



Behaviour Policy

2024-2025

Ratified by Governors	
Due for review	September 2025

Document Control

New Version Number	Key changes from previous version	Date of Ratification
V1.1	Changes highlighted in yellow throughout the document. Isolation changed to internal exclusion throughout document	
	1. Change from why we have this policy? to rationale	
	2. Changed layout for additional clarification	
	2.2.i. Addition of sexual violence and harassment	
	2.3. Addition for clarification of aims	
	2.8. Addition	
	3. Changed layout for clarification and Addition of positive examples	
	4. Addition of Roles and Responsibilities	
	5. Update to sanctions and procedures	
	6. Addition of Remind, Refocus, Remove, Reflect and Restore to clarify stages of interventions. Addition to uniform regarding process Updated IBP and PSP guidance Updated Beech House guidance Addition to clarify Permanent Exclusion	

1. Rationale

Excellent behaviour in school is vital to enable all students to realise their potential. Students, parents, teachers, and governors have all made their views clear that effective learning takes place in a calm environment where everyone feels valued and safe. We expect students' behaviour to be outstanding and our policy reflects the requirement for the highest standards so that all students can have the opportunity to do their best and all staff and students can work in a positive environment. We value learning too highly to spend time dealing with poor behaviour and we will not allow students to be unpleasant to any of their peers, members of staff or other members of our community. We acknowledge that students who persistently exhibit challenging behaviour require support to help them improve and our policy allows for this.

2. Aims of our Behaviour Policy

2.1 Students at Downham Market Academy are entitled to an exceptional experience which leads them to:

- Having **P**assion
- Making **P**rogress
- Having **P**ride
- Having **P**erseverance
- Being **P**ositive

2.2. In order to achieve this, our behaviour policy aims to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflects and embeds the DMA DNA of Passion, Progress, Pride, Perseverance and Positive.
- Ensure that students' behaviour will be outstanding, both in lessons and outside lessons; unsatisfactory behaviour will not be accepted at Downham Market Academy.
- Underpin our commitment to zero tolerance of behaviours that negatively impact on the wellbeing of other students and staff, this will include, but not be limited to:
 - child on child abuse including sexual violence and harassment.
 - abuse in intimate relationships between students.
 - all forms of bullying; physical abuse or harm.
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos over social media.
 - causing someone to engage in sexual activity without consent.
 - up skirting (which is criminal offence).

initiation/hazing type violence and rituals.

2.3. Highlight the supportive and protective aspects of our zero-tolerance approach. To make it clear to our community that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need.
- Other people: by preventing it happening to someone else.
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life.

2.4. The behaviour of students who persistently demonstrate inappropriate or unsatisfactory behaviour will improve through the provision of intensive support from staff at Downham Market Academy, colleagues from other agencies or through signposting to appropriate self-help strategies.

2.5. At Downham Market Academy we have high expectations and standards for all students including those with additional needs such as SEND (Special Educational Needs and Disabilities) or those who are disadvantaged but we will provide additional support and reasonable adjustment where appropriate

2.6. Unsatisfactory behaviour is subject to sanctions and is recorded on SIMS via EduLink so that parents and carers are always aware of any incidents. Students who behave in an unsatisfactory way risk sanctions being implemented that could include loss of social time, removal from lessons, an extended day and depending on the circumstances, they also risk internal exclusion, suspension, or permanent exclusion.

2.7. Any instance of poor behaviour should be seen as an opportunity to learn and there will be reflective or restorative activities implemented as appropriate to support improvements in the future.

2.8. This Policy has been produced in line with the latest [DfE guidance on Behaviour in Schools; advice for Headteachers and School Staff February 2024](#)

3. Outstanding behaviour, attitudes, contributions and achievements

At Downham Market Academy we believe it is imperative to promote outstanding behaviour, attitudes, contributions and achievements by recognising and celebrating the success of our students. We are committed to ensuring students are proud to contribute towards our shared values. Our rewards system aims to inspire students to be consistently motivated to achieve positive outcomes, both academically and pastorally by ensuring they are recognised and praised for positive behaviour, attitudes, contributions and achievements including:

- Having **P**assion
- Making **P**rogress
- Having **P**ride
- Having **P**erseverance
- Being **P**ositive

Student achievements will be recognised with verbal praise and telephone calls, emails or postcards home to parents/carers. Staff will award House Points to students that will contribute towards a personal tally and when certain thresholds are reached under each of our shared values, this will be recognised with specific rewards. House points will also contribute towards group tallies where whole House teams are rewarded.

4. Roles and responsibilities

The Governing Body

- The governing body is responsible for monitoring behaviour and suspension data for the whole school.
- It also holds the Headteacher to account for the implementation of this policy.
- The Director of Student Welfare, Removal Room Staff, Beech House Staff and Heads of Year all have key roles to play in the monitoring of behaviour and implementation of this policy.

The Headteacher and Director of Student Welfare

The Headteacher and Director of Student Welfare are responsible for:

- Implementation of this policy in the school
- Working with other leaders in the school to provide staff with training in behaviour management strategies.
- Monitoring school-level behaviour and suspensions and reporting it to Governors.
- Supporting staff with the behaviour of individual students
- Sharing information regarding individual students that will provide strategies and advice to staff to effectively deal with any negative behaviour, both proactively and reactively
- Accessing external agency involvement, where necessary

The Heads of Year

The Heads of Year are responsible for:

- Working with the Director of Student Welfare and Heads of Year to implement this policy leading to improved behaviour of individual students.
- Monitoring their year group's behaviour and implementing support for students to change their poor behaviour, celebrate their students' positive behaviour and, where appropriate, accelerate interventions.
- Supporting staff with the behaviour of individual students
- Sharing information regarding individual students that will provide strategies and advice to staff to effectively deal with any negative behaviour, both proactively and reactively. Contacting home when an after-school detention has been issued.

The Student Welfare Officers

The SWOs are responsible for:

- Recording all behaviour incidents from across the school and at an individual student level
- Reporting concerns about behaviour to the Director of Student Welfare and relevant Head of Year, advising them when a particular threshold has been met and any next steps need to be actioned.

Personal Development Tutors and Class Teachers

Create and maintain a stimulating environment that encourages students to be engaged and develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons
- Establishing and maintaining clear and consistent routines in their own classroom and using whole-school routines
- Communicating high expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour

School Support Staff

- School Support staff will take calls from parents about behaviour issues or concerns and report it to the Head of Year and Director of Student Welfare

5. When behaviour does not meet our high expectations

Staff and students at Downham Market Academy and Athena Sixth Form invest time in building good relationships therefore creating the right environment to enable students to make outstanding progress. Even when all these things are in place things may go wrong from time to time and students may well make the wrong choices. The table below explains the straightforward and consistent process which all staff follow so students work towards the same set of expectations whoever is teaching them.

Behaviour	Example of sanctions/actions
Challenging behaviour in lessons that disrupts the learning of others.	<ul style="list-style-type: none"> • Remind – Behaviour conversations: teacher employs strategies to reset behaviour to be in line with high expectations. There is no sanction at this stage. • Refocus - Formal warning and refocus student is explicitly aware of this stage. Further support is offered to help refocus. This step comes with a lunchtime detention. • Remove - If learning for others is disrupted further, the student is sent to the Removal Room. This step comes with an after-school detention. • Reflect and restore - Students complete a "Reflection Record" in after school detention following a lesson removal supported by the pastoral team. The reflection record will be scanned by Removal Room Staff and emailed home and to teachers/subject where the student was removed from.
Challenging behaviour outside of lessons e.g., on the way to lessons or during social time	<ul style="list-style-type: none"> • Any poor behaviour at social time will result in a lunchtime detention the following day.
Lateness	<ul style="list-style-type: none"> • Lateness will be sanctioned with breaktime detention. This will be on the same day if late to school in the morning without good reason. Removal Room staff will base decisions on the electronic sign in system based in Reception. • If students are late to a lesson, teachers will complete a MS Form to provide the pastoral team with this information. A breaktime detention will be arranged for the following day.

<p>Uniform (including jewellery)</p>	<ul style="list-style-type: none"> Uniform will be checked by Personal Tutors each morning and resolved with support from the pastoral team & SLT.
<p>Failure to meet expected standards.</p>	<ul style="list-style-type: none"> If a student is wearing jewellery these items will be confiscated, and a parent/carer will be expected to collect the item(s) of jewellery from Reception. If a student has their phone out of their bags for any reason or uses earphones/air Pods etc. whilst on the school site, this includes lesson time, social time and at the start and end of the school day. In addition, these will be confiscated, and a parent/carer will be expected to collect the item(s) from Reception. This will be recorded on EduLink by reception staff so that parents are aware. Section 94 of the Education and Inspections Act 2006 states that where a teacher disciplines a student by confiscating an item, neither the teacher nor the school will be liable for any loss or damage to that item
<p>Equipment</p>	<ul style="list-style-type: none"> Equipment will be checked by Personal Tutors each morning. This will be recorded on EduLink by Personal Tutors so that parents are aware.
<p>Defiance</p>	<ul style="list-style-type: none"> If a student refuses to follow instructions after the steps above, they will have an Internal Exclusion. This will likely happen in Beech House and be for one day to include PD, all lessons, break, lunch and after school detention. The Head of Year will communicate this to parents and details will be recorded on EduLink.
<p>Smoking, Vaping, drinking alcohol, energy drinks and recreational drugs</p>	<ul style="list-style-type: none"> To support the physical and mental wellbeing of our students, the possession or use of tobacco, vapes, alcohol and energy drinks or recreational drugs in school, on the school bus this will be deemed as a serious incident. If the use of these substances continues a managed move or permanent exclusion will be considered. Items will be confiscated and be disposed of; they will not be returned. If a student is in possession of recreational drugs or has been using recreational drugs in school, on the school bus or whilst wearing school uniform, this will be deemed as a serious incident. A suspension or permanent exclusion will be considered. If there is a concern that a student, make be in possession of banned items including (but not limited to) cigarettes, vapes equipment, lighters, matches, recreational drugs, weapons of any kind, the student will be searched according to the protocol included in Appendix 1. Parents/carers will be informed of any search
<p>Incidents of alleged child on child abuse, including (but not limited to)</p> <ul style="list-style-type: none"> Sexual violence and harassment Abuse in intimate relationships between peers Bullying (including cyberbullying, prejudice-based and discriminatory bullying). 	<ul style="list-style-type: none"> At Downham Market Academy and Athena Sixth Form College we minimise the risk of child-on-child abuse by ensuring that our students are aware that we will act promptly and on incidences and involve outside agencies when appropriate. Students may be removed from lessons whilst a full investigation takes place. Trust (the Eastern Learning Alliance) procedures will be actioned as part of the investigation. Where appropriate the Academy will work with our assigned police officer from the Safer Schools Partnership

<ul style="list-style-type: none"> • Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. • Consensual and non-consensual sharing of nude and semi-nude images and/or videos over social media • Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. • Up skirting (which is criminal offence) which involves taking a picture under a person's clothes without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. • Initiation/hazing type violence and rituals. 	<ul style="list-style-type: none"> • In line with the Safeguarding and Child Protection Policy we have a zero tolerance for these incidents. • Sanctions may include, depending on the severity and frequency of issues: a detention or series of detentions; Internal Exclusion; an extended period in the Beech House; managed move; suspension. This will be decided by staff at the Academy. • Where the impact on the learning or welfare of other students or staff is negatively affected in a one-off serious incident or through a culmination of many instances, a permanent exclusion will be considered. • All students whether victims, perpetrators, or witnesses of child-on-child abuse are supported by the pastoral team; outside providers including Norfolk Children's Services; the safer schools partnership police officer. • The Designated Safeguarding Lead will respond any concerns related to child-on-child abuse in line with guidance outlined in the DfE document 'Keeping Children Safe in Education' (2024) and Ofsted 'Review of Sexual Abuse in School and Sixth Form Colleges and Colleges' (2021). We will ensure that all concerns, discussions, and decisions reached are clearly recorded and any identified actions are taken. • All incidents will be recorded on 'My Concern', the electronic system used to record all concerns of a safeguarding nature and a referral to the Children's Advice and Duty Service at Norfolk County Council may be appropriate. • Further information can be found in DMA Anti-bullying Policy that can be found on our website.
<p style="text-align: center;">Rudeness, disrespectful behaviour or verbal abuse towards staff</p>	<ul style="list-style-type: none"> • This is not acceptable under any circumstance; will not be tolerated and will be taken very seriously. • Students receive an Internal Exclusion for a minimum of one day, to include all social times and an after-school detention. If severe the student may be moved, for an extended time, into Beech House or face a suspension. • In a one-off serious incident or through a pattern of many instances, a permanent exclusion will be considered
<p style="text-align: center;">Profoundly serious one-off incident, including (but not limited to) carrying of weapons; bringing the Academy into disrepute in the community; serious assaults</p>	<ul style="list-style-type: none"> • Sanctions may include, depending on the severity and frequency of issues: internal exclusion; an extended period of working in Beech House; managed move; suspension. This will be decided by staff at the Academy. • A Permanent Exclusion from the Academy may be considered for profoundly serious one-off incidents.
<p style="text-align: center;">Using social media to incite or publicise violent, dangerous or anti-social behaviour.</p>	<ul style="list-style-type: none"> • If a student is using social media to incite or publicise violent, dangerous or anti-social behaviour appropriate action will be taken that will include sanctions such as suspension and permanent exclusion may be discussed
<p style="text-align: center;">Malicious allegations</p>	<ul style="list-style-type: none"> • Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. • Where a pupil makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or

	<p>malicious, the school will discipline the student in accordance with this policy as a 'profoundly serious incident'.</p> <ul style="list-style-type: none"> • In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the academy (in collaboration with the Local Authority designated officer, where relevant) will consider whether the student who made the allegation needs support, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate
<p>Persistent disregard for expectations and repeated misconduct under any of the headings above</p>	<ul style="list-style-type: none"> • A student's place at Downham Market Academy is under threat and education in an alternative setting will be considered. This could be a prolonged provision in Beech House; a managed move to another school; alternative provision in another centre or a permanent exclusion. • This is to allow other students and staff to their experience at the Academy in a safe environment that is conducive to learning and personal development.

Teachers should complete MS Form when a whole school sanction is required, briefly outlining the reason(s) for the sanction so that parents can be informed.

The Academy will always inform parents if a student has been placed in detention after school, this message will be sent through Edulink to the parent and student. If the student cannot attend the allocated date, the detention can be rearranged by contacting 01366 389158 or by emailing behaviour@dma.tela.org.uk. All administration (including recording of unsatisfactory behaviour, contacting parents, setting, and ensuring completion of detentions) for whole school sanctions is completed by a member of support staff for consistency.

6. Notes

- **Remind:** strategies could include gentle, non-public reminders of expectations; moving seats etc. There may be multiple reminders (behaviour conversations) for students within a lesson. No sanction will be issued. Staff can reach out to colleagues for support with specific students or groups. Advice for specific students or groups will be circulated proactively. The teacher will explore why the student is disrupting learning e.g., seating plan, SEND, reading ability, literacy, medical conditions and provide intervention to support the student to make the right choices e.g., move seats, more scaffolding, peer support, guided group work, 1:1 support.
- **Refocus:** if challenging behaviour that prevents learning persists after reminders, teachers will use a script so everyone is clear that this stage of the process has been reached: "I have reminded you many times about how to behave in lessons so that you and others can learn but you have ignored this. This is your formal warning and if you do not refocus, you will be removed from the lesson. "I know you can do better than this and I believe that you can now improve". Teachers will complete a MS Form to provide the pastoral team with details of the behaviour. Removal Room staff will transfer this information to EduLink which alerts parents of the behaviour and detention set at lunchtime for the following day.
- **Remove:** if challenging behaviour that prevents learning persists after the "refocus" stage, the student is sent to the Removal Room. Alternatively, if the student exhibits violent or aggressive behaviour that is considered serious enough to bypass the "Remind" and "Refocus" stages, the student will be instantly removed from the lesson. Teachers will complete a MS Form to provide the pastoral team with details of the behaviour. Removal Room staff will transfer this information to EduLink which alerts parents of the behaviour and the detention set for the following day after school. Removal will usually be for the remainder of the lesson sent from but can be longer if behaviour is very poor or if more there is more than one removal in a day.

- **No debate on poor behaviour or sanctions:** Teachers should not debate poor behaviour/sanctions with students. Where a student is argumentative, the teacher will give a clear choice by asking, "Are you choosing not to follow my instructions?" If the student says 'yes' or continues to argue, this will be treated as defiance and additional sanctions will apply as outlined above.
- **Challenging students where uniform or equipment does not meet expectations:** Uniform will be checked by Personal Tutors each morning and resolved with support from the pastoral team & SLT. Where patterns begin to emerge, the Personal Tutor will contact home to offer support and address any barriers to the student wearing correct uniform. Where a parent/carer is unable to rectify the uniform or lack of equipment issue due to financial hardship, the Academy may be able to provide financial support, and this should be discussed with the Head of Year. Students with extreme hairstyles or inappropriate piercings will be required to spend an extended period in social time supervision until the issue is resolved.
- **What happens when a student attends a detention (lunchtime or after school), is removed from lessons to the removal room or attends Internal Exclusion:**

Detentions: whilst in detention students will complete schoolwork, read a book, or support staff in maintaining the school environment, for example litter picking. Students will work in an allocated space and work in silence. Failure to do so will result in further sanctions.

Students complete a "Reflection Record" in after school detention following a lesson removal with support from the pastoral team. The reflection record will be scanned by Removal Room Staff and emailed home and to teachers where the student was removed from.

Detentions are compulsory and can only be changed for a medical reason. If a student fails to attend a detention a day in the internal exclusion or a suspension may be issued for persistent non-attendance.

When removed from lessons: students will complete work set by their teacher or that set by a member of the behaviour support team. Students will hand in their phone on arrival and sit in an allocated space where they will work in silence. Failure to do so will result in further sanctions. A student will not be allowed back to a lesson from which they were removed by the teacher. On most occasions students will return to their timetable for the following lesson but where behaviour has been extreme or sustained, they may remain in the removal room to prevent further escalations of behaviour.

When completing an Internal Exclusion: students will complete work set by their teacher or that set by a member of the pastoral team. They will also complete some reflective and/or restorative activities. Students will hand in their phone on arrival and sit in an allocated space where they will work in silence. Failure to do so will result in further sanctions.
- **Authorising an internal exclusion, use of Beech House or suspension:** An internal exclusion takes place in the removal room or the Beech House and can be for more than one day for serious incidents. A suspension is a serious sanction and involves the student not being allowed on the Academy premises for a set period, for example one day. Only the Director of Student Welfare can authorise a student completing an internal exclusion. Where behaviours are deemed so serious that a suspension is considered, this will be discussed with the Headteacher who will ultimately decide if this is the most appropriate sanction.
- **Individual Behaviour Plans (IBPs) and Pastoral Support Programmes (PSPs):** these are not simply report cards. The report cards form a record for students, staff and parents to closely monitor behaviour towards agreed targets following a meaningful discussion. There will be scheduled reviews of IBPs and PSPs with the relevant member of staff.

IBP 1 will be instigated and monitored by the Head of Year if three after school detentions occur or if an internal exclusion is completed in Beech House. The duration will be determined by the Head of Year to support improvements in behaviour but will likely be for a minimum of four weeks.

IBP 2 will be instigated and monitored by the Assistant Headteacher: Alternative Provision following a suspension or failed IBP 1. The duration will be determined by them to support improvements in behaviour but will likely be for a minimum of four weeks.

PSP will be instigated and monitored by the Director of Student Welfare following multiple suspensions or failed IBP 2. The duration will be determined by then to support improvements in behaviour but will likely be for a minimum of eight weeks. If the student exhibits high level challenging behaviour which is recorded on the card, the Academy may convene an emergency review of the PSP.

- **Beech House:** will be used as a venue for Internal Exclusion and as an alternative to suspension in some instances. It will also be used as a short term “fire break” from lessons that will involve some intensive pastoral support from the Beech House co-ordinator. This will likely be for 1-2 weeks with a reintegration plan then in place. The Assistant Headteacher will oversee this provision and involve parents in an Individual Alternative Education Plan.
- **Permanent Exclusion:** A Permanent Exclusion from the Academy will be considered by the Headteacher for profoundly serious one-off incidents including (but not limited to) serious assaults; bringing weapons, drugs or other items or substances onto the Academy site that are a risk to the health and safety of the individual and/or other students; bringing the Academy into disrepute in the community, through a pattern of many instances or where the impact on the learning or welfare of other students or staff is negatively affected. Permanent exclusion from the academy is always the last resort.
- **Staff training in managing behaviour and improving practice:** The Academy provides regular training to all staff to improve practice around building positive relationships and also proactive and reactive behaviour management. The pastoral team supports individual members of staff and personalised coaching or training is offered where appropriate. The Curriculum Leaders have regular meetings with their teams and offer specific support with improving practice and planning to prevent challenging behaviour in lessons.
- **Additional guidance:**
- The Academy reserves the right to withhold the privilege of any student to take part in organised extra-curricular activities (including sport, music, drama, trips) if their behaviour has been unsatisfactory.
- Issues related to failure to complete preparation and attendance and punctuality appear in the Preparation for Academic Success Policy and in the Attendance and Punctuality Policy.
- Further detail on misuse of technology can be found in the Acceptable Use Policy.
- The Academy believes a restorative approach is often highly effective in preventing further challenging behaviour so where seriously challenging behaviour or repeated low-level disruption occurs, students will be encouraged to take part in restorative meetings with others affected (students, staff, or other adults). These meetings will always be supervised so that everyone can have the opportunity to be listened to and put their point of view across in a safe and controlled space.

Appendix 1: Student search protocol



Search protocol

This guidance has been constructed in consultation with advice from the Department for Education as outlined in the document ["Search, screening and confiscation" \(July 2022\)](#).

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. This means that students have the right to expect a reasonable level of personal privacy if a search is conducted.

Downham Market Academy staff will adhere to the guidance within the document which is summarised below.

The Academy is *not* required to inform parents before a search takes place or to seek their consent to search their child. Authorised Academy staff can search students for any item, banned or not, *if* the student *consents* to the search.

Headteachers and authorised staff have the power to search students and their belongings for banned items (knives & weapons, alcohol, illegal drugs, stolen items, tobacco & cigarette papers, fireworks, pornographic images or any other item that could be used to commit an offence, cause injury to a person or damage to property) *without* the student's consent where there is reasonable grounds for suspecting that they have a banned item with the following conditions:

- Only authorised staff will carry out searches of students and their belongings namely, members of the Senior Leadership Team or Heads of Year. All searches will have at least one member of the Senior Leadership Team present to either conduct the search or bear witness to it.
- A search will be carried out by a member of staff the same sex as the student and with another adult as witness. This will be out of sight of other students. In extremis, a search may be carried out by a staff member of the opposite sex and/or without a witness present but only where there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.
- Students can be asked to remove outer layers of clothing. This includes the coat, hoodie, blazer, hat, tie, shoes. Under no circumstances should a student be asked to remove the shirt, trousers or skirt.
- Students can be asked to empty their trouser pockets, but staff will not do this.
- Staff can ask students to empty their bags or coat pockets, alternatively staff can do this themselves.
- A search will be carried out in the presence of the student unless there is significant risk that serious harm would be caused if the search is not conducted immediately without the student.
- If a banned item is found, it must be confiscated and not returned to the student. It must be secured in an envelope/bag with a contents list signed and dated by the member of staff and the student to acknowledge what was taken. This must then be passed to Sue Campbell, Director of Student Welfare.
- Academy staff can confiscate any item they consider to be harmful or detrimental to Academy discipline.

If any search is conducted, the following form must be completed and submitted to Sue Campbell on the same day that the search took place. A record of the search must be logged on My Concern and a copy of the completed document uploaded.

If any banned items are found, Academy staff will notify the parents and deal with this as outlined in the Academy Behaviour Policy.



DOWNHAM MARKET
ACADEMY

Student Search

Name		Year	
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Date		Staff		Location	
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Nature of concern	
Items found	
Items confiscated, sealed in an envelope and passed to SCL	



Staff*		Witness*		Student	
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* At least one of which must be a member of the Senior Leadership Team