their own individual support plan and the responses to their behaviour will be tailored accordingly. We will always include advice from the SEND Team and professionals.

**Out of Class (playtime and lunchtime) incidents (Yellow Card):**

- Follow the same pattern as above, with Formal Warning and if necessary, 'Time Out'
- Report the incident to the Class Teacher and when applicable, the Phase Leader.
- The Class Teacher will inform the parent, as necessary and apply appropriate consequence.

**Out of Class (playtime and lunchtime) incidents (Red Card):**

- Inform the Senior Leadership as the pupil may need planned time away from their peers.

**Repeated behaviours:**

**Multiple Repetitions of Yellow or Red level (3 or more in a week)**

- Should be addressed with a meeting between parents/carers and class teacher, with the discussion of a Positive Support Plan being put in place;
- An individual behaviour report or 'check in' system may be set up;
- A privilege or responsibility may be lost as a consequence;
- The Inclusion Lead and Phase Leaders should be involved to support the Class Teacher;

- The Leadership Team will consider any contextual reasons that may be contributing to challenging behaviour, for example home routines or any additional learning needs. This may lead to the offer of additional support from our SEND and Inclusion team.
- Arrangements will be considered on a case-by-case basis, based on all information available.
- Discussion with parents and the Inclusion Lead to identify any other external support for the pupil and/or the family.

### **Leaving School Site Procedure**

We acknowledge that when some children are angry or upset, they can go into the 'fight or flight response'. This is our body's own protective response to anxiety or danger. The body releases a sudden burst of adrenaline. For children who choose to run, more specifically off site, there is a procedure in place.

When a child is non-compliant and at risk of running off site the following procedure is followed:

- One member of staff (preferably with a Walkie Talkie\*) will observe the pupil from a distance and advise a member of the Senior Leadership Team. They must be mindful of circles of danger and that giving chase may encourage the pupil to run. The priority is to keep the pupil safe and visible.
- Parents or carers are informed, if there is a safety risk and that their child is behaving in an unsafe way. If a pupil remains non-compliant and demonstrating unsafe behaviours, the parent, or carer, will be asked to come to and offer support to their child.
- Gates are supervised and secured by members of staff (preferably with Walkie Talkies).
- If the child does go off site, then 999 is called. It should be reported that a child is 'missing' to the authorities.
- After the Police are informed, parents or carers should be called immediately and, if appropriate, the child's Social Worker

*\* staff should send an urgent message to the academy office if one is needed.*

### **Out of School Behaviour**

We are committed to ensuring our pupils act as positive ambassadors for us. Taking this into account, we expect the following:

- Good order on all transport, educational visits or learning opportunities in other settings or schools;
- Good behaviour on the way to and from school, and in our school community;
- Responsible conduct online.

The same behaviour expectations for pupils on the academy premises, apply to off-site behaviour.

If a pupil is wearing our uniform in the community, we expect them to conduct themselves responsibly and considerately. Any poor behaviour choices, when wearing our uniform, outside the academy, may result in a discussion and consequence at school.

The Department for Education states that, 'Conduct outside the school premises, including online conduct, that schools may sanction pupils for include misbehaviour:

- When taking part in any school-organised or school related-activity;
- When travelling to and from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil of the school;
- That could have repercussions for the orderly running of the school; that poses a threat to another pupil; or
- That could adversely affect the reputation of the school.'

'Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.' *DfE July 2022*

### **Internal Suspensions**

Internal suspension is a serious sanction. This will be implemented to maintain the safety of others and to restore class harmony; to manage a disruptive pupil or to allow a pupil a space to regain calm. This will mean that a pupil who attends the academy as usual but works away from their class, for a fixed amount of time. This will be in a different classroom or with a member of the Senior Leadership Team.

An internal suspension is a discretionary measure, when a pupil's behaviour is escalating and more serious measures need to be taken, but there is an aim to support the child in school and to avoid formal suspension or as a safeguarding measure.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where an external, formal, suspension is necessary. If a child receives internal suspension, it should be for the shortest time possible. The suspension will be recorded on Pupil Asset and parents/carer's will be informed by a meeting or telephone call that this is happening, and a follow up letter will be sent. The suspensions will be monitored by the academy Inclusion Lead.

### **Suspensions and Persistent Anti-Social Behaviour**

*'Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.'* D of E, 2024

The local authority will be promptly informed if a decision has been made to suspend or permanently exclude a pupil.

Examples of the types of circumstances that may warrant a suspension or permanent include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying

- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

However, this list is not exhaustive or definitive.

**Suspensions:** It is hoped that suspensions will be rarely required. With the implementation of our Positive Behaviour Policy, the teaching of our Behaviour Curriculum and the support offered by our SEND, Inclusion and Pastoral Teams, we wish to avoid the necessity of a suspension.

If a serious situation arises where the academy feels this is the appropriate action to take, the Principal (or Deputy) will follow the current guidance and procedures set out for such action.

Following a period of fixed term suspension, the Principal (or Deputy) will meet with the child and their parent/ carers to reintegrate the pupil and discuss a positive way forward, before they return to class. This will, in the most cases, be on the first day back to school.

If a child is persistently unable to follow the rules, the following sequence of events will begin:

- The class teacher will inform the Inclusion Lead in school and ascertain whether there is any additional help that could be given to the child;
- The class teacher may decide to inform a member of the SLT and/or the child's parents if the behaviour is particularly serious or does not seem to improve;
- The class teacher may ask for the support of the Special Educational Needs Co-ordinator if necessary, and a case study of the child and support given maybe drawn up at some point, depending on the seriousness of the case;
- Other outside agencies may need to be involved, at the discretion of the Principal, in certain circumstances;
- If the behaviour becomes a serious concern during any part of the school day, and all possible interventions have not helped matters to improve, the Principal may impose fixed term suspension.
- Extremely serious situations may lead to involvement of the Governing Body, with Permanent Exclusion being the ultimate resort.

### **Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at school or among pupils.

Staff at Norwich Road Academy have positive handling training through 'Norfolk STEPS'. This is a whole-school approach and supports consistency in managing behaviours that challenge or may risk harm.

### **Permanent Exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend the academy. Due to its seriousness, this decision will be well considered by the Leadership Team and will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### **Mobile Phones and Banned Items**

Children are not permitted to have their mobile phones during the school day. This not only supports our safeguarding expectations but also promotes good focus for learning and co-operation around our academy.

Only children in Years 5 and 6 are permitted to bring mobile phones to school. Written permission from parents or carers must be given for this and an agreement signed.

Any phones brought into school must be handed into the class teacher upon arrival. The phones will then be sent to the academy office to be kept securely. They will be returned to individuals at the end of the day.

Any mobile phones that have not been handed in will be confiscated on discovery and returned to a parent or carer, via the office. Any pupil that breaks the academy's mobile phone agreement should expect a consequence in line with this policy and permission to bring a mobile phone onsite will be revoked. We expect all parents and carers to support our policies and in the upholding of our academy as a safe place for all.

### **Searching children and confiscation of items**

All staff can search belongings should they have reasonable grounds to do so. Such grounds might be:

- To look in general for something that has gone missing;
- To establish the presence, or not, of a dangerous object or illegal substance,
- To look for something unsafe or age inappropriate that is thought to have been brought onto the academy's grounds,
- To establish the use of technology in each situation, e.g. Texting or taking of picture.

The Department for Education identifies 'prohibited items as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been 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 pupil).
- an article specified in regulations: tobacco and cigarette papers; fireworks; and pornographic images.'

Staff have the right to confiscate, retain or dispose of the item. Parents, or carers, must be informed. If confiscated this may be returned to parents/carers after school.

A member of staff can confiscate an item if:

- it's banned

- it poses a risk to any person
- it's considered to be evidence relating to an offence.

School staff may also confiscate items as a sanction.

The procedure for searching is such:

- The Principal, or Deputy is notified;
- Unless there is an immediate risk of harm, parent/carers are notified;
- The support of an additional member of staff and co-operation of the pupil is sought in the first instance;
- Possessions, such as bags and clothing not being worn at the time, may be searched;
- Pockets on clothing, being worn at the time, shall be required to be emptied;
- Outer clothing may be removed;
- Only if felt necessary, clothing may be patted down to check that they are empty.

Staff have the right to confiscate, retain or dispose of the item. If confiscated this may be returned to parents/carers after school.

Should the need for a search be identified, staff must consult 'Searching, Screening and Confiscation – Advice for Schools, Department for Education, July 2022.'

### **Child on Child abuse**

Sexual violence and sexual harassment are never acceptable.

At Norwich Road Academy, as part of our positive behaviour management policy, we are aware that Child on Child abuse (or harmful sexual behaviour) *could* happen here.

We will challenge all inappropriate language and behaviour between pupils. We will never normalise sexually abusive language or minimise behaviour by treating it as 'banter'. Any behaviour which falls short of our expectations will be managed through this policy.

To minimise and mitigate the circumstances where this could happen, we will:

- Make sure that all adults understand what child on child abuse is and looks like;
- Ensure regular training and refresher information is made available to all staff;
- Ensure all staff are capable of picking up and challenging inappropriate behaviours;
- Ensure that staff know how to manage a situation should it arise, dealing with both the victim and the alleged perpetrator, and being able to offer support;
- Adapt our curriculum to ensure pupils are clear about our expectations in this area;
- Make links with appropriate external partners who can support when these issues arise;
- procedure, protocol and guidance, and risk assessment in place should the need arise.

### **The Governing Body of Norwich Road Academy will:**

- Support the academy in the implementation of the policy.
- Give advice, when necessary, to the Principal about disciplinary issues so that they can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

## **Other Relevant Policies and Documentation**

This policy should be read in conjunction with:

- Behaviour in Schools, Advice for headteachers and school staff – D f E, Feb 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance D f E, Aug 2024
- Searching, Screening and Confiscation, Advice for schools – D f E, July 2022

### Associated Norwich Road Academy Policies:

'The Norwich Road Way' Behaviour Curriculum

Health & Safety Policy

Safeguarding Policy

Positive Management of Aggressive and Violent Behaviour

Complaints Procedure

Anti-bullying Policy