



Behaviour Policy 2026-27

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SECTION A: PUPIL BEHAVIOUR

1. Rationale

- 1.1 The aim of this policy is to ensure that all E-ACT pupils learn in a safe and secure environment where each Academy upholds high standards of behaviour which support good learning.
- 1.2 This behaviour policy contributes to the academy's safeguarding culture, where all members of the community take responsibility for keeping children safe.
- 1.3 The academy promotes a culture of vigilance, where concerns are identified early, shared appropriately, and acted upon without delay.
- 1.4 This policy, along with relevant individual academy documentation, outlines the behaviour that we expect from all of our pupils and the sanctions that will be consistently enforced if pupils do not meet these expectations.
- 1.5 The policy is based on the good practice guidance outlined in the Department for Education's guidance on behaviour and discipline and is in line with the legal duties set out below in this policy.
- 1.6 The policy outlines the behaviour that we expect from all of our students within E-ACT and the sanctions that will be consistently enforced if this policy is not adhered to.

2. Introduction and Purpose

- 2.1 E-ACT believes that high standards of behaviour are achieved through a culture of high expectations, positive relationships and consistent practice. Positive behaviour is developed through explicitly teaching behaviour expectations, establishing predictable routines, providing clear boundaries, recognising positive conduct and responding consistently when expectations are not met. Every member of staff has a responsibility to model these expectations and create calm, safe, supportive and purposeful learning environments where every pupil can thrive.
- 2.2 Within E-ACT, high standards of behaviour and discipline are expected inside and outside of each Academy and classroom.
- 2.3 All our academies have their own Code of Conduct that sets their expectations and procedures for behaviour within their specific context. This is communicated clearly to pupils, families, staff, and other stakeholders.
- 2.4 All staff are accountable for implementing high expectations and for challenging behaviour which prevents effective teaching and learning.
- 2.5 All staff are also expected to support all pupils appropriately to achieve high standards of behaviour, work, and dress.
- 2.6 The Trust seeks the support of parents/carers in upholding the standards in each Academy and values working in partnership with home.
- 2.7 Each Academy will take appropriate action under this policy and their Code of Conduct where a pupil's behaviour falls below the standards expected and negatively impacts on the Academy or any member of the E-ACT community.
- 2.8 The sections in this policy explain the routines we will expect pupils to follow in all of our academies so that there is a Trust-wide, shared understanding between all to create a calm, supportive and purposeful atmosphere.

- 2.9 Our aim at E-ACT is to ensure all pupils understand that:
- Respect between children is essential and fundamental to our trust value of team spirit
 - Every complaint of bullying and poor behaviour will be taken seriously
 - A pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no names basis
 - The primary aim will be for the bullying/poor behaviour to cease, not the punishment of the perpetrator unless this is necessary
 - The Academy may use a restorative approach to solve the problem between pupils however the victim will select whether this takes place or not
 - All incidents of child-on-child abuse will be effectively addressed by the academy in line with our E-ACT Child Protection & Safeguarding Policy

3. Scope

- 3.1 This policy is applicable to E-ACT pupils in all academies within the Trust.
- 3.2 This policy applies to pupil behaviour on academy premises, off-site, and online where such behaviour may impact the safety, wellbeing, or reputation of the academy or its community, in line with Behaviour in Schools guidance.
- 3.3 E-ACT academies will provide appropriate updates to parents/carers in relation to the contents of this policy.

4. Legislation and Regulation

- 4.1 This policy takes account of the Academy's (E-ACT's) public-sector Equality Duty set out in Section 149 of the Equality Act 2010¹. This means that the Academy will take account of a pupils' age, gender, racial heritage, gender identity, disability, sexuality or faith or no faith but will not discriminate because a pupil has one or more of the protected characteristics. The Academy's inclusive culture will ensure that pupils with different protected characteristics will feel safe and secure from any form of abuse or poor behaviour.
- 4.2 The legal framework behind this policy lies in the following legislation:
- Behaviour in Schools 2022
 - Education Act 1996
 - School Standards and Framework Act 1998
 - Equality Act 2010
 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (statutory guidance, July 2026; effective from 26 July 2026)
 - Searching, Screening and Confiscation 2022
 - Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026
- 4.3 The Education and Inspections Act 2006 states that:
- *The behaviour policy is designed to promote good behaviour and discipline*
 - *The Headteacher must determine measures to promote pupils' self-discipline and proper regard for authority; encourage good behaviour and respect for others and, in particular, prevent all forms of bullying among pupils*
 - *The Headteacher must make sure the standard of behaviour of pupils is acceptable; make sure that pupils' complete educational tasks, and make sure that pupils' conduct is regulated*

- 4.4 The standard of behaviour must be determined by the Headteacher and meet guidelines set out by the Trust.
- 4.5 The Headteacher determines the rules and provision for disciplinary penalties and may, include measures to be taken to regulate the conduct of pupils at a time when they are not on the premises of the Academy and are not under the lawful control or charge of a member of the staff of the Academy e.g. on a trip or visit.
- 4.6 The imposition of the disciplinary penalty is lawful if the following three conditions are satisfied:
 - It is not in breach of any statutory requirement and is reasonable
 - The decision was made by any paid member of the staff
 - The penalty takes place on the premises of the Academy, or elsewhere at a time when the pupil was under the lawful control or charge of a member of staff of the Academy
- 4.7 The imposition of the penalty is reasonable; the following matters must be considered:
 - It is a proportionate punishment in the circumstances of the case
 - The pupil's age, and special educational needs the pupil may have; any disability the pupil may have, and any religious requirements affecting them

5. Policy Statement

Safeguarding and proportionality Statement

- 5.1 All behaviour responses must be lawful, reasonable, proportionate, and necessary, taking into account the individual needs, vulnerabilities, and protected characteristics of pupils, including SEND and safeguarding considerations.

Safeguarding responsibility

- 5.2 Safeguarding is everyone's responsibility. All staff, regardless of role, must recognise that behaviour can be an indicator of safeguarding risk and must report any concerns in line with safeguarding procedures.
- 5.3 Maintaining a strong safeguarding culture requires all staff to act professionally and in accordance with the Trust's Staff Code of Conduct.
- 5.4 Any concern regarding the conduct, behaviour or practice of an adult working with children, including low-level concerns, must be reported without delay and managed in accordance with the E-ACT Child Protection & Safeguarding Policy and associated procedures.
- 5.5 All staff have a responsibility to promote a culture of openness, transparency and accountability to safeguard children effectively.

Contextual Safeguarding Risk

- 5.6 Staff must be aware that behaviour may be linked to wider safeguarding risks beyond the academy, including exploitation, peer-on-peer harm, and risks in the community or online.
- 5.7 All staff must consider whether behaviour may be linked to safeguarding concerns and act in line with the E-ACT Child Protection & Safeguarding Policy.

Children with Social Workers and Previously Looked After Children

- 5.8 All academies will recognise that children who have a social worker, children in care, and previously looked after children may face additional vulnerabilities and barriers to learning.
- 5.9 Where behaviour concerns arise involving these pupils, staff will consider whether additional safeguarding, pastoral, attendance or multi-agency support is required before disciplinary measures are implemented.

- 5.10 Where appropriate, the academy will work closely with social workers, Virtual School Heads and other professionals to ensure behaviour responses remain proportionate, supportive and in the best interests of the child.
- 5.11 Corporal punishment will never be used in any academy in the Trust.
- 5.12 The Academies' rules, their rewards and sanctions shall also be used, in appropriate circumstances, to regulate the conduct of pupils when they are away from the Academies on trips/visits or on their way to and from their respective Academies each day.
- 5.13 Headteachers will be expected to remind all pupils about good behaviour and conduct during academy holidays when pupils are ambassadors for the academy and the Trust.
- 5.14 Our E-ACT expectation is that all pupils should have regard for authority. Our Academies will not accept the following behaviour:
 - Verbal assaults, mimicry, mockery, derogatory language, or inappropriate banter on or towards staff, other pupils, or visitors
 - Damage to Academy property, staff, or other pupils' property, including the building, equipment, and resources
 - Substance abuse
 - Behaviour, which is against the criminal law, civil law or contravening the Equality Act 2010;
 - Physical assaults on staff, visitors, or other pupils
 - Behaviours that fall short of expectations for good behaviour set out in the Academy Code of Conduct in Appendix 1
- 5.15 E-ACT expects all academies to promote self-discipline and regard for authority. This could include:
 - Looking after Academy property including books or equipment so that they are graffiti free
 - Having a planner with them at all times and all other equipment necessary for learning
 - Wearing their uniform correctly and responsibly
 - Being reminded by all staff about Academy's rules and expectations and ask them to consider and reflect on their own conduct
 - Being taught by staff to be polite, respectful, and to regulate their own and others' behaviour throughout the day
 - Being taught how to behave and conduct themselves through lessons, form time and assemblies
 - Completing educational tasks such as homework, work in lessons and work when pupils are withdrawn from lessons or excluded from school
 - Any other reasonable, academy specific, expectations set out by each academy

6. Bullying Behaviour- always unacceptable

- 6.1 Bullying behaviour is always unacceptable and will not be tolerated because:
 - It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide
 - It interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation
 - It is contrary to all our aims and values, our internal culture, and the reputation of our academies
- 6.2 Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. Bullying will always be taken seriously if a pupil feels they are being bullied whether it fits into the definition or not.

- **Physical:** including, hitting, kicking, pushing people around, spitting; or taking, damaging, or hiding possessions, barging, hurting, stamping
- **Verbal:** including name-calling, taunting, teasing, insulting, mockery, mimicry, inappropriate banter, or lyrics to raps, shaming e.g., fat shaming
- **Exclusionary behaviour:** intimidating, harassing, isolating, or excluding a person from a group
- **Extortion:** threatening to, or taking money, equipment, resources, blackmailing
- **General unkindness:** spreading rumours or writing unkind notes, phone texts or emails
- **Cyberbullying:** using the internet, games, mobile telephones, social networking sites etc. which upsets someone else
- **Non-verbal:** sucking teeth, staring at someone, pulling faces, gestures
- **Sexist:** making comments or referring in a derogatory way to a person's gender or gender reassignment
- **Racist:** regarding someone's culture, heritage, country of birth or nationality
- **Homophobic:** related to a person's perceived or actual sexual orientation
- **Disability:** related to a person's disability or special educational need, medical needs
- **Pregnancy:** related to pregnancy, paternity, or maternity
- **Marriage/civil partnership:** related to someone's marital or partnership status
- **Faith:** related to someone's faith, belief or no faith, social standing- related to a person's home circumstances, poverty
- **Intelligence:** related to someone who does as they are told, high achieving, and completing their work
- **Sexual:** talking to or touching someone in a sexually inappropriate way, up-skirting, sharing nudes or semi-nudes, asking for photographs or intimate parts, or engaging in phone or written sexual conversations

NOTE: Sexual violence and sexual harassment (together with other forms of child-on-child abuse) are covered within the E-ACT Child Protection & Safeguarding Policy that all E-ACT academies adhere to.

- 6.3 We acknowledge that many of these behaviours can take place online and therefore all E-ACT academies will remain vigilant to the signs and symptoms of bullying online.
- 6.4 **Intention:** Some individuals may see their hurtful conduct as "teasing, banter" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A perpetrator who does not respond appropriately to advice or sanctions will be fully supported to remedy their behaviour and understand why this is totally unacceptable.
- 6.5 **Legal aspects:** A person who makes a physical or sexual assault on another, including "up-skirting" and sharing nudes or semi-nudes, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort", and can all lead to legal consequences outside the Academy.
- 6.6 Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong.
- 6.7 Misuse of electronic communications could also be a criminal offence; for example, it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

Initial complaint about a bullying incident

6.8 Firstly, respond quickly and sensitively by offering advice, support, and reassurance to the alleged victim, then:

- Report the allegation to the appropriate member of staff – (i.e., safeguarding team/pastoral lead/SLT etc)
- Record the incident on CPOMS
- A thorough investigation must be carried out
- Parent/carer(s) of victim(s) and perpetrator(s) should be informed and updated as appropriate
- Record the outcome on CPOMS

6.9 The outcomes of an investigation can be:

- There has been a misunderstanding which can be explained sympathetically to the alleged victim and with clear advice given to the alleged perpetrator in modifying their behaviour as appropriate.
- Complaint is partially justified: Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from external services where appropriate;
- Advice and support to the perpetrator in trying to change their behaviour; this may include clear instructions and a warning or final warning;
- Consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the perpetrator which contributed to the bullying behaviour. If these considerations lead to any concerns that the perpetrator may be at risk of harm, the Academy's safeguarding and child protection procedures must be followed.
- Complaint is justified. Our approach:
 - The academy may decide to hold a supervised (restorative) meeting between the perpetrator and the victim (only with the agreement of the victim) to discuss their differences and the ways in which they may be able to avoid future conflict;
 - A disciplinary sanction against the perpetrator, in accordance with the Academy's code of conduct will be issued.
 - Importantly, any behaviour or bullying incident must be followed by showing and teaching the pupils how to behave to prevent any further incidents. Support and signposting will be provided to the victim and perpetrator as required.

7. Online Safety and behaviour

7.1 The academy recognises that inappropriate behaviour online may be an indicator of wider safeguarding concerns. This includes exposure to harmful content, online grooming, exploitation, or coercion.

7.2 All online behaviour concerns will be considered through a safeguarding lens and responded to in line with the Child Protection & Safeguarding Policy and Online Safety Policy, including liaison with the DSL.

8. Mobile Phones and Smart Devices: Phones Under Control

8.1 E-ACT is committed to creating calm, safe, supportive and purposeful learning environments where pupils can fully engage in education, develop positive relationships and achieve their potential.

- 8.2 The Trust recognises that unrestricted access to mobile phones and personal smart devices during the academy day can contribute to distraction from learning, cyberbullying, online conflict, exposure to harmful content, safeguarding concerns and reduced face-to-face social interaction. The phones under control policy forms part of E-ACT's wider approach to behaviour, safeguarding, wellbeing, attendance and positive relationships.
- 8.3 For the purposes of this policy, personal smart devices include mobile phones, smart watches with communication capability, tablets, earphones, headphones and any device capable of accessing the internet, recording audio or video, taking photographs or communicating with others.
- 8.4 All E-ACT secondary academies operate a Phones Under Control Policy. The use of mobile phones and personal smart devices during the academy day is not permitted unless authorised as part of an agreed medical, safeguarding or SEND support arrangement.
- 8.5 All pupils in E-ACT secondary academies will be issued with an approved locking pouch. Upon arrival at the academy each day, pupils must secure their mobile phone and any personal smart device within the pouch. The pouch remains in the pupil's possession throughout the academy day but remains locked and inaccessible until pupils are authorised to unlock it at the end of the academy day.
- 8.6 Pupils must not access, use, display or attempt to use a mobile phone or personal smart device during the academy day unless specifically authorised by a member of staff in accordance with this policy.
- 8.7 The academy recognises that some pupils may require access to a mobile phone or smart device due to a medical condition, disability, safeguarding requirement or special educational need. Where this has been agreed by the academy and supported through an appropriate plan, the pupil will be issued with a designated medical pouch or alternative approved arrangement. Any access to a device during the academy day will be limited to the agreed purpose identified within the pupil's support plan and, where appropriate, supervised by academy staff.
- 8.8 Each academy will maintain arrangements for pupils who arrive without their pouch. This may include issuing a temporary pouch for the day or requiring the pupil to hand their device to academy staff for secure storage until the end of the academy day. Pupils must comply with these arrangements.
- 8.9 Parents/carers who need to contact their child during the academy day should do so through the academy reception. Similarly, pupils who need to contact parents/carers during the academy day should do so through academy staff.
- 8.10 Pupils must not use mobile phones or personal smart devices to photograph, record or film any member of the academy community without permission. Any misuse of technology involving the recording, sharing or distribution of images, videos or online content may result in disciplinary action and safeguarding intervention.
- 8.11 Where there are concerns that a device has been used in a way that breaches academy expectations, causes disruption, places a pupil at risk of harm, or compromises the safety and wellbeing of others, the academy may take action in accordance with this policy, the E-ACT Child Protection and Safeguarding Policy, and the academy's Searching, Screening and Confiscation procedures.
- 8.12 Refusal to comply with the Phones Under Control Policy, including refusal to secure a device in a pouch, refusal to hand over a device when instructed, refusal to follow staff instructions relating to mobile phones, or repeated breaches of this section of the policy, may result in disciplinary sanctions in accordance with the academy's Behaviour Policy.

- 8.13 Headteachers may approve alternative arrangements during educational visits, residential visits, emergency situations or specific curriculum activities where access to mobile phones supports learning, communication or safeguarding.
- 8.14 All academies will communicate local operational arrangements to pupils and parents/carers through their Academy Behaviour Policy. This will include arrangements for securing devices, forgotten or damaged pouches, medical exemptions, educational visits and the sanctions that may apply where pupils fail to comply with academy expectations.

9. Good behaviour

- 9.1 Our academies will ensure that a positive behaviour culture exists and that all stakeholders are clear on the expectations for achieving this. Pupils will be supported to this end through effective behaviour education within the academy personal development curriculum.
- 9.2 As a Trust we believe that rewards can be more effective than punishment in motivating pupils.
- 9.3 Our academies are committed to promoting and rewarding good behaviour and may do so in some of the following ways:
- Praise
 - Positive postcards/letters home
 - Class and personal dojo points
 - Contact home by staff text, phone, e-mail, and/or letter
 - Internal reward points, house points, form points
 - Stickers
 - Certificates
 - Recognition & celebration events

10. Poor behaviour: use of disciplinary sanctions

- 10.1 Our academies will assist teachers in developing appropriate behaviour for learning techniques to support maintaining positive relationships with children whilst challenging poor behaviour. This is a preventative measure to reduce the likelihood of behaviour escalating and requiring a disciplinary sanction. Teachers have a statutory authority and responsibility to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction. This power also applies to paid staff such as teaching assistants.
- 10.2 The Academy will consider the range of protected characteristics identified in the Equality Act 2010 plus individual pupil needs such as any special educational needs, parental support/reaction.
- 10.3 The following range of disciplinary sanctions that may be implemented as appropriate:
- Behaviour logs
 - Taking points away, class dojos taken away, rewards removed
 - Verbal warning/reprimand
 - Extra work of repeating unsatisfactory work
 - Loss of privileges
 - School-based community service such as litter picking
 - Detention
 - Restorative/reflective intervention
 - Internal exclusion
 - Suspension
 - Permanent exclusion

Sanction	Definition	Location	Coding
Reflection Provision	Removal from one lesson for disturbing learning/displaying low level behaviour. Students are placed in reflection and given the opportunity to reflect and restore. Students are allowed back in the following lesson as a reset.	Within the academy	'/' Present
Internal Exclusion	Removal from lessons for a set period (e.g., 1 day) for a significant incident of behaviour or persistent disruptive behaviour that does not meet the threshold for a suspension	Within the academy	'/' if present in internal exclusion.
External Suspension	Removal from the academy for up to 5 days as a result of a serious behaviour incident(s)	At home	E
Permanent Exclusion	Removal from the academy roll after a permanent exclusion panel determination	N/A	E then Z

- 10.4 In all cases of misconduct, including those outside of the Academy (or online), the Headteacher will consider whether the police or the local authority (i.e., for ASB) or Social Care (especially where there is a concern of serious youth violence) should be notified. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of the public.
- 10.5 All E-ACT academies will track and analyse incidents of poor behaviour in order to inform appropriate interventions for individual pupils, targeted groups and whole school and prevent re-occurrence of poor behaviour.
- 10.6 Behaviour analysis should routinely include consideration of trends relating to:
- pupils with SEND
 - disadvantaged pupils (Pupil Premium)
 - ethnicity
 - sex
 - children in care and previously looked after children
 - children who have or have previously had a social worker
 - pupils with persistently poor attendance or repeated suspensions
- 10.7 Academies should use this information to identify disproportionality, evaluate the effectiveness of interventions and inform strategic improvement planning.
- 10.8 Our academies will attempt to identify triggers to poor behaviour to consider how to reduce the likelihood of such behaviour being repeated. Strategies will be considered to help pupils understand how to improve their behaviour. This will include reasonable adjustments for SEND pupils. Following significant behaviour incidents (i.e., suspensions) an academy will complete a re-integration meeting to review how the pupil can be best supported to reduce repeated poor behaviour. Re-integration will be considered as appropriate for all removal from lessons.
- 10.9 Reintegration meetings should:
- capture the pupil's views regarding the incident
 - involve parents/carers wherever possible
 - review any safeguarding concerns or emerging risks
 - consider attendance, punctuality and wider patterns of disengagement
 - review behaviour support plans, reasonable adjustments and SEND provision where appropriate
 - agree clear strategies, expectations and support to reduce the likelihood of further incidents

Early help and Safeguarding Escalation

10.10 Where behaviour indicates emerging concerns, the academy will consider early help intervention.

Detentions

10.11 Teachers have a power to impose detention outside school hours to pupils under 18 years of age.

10.12 Each academy must make clear to pupils and parent/carer(s) that detention is used as a sanction.

10.13 Each academy may give detention on any school day, weekends (except preceding a half term or term break); INSET days.

10.14 The Headteacher will decide which staff may give detentions to pupils.

10.15 Lunchtime detentions must allow pupils time to drink, eat, and go to the toilet.

10.16 The Academy will consider the safety of the pupil before issuing a detention. This includes coming to and from a detention e.g., after school in the dark, transport and travel arrangements, and any known caring responsibilities for the pupil.

10.17 Academies will notify parent/carer(s) about an after-school detention.

11. Use of restorative/reflective intervention

11.1 The use of designated areas outside of classrooms to remove pupils for poor or inappropriate behaviour, must only be used for short periods of time. The removal of a pupil from a lesson to an area where a pupil is required to reflect on and modify their behaviour, must provide the pupil with high quality work, and be supervised by staff in charge of the area. Academies will endeavor to inform parents/carers on the same day of removal.

11.2 Each affected pupil must be subject to a personal behaviour plan where the following is outlined:

- Reasons and rationale for their removal from normal lessons
- Length and period of removal
- Strategies and activities the academy will be using during the placement to ensure their behaviour is modified and improves

11.3 Pupils must not be placed for longer than is necessary. All pupils must receive support to help them correct poor behaviour and learn how to take responsibility for their actions.

11.4 Headteachers must retain an up to date record of all incidents of restorative/reflective intervention and ensure this data is analysed by the senior leadership team to review the best practice in supporting pupils to reduce incidents leading to removal of pupils from lessons.

11.5 In relation to internal exclusions (i.e., where poor behaviour occurred that did not meet the threshold for a suspension), the academy may complete these within the restorative/reflective space but under different parameters (e.g., length and period of removal). These are recorded by the academy outside of the remit of restorative/reflective interventions. Otherwise the same principles (set out in this section) apply.

11.6 The identified space used for the above should be distinguished from other intervention spaces (i.e., for SEND or vulnerable children) used for non-disciplinary reasons.

- 11.7 Where an academy utilises an internal 'behaviour unit' (or AP), this planned intervention will be aligned to the culture of the academy and its policies. The aim is always to improve behaviour, support pastoral development, maintain learning, and achieve successful re-integration or appropriate external placement. Academies will liaise as appropriate with external agencies when implementing this intervention (e.g., a child with a social worker/EHCP/LAC etc).
- 11.8 Where an academy utilises external alternative provision, this will be in line with the E-ACT Modified Curriculum Plan process.

12. Record keeping and Monitoring

- 12.1 Every complaint or report of poor behaviour must be entered and recorded in accordance with each academy's own internal system and process (incident log/CPOMs/SIMS). All reports of bullying will be recorded on CPOMS.

Voice of Child

- 12.2 The academy will ensure that the voice of the child is central to all behaviour and safeguarding processes. Pupils will be listened to, taken seriously, and supported to express their views.
- 12.3 Their views will be recorded where appropriate and considered when determining responses, support, and safeguarding actions, taking into account their age, understanding, and any additional needs.

Attendance, Behaviour Patterns and Safeguarding

- 12.4 The academy will regularly review behaviour data and individual incidents to identify patterns or trends which may indicate safeguarding concerns.
- 12.5 Where patterns are identified, academies will routinely consider attendance, behaviour incidents, internal exclusions, suspensions and persistent disruption together to identify pupils at risk of disengagement from education. Where patterns emerge, academies will review whether additional pastoral, safeguarding, attendance or multi-agency intervention is required to address underlying causes before behaviour escalates further.
- 12.6 Safeguarding concerns must be escalated to the Designated Safeguarding Lead (DSL) and considered within safeguarding processes, including early help or referral to external agencies where appropriate.
- 12.7 All academies will recognise that attendance, punctuality and behaviour are closely linked indicators of a pupil's wellbeing and safety.
- 12.8 Persistent absence, severe absence, repeated lateness, sudden changes in attendance patterns, disengagement from learning or repeated requests to leave lessons may indicate safeguarding concerns.
- 12.9 Where attendance concerns are identified alongside behaviour concerns, the academy will consider whether additional safeguarding, pastoral or early help intervention is required and respond in accordance with safeguarding procedures.

DSL Oversight

- 12.10 The Designated Safeguarding Lead will have oversight of behaviour incidents where there may be a safeguarding concern and will ensure appropriate action, recording, and external liaison where required.

12.11 When implementing this policy, every pupil should be encouraged to understand that:

- Every complaint of bullying and poor behaviour will be taken seriously
- A pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no names basis
- The primary aim will be for the bullying/poor behaviour to cease, not the punishment of the perpetrator unless this is necessary
- Each academy will, for most but not all, serious incidents, inform parent/carer(s) as to what has happened so that they can give their support. Where the Academy staff feel that the pupil may be unsafe or vulnerable because of telling parent/carer(s) (in the case for example of transgender or homophobic bullying) the staff will tackle the incident themselves with the help of specialists. The Academy staff must ensure that the Designated Safeguarding Lead (DSL) is made aware in these circumstances and all information is recorded on CPOMS.

13. Exclusions: Suspensions/Permanent Exclusions (PEX)

- 13.1 E-ACT will ensure that all exclusion procedures at our academies comply with the law and have regard to Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (statutory guidance, July 2026; effective from 26 July 2026).
- 13.2 For the purposes of this policy, exclusion means exclusion on disciplinary grounds only. It does not include arrangements made for non-disciplinary reasons, including exceptional arrangements to keep pupils apart for safeguarding purposes.
- 13.3 In upholding statutory guidance, it is only the Headteacher or acting Headteacher that may exclude a pupil.
- 13.4 Where any instance of bullying, significantly poor behaviour or a particular incident occurs that may warrant a suspension or permanent exclusion, then the Headteacher will review the sanction needed in conjunction with relevant leaders (i.e., SENDCO/DSL/Behaviour Lead etc).
- 13.5 Section B in this policy sets out in more detail the exact steps the Trust and academy will take for exclusions. All parties involved in exclusions, including Headteachers, parent/carer(s), trust governance, Ambassadors, and Independent Review Panels, must have regard to statutory guidance.
- 13.6 As part of the academy's graduated response to behaviour, off-site direction, alternative provision and managed moves may be considered where appropriate to help prevent suspension or permanent exclusion. These measures are not sanctions in themselves and must be used lawfully, proportionately, with due regard to safeguarding, SEND, pupil and parent/carer voice, and in accordance with the E-ACT alternative provision and managed move processes, the statutory guidance on alternative provision, and the July 2026 suspension and permanent exclusion framework.
- 13.7 Where a pupil has a social worker or is a LAC, academies will inform the social worker/virtual school for any suspensions/exclusions.
- 13.8 When headteachers suspend or permanently exclude a pupil, they will also notify the local authority, without delay.
- 13.9 Where appropriate, consideration for involvement of the pupil will be made so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, considering their age and ability to understand.

- 13.10 The Headteacher will notify the trust of any suspension which would result in a total of more than 5 school days in a term.
- 13.11 The Headteacher can cancel any suspension that has begun or not begun prior to the governing body meeting to consider whether the pupil should be reinstated.
- 13.12 Where a suspension has been cancelled the Headteacher will notify parents/carer (s), governing board, the LA and pupils' social worker or virtual school head without delay.
- 13.13 The headteacher will provide all parties with the reason for cancellation.
- 13.14 The Headteacher will offer parents/carer(s) or the pupil if over 18 the opportunity to meet to discuss circumstances that led to the suspension being cancelled without delay.
- 13.15 Any days out of school, before a cancelled suspension/exclusion, will count towards the maximum of 45 school days a pupil can be suspended in any school year.
- 13.16 Headteachers will not be able to cancel a permanent exclusion if a pupil has already been suspended for more than 45 days in a school year.
- 13.17 Where suspensions/exclusions have been cancelled, all E-ACT academies will support pupils with their reintegration on return to school.
- 13.18 When the governing board is considering the reinstatement of a pupil, the clerk should be present to make a record of the discussion, which should state clearly how decisions have been reached.

Duty to inform parent/carer(s)

- 13.19 The parent/carer(s) must be informed immediately and in writing of the length and type of exclusion, and of their right to make representations to the governing board / academy trust in line with statutory guidance. Pupils over 18 must be informed and have the right to make representations and seek review on their own behalf.
- 13.20 Pursuant to the duty of care placed on schools to ensure the welfare of pupils, parent/carer(s) must be advised of an exclusion prior to the pupil being sent off-site. E-ACT uses standard letters for notification of exclusions and these letters set out their rights of representation.
- 13.21 Academies must make parent/carer (s) aware that governing board reinstatement meetings and IRPs can be held via the use of remote access (live video link) for both suspension and permanent exclusion meetings if they request to do so. However, all academies within E-ACT will encourage face to face meetings.
- 13.22 Meetings can also be remote in unforeseen or extraordinary circumstances such as floods, fire, and infectious illnesses/diseases. Where these extraordinary circumstances don't apply and parent/carers don't request a remote meeting, then academies will ensure the meeting is held in person.
- 13.23 Where remote meetings are requested by parent/carers (s), governing boards and all E-ACT academies will ensure that all participants have access to the technology which will allow the to hear, speak, see, and be seen. In addition, ensure all participants are able to fully participate and that the remote meeting can be held fairly and transparently. Where this is not possible, academies should consult with parents/carers to decide how a face-to-face meeting can be arranged.
- 13.24 Where remote meetings are requested, social workers and virtual school heads can also join the meeting remotely.
- 13.25 Where technical difficulties prevent the meeting from taking place, academies will arrange a face-to-face meeting without delay.

14. Restrictive Interventions and use of reasonable force

- 14.1 E-ACT recognises that, in exceptional circumstances, reasonable force may be used by trained and authorised staff to prevent harm. This must always be lawful, proportionate, necessary, and used as a last resort.

Definition

- 14.2 Reasonable force covers a range of interventions, including:
- Physical contact to guide or escort a pupil
 - Use of bodily contact to prevent harm, damage or serious disruption
- 14.3 Force must never be excessive and must be applied for the minimum duration necessary.

When reasonable force may be used

- 14.4 Staff may use reasonable force to prevent a pupil from:
- Committing a criminal offence
 - Injuring themselves or others
 - Causing serious damage to property
 - Causing serious disruption to the good order of the academy

Prevention and de-escalation

- 14.5 Before using force, staff must, wherever possible:
- Use de-escalation strategies
 - Issue clear verbal instructions and warnings
 - Allow take up time
 - Consider removing other pupils from danger
 - Use behaviour support or personalised strategies
- 14.6 Force must not be used where effective alternatives are available.

Prohibited practice

- 14.7 The following are not permitted:
- Use of force as a punishment
 - Deliberate infliction of pain
 - Techniques that restrict breathing or blood flow
 - Use of force that is degrading, humiliating, or unsafe
 - Any intervention that could reasonably be expected to cause injury or distress beyond what is necessary to prevent immediate harm

Additional considerations

- 14.8 Staff must take into account:
- Age and understanding of the pupil
 - SEND, SEMH needs or trauma background
 - Communication difficulties
 - Disabilities or medical conditions
 - Known trauma or safeguarding vulnerabilities
 - Known behaviour plans
- 14.9 Pupils with SEND must have reasonable adjustments considered before, during and after any incident.

During an incident

14.10 Staff must:

- Use the minimum force necessary
- Continually assess risk and reduce force as soon as safe
- Communicate calmly with the pupil
- Avoid escalation

After an incident

14.11 Immediately following the use of force:

- Check for injuries and administer first aid if required
- Ensure the pupil is supported (emotionally and physically)
- Provide a safe space for recovery
- Inform the Headteacher or senior leader without delay

Recording and reporting

14.12 All incidents must be recorded in detail, including:

- The reason for the use of force
- De-escalation attempts made
- Type and duration of force used
- Names of staff and witnesses
- Pupil voice following the incident
- Any injuries or medical support required
- Any follow up actions required

14.13 All incidents must be logged on CPOMS and reviewed by senior leadership.

Parental communication

14.14 Parents/carers must be informed on the same day, or as soon as reasonably practicable.

Monitoring and oversight

- Senior leaders must regularly review incidents
- Patterns must be analysed (e.g., SEND, ethnicity, vulnerability)
- Action must be taken to reduce repeat incidents

Staff training

14.15 Only staff trained in positive handling should undertake physical intervention wherever possible.

14.16 All staff must receive regular training in behaviour support, de-escalation and safe handling.

Link to safeguarding

14.17 Any use of force must trigger consideration of:

- Whether the pupil is at risk
- Whether a safeguarding referral is required
- Whether behaviour indicates unmet need

15. Guidance for Searching, Screening and Confiscation (SSC)

15.1 Schools must avoid unlawful discrimination when conducting searches and must monitor for disproportionality across groups.

15.2 Academy staff may search a pupil and their possessions for any item if the pupil agrees. The member of staff must ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils (e.g., SEND) being searched and the factors that may influence the pupil's ability to agree.

- 15.3 The Academy will follow its safeguarding and child protection policy and procedures at all times if a safeguarding concern arises as a result of any actions connected with a search of a pupil.
- 15.4 If a pupil is not willing to co-operate with the search, the Academy will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the Headteacher, DSL, or appropriate member of pastoral staff.
- 15.5 If a pupil refuses to co-operate with a search, the Headteacher, and staff authorised by the Headteacher, may use reasonable force to search a pupils' possessions. Where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see Appendix 1 for further details in this respect). Reasonable force cannot be used to search for items that are banned by the Academy.
- 15.6 If a pupil continues to refuse to co-operate, they may be sanctioned in line with the Academy's Behaviour Code of Conduct where this is appropriate, in a consistent, fair, and proportionate way.
- 15.7 Academies will record incidents of searching on CPOMS (in line with the E-ACT template).

NOTE: *The E-ACT Child Protection & Safeguarding Policy provides specific information in relation to searches carried out by Police and how the academy can support this process as an appropriate adult.*

- 15.8 See Appendix 4 for further information and E-ACT SSC Template.

16. Complaints

- 16.1 Formal complaint: If the victim or his / her parent/carer(s) are not satisfied with the action taken, they should be advised to make a formal complaint, according to the complaints procedure outlined in the Academy complaints policy.

17. Training

- 17.1 The Trust provides appropriate training to academies in relation to managing and improving behaviour, positive handling, searching/screening & confiscation, and exclusions processes (including within two years for any members/clerks of a pupil exclusion panel or independent review panel (IRP)).
- 17.2 All staff will receive regular training in behaviour and safeguarding.
- 17.3 Academies must ensure that:
 - all staff receive annual training on implementation of this Behaviour Policy
 - staff receive regular training in behaviour management and de-escalation strategies
 - staff authorised to use restrictive interventions receive appropriate role-specific training and refresher training
 - Headteachers, senior leaders and ambassadors involved in suspension and permanent exclusion processes receive training appropriate to their statutory responsibilities

18. Governance and Trust Assurance

- 18.1 Behaviour will be subject to regular academy and Trust monitoring to ensure consistent implementation of this policy.

- 18.2 Headteachers will provide regular reports through academy governance and Trust assurance arrangements, including analysis of:
- Behaviour incidents
 - Internal exclusions
 - Suspensions
 - Permanent exclusions
 - Bullying incidents
 - Use of restrictive interventions
 - Trends affecting vulnerable groups
- 18.3 This information will be used to identify emerging risks, monitor equality and inclusion, evaluate the impact of behaviour strategies and support continuous improvement across the Trust.

SECTION B: EXCLUSIONS

Introduction to the use of and procedure for suspensions and permanent Exclusions (PEX)

19. Aims

- 19.1 The following paragraphs explain the rights and responsibilities around exclusion to ensure that all exclusion proceedings at E-ACT are conducted in a fair and just manner, with appropriate notice to all, full participation of relevant parties, and within the statutorily designated timelines.
- 19.2 Early intervention and support strategies must be evidenced prior to exclusion, particularly for pupils with SEND or vulnerabilities. Exclusion paperwork must also record the interventions, reasonable adjustments, safeguarding considerations and any other support considered before the decision was made.

20. Suspensions and Permanent Exclusions

- 19.3 Exclusion can only be for a disciplinary breach of an academy's behaviour policy, which is widely published to all pupils and parent/carer(s), including on the academy's website.
- 19.4 There are two types of disciplinary exclusion: suspension and permanent exclusion. There is a limit of 45 school days in an academic year for suspensions. The law does not allow for "converting" a suspension into a permanent exclusion. The academy may issue a suspension pending investigation and, where further evidence has come to light, issue a further suspension to begin immediately after the first ends; or a permanent exclusion to begin immediately after the end of the suspension.

21. Prohibition of Off Rolling and Unlawful Exclusions

- 21.1 E-ACT is committed to ensuring that all pupils receive their full entitlement to education.
- 21.2 The Trust prohibits off rolling and unlawful exclusions. No pupil will be removed from roll, encouraged to leave, educated elsewhere, placed on a reduced timetable, directed off-site, or otherwise prevented from attending school for the purpose of improving academy performance measures, attendance figures, behaviour data or inspection outcomes.
- 21.3 Any removal from school for disciplinary reasons must be undertaken through the formal suspension or permanent exclusion process in accordance with statutory guidance.
- 21.4 Informal, unofficial or unlawful exclusions are not permitted under any circumstances.

22. Safeguarding separation

- 22.1 In exceptional safeguarding circumstances, a pupil may need to be kept away from the academy site, or kept apart from another pupil, for non-disciplinary reasons while risk is assessed. This is not a suspension or permanent exclusion. It must not be used as a substitute for a disciplinary exclusion or simply to create time for investigation. The Headteacher and DSL must oversee any such decision, record the rationale, keep the arrangement under review, and ensure appropriate education and safeguarding arrangements are considered immediately.
- 22.2 Permanent exclusions may only be in response to persistent breaches of the academy's behaviour policy or for a 'one-off' serious breach of the behaviour policy, where allowing the pupil to remain in school will be detrimental to the education and welfare of the pupil and/or others at the academy.
- 22.3 On the sixth day of exclusion, the academy (or local authority, in the event of a permanent exclusion) must arrange suitable full-time education for any pupil of compulsory school age. Where a pupil receives consecutive suspensions, these are regarded as a cumulative period of exclusion for the purposes of this duty.
- 22.4 The Headteacher must notify the Education Director, National Education Director, National Director of Safeguarding/Attendance and Behaviour and CEO of their decision to permanently exclude. The Education Director (referred to as the 'Consulting Director') will be part of the panel that the teacher consults with prior to issuing the exclusion.
- 22.5 A panel acting on behalf of the academy trust as governing board must consider permanent exclusions and any suspensions which result in the pupil being excluded for more than 15 school days (singly or cumulatively) within one term, in line with statutory timescales. Schools are responsible for recording suspensions on the academy Management Information System (MIS) in a timely manner and keeping careful track of suspensions that total more than 15 days in a term.
- 22.6 Within E-ACT, the academy trust will ordinarily discharge this governing board function through an E-ACT pupil exclusion panel. The panel must include a different Director (referred to as the "Hearing Director") together with two E-ACT Ambassadors (ideally from the academy) or one ambassador and one E-ACT Headteacher from another academy. The clerk at the academy is responsible for arranging panel members.
- 22.7 If an exclusion requires review (i.e., suspension totaling more than 15 days in a term or permanent exclusions), academies should also notify their Executive Coordinators as soon as the exclusion is issued, in order to allow the timely arranging and clerking of the required review meetings. Permanent exclusions must also be reported to the local authority immediately to ensure the local authority will be able to fulfil its duty to provide alternative educational provision from the sixth day of the exclusion.
- 22.8 Suspensions must be reported on the E-ACT Monthly Safeguarding Data.

23. The Headteacher's role in exclusions

- 23.1 Only the Headteacher or acting Headteacher may exclude a pupil. All Headteachers must avoid 'informal' or 'unofficial' exclusions (e.g., sending a child off-site for a 'cooling down' period). However, a pupil whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This is counted as a half-day suspension. Where a pupil has received multiple suspensions or is approaching the legal limit of 45 school days of suspension in an academic year, the Headteacher should consider whether this is providing an effective sanction.

- 23.2 Suspensions are illegal if they occur for non-disciplinary reasons, such as:
- Additional needs or a disability that the academy feels it is unable to meet
 - Lack of academic attainment/ability
 - The actions of a pupil's parent(s)
 - Failure of a pupil to meet specific conditions before reinstatement
- 23.3 Permanent exclusion should only be used as a last resort where all alternatives have been considered and all strategies to change behaviour have failed. It must be demonstrated that allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 23.4 Where an excluded pupil has Special Educational Needs or Disabilities (SEND) or is on the SEND register, it must be demonstrated that the academy has regard for the SEND Code of Practice 2015 and has provided extensive means of support to help meet the pupil's needs.
- 23.5 Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.
- 23.6 Any intervention strategies should be discussed with and involve the pupil's parent/carer(s).
- 23.7 Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, then the Headteacher will inform all relevant parties.

24. Off-site direction and managed moves

- 24.1 Where off-site direction is used to improve behaviour, or where a managed move is considered to prevent exclusion, the academy will comply with the statutory framework that applies from 26 July 2026. Decisions must be planned, recorded in writing, involve the pupil and parent/carer, and take account of safeguarding, SEND, social worker / virtual school involvement where applicable, and admissions requirements. A managed move is a voluntary intervention and refusal to participate must not itself be used as a reason to exclude.
- 24.2 Before directing a pupil off-site for behavioural reasons, the academy will:
- Complete a written rationale
 - Identify intended outcomes
 - Agree review arrangements
 - Consult parents/carers and the pupil
 - Consider safeguarding and SEND implications
 - Notify relevant professionals where appropriate
 - Maintain responsibility for attendance, safeguarding and educational progress
- 24.3 The placement must be reviewed regularly and discontinued once objectives have been achieved.

25. Review of the Decision to Exclude

- 25.1 E-ACT is committed to ensuring that all suspension and permanent exclusion decisions are lawful, reasonable, fair and proportionate. All exclusion decisions will be reviewed in accordance with current statutory guidance and the academy trust's governance arrangements.
- 25.2 Where a pupil has been permanently excluded, or where suspensions total more than 15 school days in any one term (whether cumulatively or as a single suspension), the decision of the Headteacher must be reviewed by the academy trust acting as the governing board through its

established Pupil Exclusion Panel arrangements. Such reviews will take place within the statutory timescales.

- 25.3 Where a suspension would result in a pupil missing a public examination or national curriculum test, reasonable efforts will be made to arrange the review before the examination takes place. Where this is not practicable, the Chair of the Panel may exercise delegated powers in accordance with statutory guidance.
- 25.4 For suspensions of five school days or fewer in a term, the academy trust will consider any representations made by parents/carers but is not required to hold a meeting and cannot direct reinstatement.
- 25.5 For suspensions of between six and fifteen school days in a term, parents/carers may request that the academy trust review the decision. Where representations are received, the review will be undertaken within the statutory timescales.
- 25.6 For suspensions exceeding fifteen school days in a term and for all permanent exclusions, the academy trust will hold a formal review meeting whether or not representations are made by parents/carers. Following consideration of all available evidence, the Panel may either uphold the exclusion decision or direct reinstatement of the pupil where permitted by law.
- 25.7 In reaching decisions regarding suspension or permanent exclusion, Headteachers and review panels will give due regard to:
 - The facts and circumstances of the incident
 - The academy's behaviour policy and expectations
 - The pupil's age and individual circumstances
 - Any safeguarding concerns
 - The Equality Act 2010, including reasonable adjustments
 - Any identified or suspected special educational needs and/or disabilities (SEND)
 - Any support, interventions or pastoral strategies that have been implemented
 - The welfare and safety of pupils and staff
 - The impact of the pupil's behaviour on the education and wellbeing of others
- 25.8 The academy trust recognises that suspension and permanent exclusion should only be used where it is lawful, reasonable and proportionate to do so. Informal, unofficial or unlawful exclusions will not be used under any circumstances.
- 25.9 Following any review, parents/carers will be informed of the outcome in writing, including the reasons for the decision and details of any further rights of review or appeal available under statutory guidance.

26. Principles of Natural Justice

- 26.1 All factual determinations are based on a balance of probabilities, both by Headteachers and at any subsequent review. This means that the Headteacher/reviewing panel should accept that something happened if it is more likely that it happened than that it did not happen. In making their decisions to exclude, Headteachers must ensure that their decisions are fair, based on the facts of the incident and do not include any elements of discrimination.
- 26.2 All documents to be used in evidence should be distributed to all parties at least five working days before the hearing. If new material is introduced at the hearing, all parties must have time to consider it. Should such material be voluminous, the Chair has the discretion to adjourn the meeting to allow proper review.

- 26.3 Every party should feel that they have had a full opportunity to present their case and have it duly considered. Training is completed with all pupil exclusion panel members to clarify the legal standards for review and the high quality of documentary evidence required for panel meetings. There should be no delays in gathering evidence and witness statements, both for reliability of recall and given the legal obligation to review exclusions within short statutory deadlines.

27. Independent Review Panel (IRP)

- 27.1 If a permanent exclusion is upheld, parent/carers(s) must be told of their right to seek an independent review of the decision reached by the panel and the deadline for seeking such a review. They also have the right to request the attendance of a SEND expert at the Independent Review Panel meeting.
- 27.2 Decision letters sent by the Academy Clerk to the parent/carer(s) will include these details of the right of independent review. The parent/carer(s) have 15 school days (from the date of receipt of the review panel's decision) to seek an independent review. Within 15 school days of such a request, the Academy Clerk will engage the services of an external clerking agency to arrange and clerk the Independent Review Panel. The independent review is normally attended by the Headteacher, lead academy staff member on the case, and Chair of the original review panel. The clerk of the original panel may attend but plays no formal part in proceedings. Where the parent/carer(s) has legal representation or it is considered appropriate on behalf of the academy, it may be agreed that the academy should also have legal representation. This will be arranged by E-ACT.

28. Independent Review Panels

- 28.1 Where the academy trust's Pupil Exclusion Panel has upheld a decision to permanently exclude a pupil, parent/carers(s) have the right to request that the decision is reviewed by an Independent Review Panel (IRP).
- 28.2 The academy trust will provide parent/carer(s) with written information explaining their right to request an Independent Review Panel, the timescales for making a request and the process that will be followed.
- 28.3 An Independent Review Panel does not have the power to direct the reinstatement of a permanently excluded pupil. However, following its review of the case, the Panel may:
- Uphold the decision of the academy trust's Pupil Exclusion Panel
 - Recommend that the academy trust's Pupil Exclusion Panel reconsiders its decision
 - Quash the decision and direct the academy trust's Pupil Exclusion Panel to reconsider the exclusion. Where this is the case, the Panel must convene within 10 school days.
- 28.4 Parent/carer(s) may request that a Special Educational Needs (SEND) expert attends the Independent Review Panel where they believe SEND may be relevant to the exclusion decision. The role of the SEND expert is to provide impartial advice to the Panel on how SEND may be relevant to the circumstances of the exclusion. The SEND expert does not make decisions regarding the outcome of the review.
- 28.5 The academy trust will cooperate fully with any Independent Review Panel process and will provide all relevant information and documentation required to enable the Panel to undertake a fair and thorough review.
- 28.6 Where an Independent Review Panel recommends or directs reconsideration of a permanent exclusion, the academy trust's Pupil Exclusion Panel will reconvene and reconsider the decision

in accordance with statutory guidance. In doing so, the Panel will have regard to the findings and recommendations of the Independent Review Panel.

- 28.7 E-ACT is committed to ensuring that all exclusion decisions are lawful, reasonable, procedurally fair and proportionate. The academy trust will ensure that parents/carers are informed of their rights throughout the exclusion process and are supported to participate fully in any review proceedings.

29. Other relevant legislation

29.1 The principal legislation, guidance, and regulations to which this guidance relates is:

- Education Act 2002, as amended by the Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education and Inspections Act 2006
- Education Act 1996
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- SEND Code of Practice: 0 to 25 years (updated 1 May 2015)
- Special Educational Needs and Disability Regulations 2014 (Part 4); Equality Act (2010)

Appendix 1: Academy Code of Conduct

E-ACT Ousedale School Values:

E-ACT Ousedale School believes in a positive learning culture, where everyone has the right to feel safe, enjoy their learning, achieve to the best of their ability and be treated with respect. Everyone has a responsibility for their own behaviour, to safeguard the rights of other people and to treat others with dignity and consideration. This is underpinned by the school's character values: *'Be Kind, Work Hard, Succeed Together'*.

E-ACT Ousedale School promotes belonging, inclusion, respect and positive relationships. These messages are reinforced in tutor time and through the assembly and PSHE programme.

Behaviour Expectations:

To ensure that the high standards of behaviour in our pupils are maintained consistently throughout the school, the school expects all pupils, with parental support, to abide by the behaviour policy, including the character values for pupils.

The school has a positive approach to managing behaviour by which pupils are expected to take responsibility for their actions and behaviour. First and foremost, the school will encourage and reinforce positive behaviours which minimises the occurrences of poor behaviour. The school will also ensure there is a robust yet fair system of sanctions in place for the minority of pupils who display negative behaviours.

The school's culture and values are manifested through the behaviour of all its members. High standards and clear rules reflect the values of the school and outline the expectations and consequences of behaviour for everyone. This policy aims to:

- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour for pupils;
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory);
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of pupils.

The school will ensure that pupils are aware that they are expected to adhere to the school values and high standards of behaviour. The behaviour policy and character values for pupils are communicated through tutorials, the PSHE programme, assemblies and notices in classrooms. Parents will be reminded every year to familiarise themselves with the behaviour policy which will be published on the school website (hard copy available on request). The school values its partnership with parents and expects parents to support the school in maintaining its high standards of behaviour.

We expect all members of the E-ACT Ousedale School community (particularly pupils, staff and parents) to adhere to the following:

Character values - The Ousedale Standard for Pupils

The E-ACT Ousedale Standard for Pupils sets out the *character* values that we believe all pupils should value, convey and develop. They are central to our everyday working practice, they underpin our curriculum and are derived from our school motto: *'Be Kind, Work Hard, Succeed Together.'* Our rewards and behaviour systems ensure that these *character* values are developed, embedded and celebrated across the school community.

Motto	Character Value	Definition What it means for pupils to exemplify and display the Character Value	Examples What pupils will be rewarded or sanctioned for
<i>Be Kind</i>	Kindness K	1. We are kind, polite and considerate of the feelings and rights of other people 2. We act and speak toward each other respectfully 3. We follow instructions and school rules 4. We look after ourselves, our wellbeing and others in our school community 5. We always take care of the school and wider natural environment. We recognise our role as custodians of our planet.	✓ We are kind to each other ✓ We look after our environment ✓ We visibly help others in need ✓ We volunteer to help in the school community × Litter, damage or graffiti × Bullying × Prejudice based incident × Rudeness, swearing, disrespect × Fighting × Not following instructions/school rules × Anti-social behaviour × Other
<i>Work Hard</i>	Hard Work W	1. We always try and give of our best knowing that we could not have tried any harder. Success is achieved when ambition meets hard work and effort. 2. We do not settle for second best. We set and aim to achieve ambitious targets for ourselves, and to be the best in all we do and can be. 3. We do not give up when we encounter difficult challenges, we are resilient 4. As well as doing our best individually we work hard in partnership with others 5. We come to school ready to learn: we are punctual and always have our basic equipment	✓ We actively engage in our lessons and learning ✓ Classwork and homework is completed to a high standard ✓ We have high levels of attendance and punctuality ✓ Good presentation in books ✓ Correct uniform worn with pride ✓ We work well with others × Disengaged/passive in lessons × Incomplete classwork or homework × Disruptive behaviour in lessons (PDB) × Lack of basic equipment × Poor punctuality to school and/or lessons × Truancy × Other
<i>Succeed Together</i>	Success S	1. Success comes when we are all kind and work hard 2. We are members of our school and wider community. We work together in partnership to achieve our personal goals and help others succeed in theirs. 3. We lead when necessary, but always play our part in the team and community 4. We are rightly proud of our own achievements, but equally proud of the achievements of our peers 5. We celebrate success, we do not belittle others' achievements	✓ We achieve well in relation to targets set ✓ We participate in school teams/clubs/activities ✓ We achieve points milestones in each of the 3 Character Values ✓ We achieve awards ties and badges × We belittle or devalue others' achievements × We receive detentions and sanctions for not meeting our Character Values

In practice, our expectations for pupils are that they:

- comply with instructions from staff including support staff
- respect all people and do not discriminate against others based on race, religion, gender, sexual orientation or disability (or any protected characteristic)
- attend school regularly and strive for excellent attendance
- arrive in school and in class on time, ready to learn, with the correct equipment
- comply with the uniform policy and wear the uniform with pride
- respect and take care of the school premises, buildings and property

- respect the property of other people in the school community
- keep work areas and social areas tidy, clean and free from litter
- focus on their learning, taking a pride in their work, including presentation
- complete homework and coursework on time and to the best of their ability
- have due regard for the health and safety of others
- comply with screening and searching for prohibited items if required
- comply with the health and safety procedures and instructions in lessons and around the building and move around the building in an orderly and safe way
- use the canteen and social areas in a safe, orderly fashion
- maintain safe practices in queues and large groups – with no play fighting, pushing or pulling
- make visitors to the school welcome
- provide good examples of behaviour to pupils in younger year groups
- maintain a high standard of behaviour on the way to and from school, when representing the school as well as when clearly identifiable as a member of the school community
- respect the school's local community
- follow the school's expectations regarding mobile phones / smart devices
- report any concerns of bullying, discrimination or safeguarding to a member of staff

This will be recorded through 3 Behaviour Points: N1 (low level disruption / not ready for learning), N2 (disruption to learning / inappropriate behaviour) or N3 (significant disruption to learning). Behaviour Points will be monitored, and proportionate sanctions and support may be applied when pupils reach identified thresholds. The school will take account of individual circumstances, including SEND, disability and any reasonable adjustments required. More serious incidents may result in an immediate response outside the usual stepped process.

Academy Focus: Behaviour for learning strategies

To maximise learning, common practices have been applied across the school. This should be applied by all teachers, in all lessons and in all subjects, to ensure that pupils have a clear understanding of our high expectations.



Pupils are expected to behave in a calm, orderly manner throughout the day. This includes during free time, entry to lessons and tutor time, throughout lessons and assembly time, during the exits to lessons and during transition between lessons. This message is communicated and explicitly taught through the

Habits of Excellence programme which is shared with pupils through the PSHE and assembly programme.

Rewards:

For the majority of pupils who regularly meet the expectations of the school and the character values for pupils, a system of rewards will be used:

Reward	Staff responsible
One to one praise	All staff
Issue of a reward point	Teachers, Associate staff
Congratulatory postcards home	Teachers, Associate staff
Congratulatory phone calls home	Teachers, Associate Staff
Awards (Bronze, silver and gold) certificates	Pastoral staff
Badges for team / club membership, school council, leadership roles etc.	Pastoral team
Awards prizes	Pastoral staff
Student Achievement Awards	PALs
Awarding of silver, gold and Sports Awards ties	Middle Leaders via PALs
Rewards lunch with PAL	PAL
Invitation to Awards Evening(s)	Middle Leaders via SLT
Recognition in Ousenews and on school website	All staff via relevant Associate staff ensuring procedures re. use of student photographs are followed
End of year reward trip	PAL
Flash Reward Weeks / Days	SLT, PAL

*SLT = members of the Senior Leadership Team (Head, Deputies & Asst Heads)

*PALs = Pastoral and Academic Leaders

Sanctions:

Where pupils choose not to respond to the school's high standards of behaviour and breach the behaviour policy, then pupils must accept that consequences will be imposed. Consequences form part of a pupil's school record. There are a variety of sanctions, with the ultimate sanction being suspension (or permanent exclusion) where the Headteacher considers this appropriate.

The school uses a stepped approach to sanctions where appropriate. However, more serious incidents may result in a higher-level sanction being applied immediately. For more serious breaches of discipline the decision regarding which sanction to impose will take into account a number of factors. This includes whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Within the school, various staff have direct responsibility for managing the behaviour of pupils and ensuring that the smooth running of the school is maintained. These include teachers and associate staff, pastoral staff, teaching assistants, library staff.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

Sanction	Staff responsible
One to one verbal reprimand and reminder of the expectations of behaviour	All staff
Setting of written tasks such as an account of their behaviour in the form of a statement	All staff
Report card	PAL; Middle Leader; SLT
Detentions at break or lunchtime	All teachers, including supply and cover supervisors; TAs; pastoral staff
Withdrawal of break or lunch-time privileges	PALs; SLT; Class teachers
Work to be completed at home	Teachers; TAs; pastoral staff
Withdrawal of access to the ICT system	All ICT staff; pastoral staff; SLT
Confiscation of property – following school procedures	All staff
Withdrawal of participation in a sports event	PALs
Withdrawal of participation in a school trip or other educational visit	SLT
Placed in the Personalised Inclusive Learning Centre (PILC) for a day if found smoking / vaping on site. If caught a second time etc. it may be an external suspension. Pupils caught smoking/ vaping in a building will have a fixed term suspension.	PALs; SLT
Carrying out a period of community service within a curriculum area or library e.g. either during social times or after school, helping with display work, putting away resources, tidying up	Teachers; TAs; pastoral staff; SLT
Carrying out a period of community service e.g. either during social times or after school, cleaning and tidying the school canteen(s); helping the site team in maintaining the cleanliness of the school environment – such as picking up litter or weeding school grounds or removing graffiti	Pastoral staff; SLT
Detentions after school	PALs; SLT
Implementation of N2 and N3 procedure	All staff
Appropriate use of emergency support system for senior staff to attend	All staff
Main School detention	All staff
SLT after school detention	SLT
Removal from class or a group	Middle leaders; SLT
Weekend detentions including catch up sessions	Teachers; pastoral staff - authorised by SLT
Detentions on Training Days	As authorised by the SLT
Extended days in inclusion centre, before school, lunchtime, and after school	SLT; PALs
Working in the inclusion centre for a fixed period of time	SLT; PALs

ABC Programme	SLT; PALs
Placed on an alternative curriculum in the PILC due to persistent disruptive behaviour	PALs; SLT
Work outside SLT offices	SLT
Fixed term suspensions and permanent exclusions	Headteacher

*SLT = members of the Senior Leadership Team (Head, Deputies & Asst Heads)

*PALs = Pastoral and Academic Leaders

All sanctions are logged and recorded on Class Charts and available for parents to access.

The needs of our vulnerable pupils (SEND, LAC etc) will be taken into account when issuing a sanction.

Alongside sanctions, there is extensive wellbeing and mental health support available for pupils. This can be discussed with a child's form tutor, PAL or member of SLT.

Detentions:

Under current legislation, all staff, including associate staff, have specific legal powers to impose detentions to pupils, including same day detentions and detentions outside school hours.

Detentions can be held on any school day where the pupil does not have permission to be absent; weekends during term except a weekend during, preceding or following the half term break; or non-teaching days, except if it falls on a public holiday, on a day which precedes the first day of term, or after the last school day of term.

Staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside of school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk;
- Whether the pupil has known caring responsibilities;
- Whether the detention timing conflicts with a medical appointment

Parental consent is not required for a detention to go ahead and parents cannot over-rule the school's decision to issue a detention for a pupil under the age of 18.

Parents / Carers are expected to make arrangements to ensure that their child attends the detention. They may ask the school to consider an alternative date for their child to complete the punishment if the original date will cause the family a particular problem. However, if making suitable travel arrangements is an inconvenience to them, this is not a reasonable justification for a pupil not to attend a detention.

Parents will be notified of detentions outside school hours that are longer than 15 minutes by / Class Charts.

Occasionally, a detention may be notified to parents at a meeting, via e-mail or on the telephone. As parental permission is not required for a detention to go ahead, returning an acknowledgement slip or giving permission is not a requirement for the detention to proceed.

Staff do not have to inform parents of a detention set for break or lunchtime as these are in school hours.

If a pupil does not attend a detention that has been set, disrupts or refuses to stay in a detention, then a further or higher level sanction will be imposed, which might be an internal suspension or a fixed term suspension, imposed by the Headteacher.

Suspension Procedures:

The decision to suspend a pupil will only be made by the Head Teacher (or Senior Member of Staff delegated to act on their behalf in their absence). The decision to suspend will only be taken once all information (including statements) has been collated and will take into account a pupil's SEND needs and levels of vulnerability. If a suspension exceeds 5 days, we will work with local schools to ensure 6th day provision is provided for a pupil.

At the end of a suspension, a reintegration meeting will be held in school to discuss the incident, reiterate the school's expectations and discuss support available for the pupil (both in terms of behaviour and wellbeing) going forwards. This meeting will involve relevant members of staff (usually the pupil's PAL and a member of SLT), parents / carers and the pupil. A representative from the SEND team will also be invited if appropriate and also a representative from the Virtual School and Social Worker if the pupil is Looked After.

Searching and Confiscation:

If there is a concern that pupil has a prohibited item in their possession, they may be searched. This will be authorised by a member of SLT and conducted by 2 members of staff (one must be of the same sex as the pupil). Pupils will be asked to consent to the search. If they refuse, parents / carers will be contacted and depending on the level of concern, the Police may also be contacted.

Following a search, parents and carers will be informed and the search will be logged on CPOMS (along with a completed search proforma). A record of contact with parents and a summary of the rationale for the search will also be recorded.

If a prohibited item is found, this will be confiscated and stored securely. This will either be disposed of, given directly to parents or passed to the Police depending on the nature of the item.

Restrictive Intervention:

Should restrictive intervention be required, this will be logged on CPOMS and parents / carers will be informed via telephone. The Deputy Head responsible for behaviour (Newport Pagnell Campus) and Senior Assistant Headteacher (Olney Campus) will oversee the follow up of any restrictive interventions and ensure there is a debrief that is logged on CPOMS.

Wherever possible, only staff trained in positive handling should undertake physical intervention. All staff will receive regular training in behaviour support and de-escalation techniques.

Mobile Phone Arrangements:

This policy sets out the expectations for the use of mobile phones and electronic devices within E-ACT Ousedale School to ensure a safe, focused, and disruption-free learning environment. This policy applies to all Year 7 – 13 pupils on the school site, including during lessons, social times, movement between lessons, and extracurricular activities unless otherwise stated. For Years 12 and 13, they may have access to their phones whilst in the 6th form block. At all other times, mobile phones must be in pouches as per school policy and the same sanctions will apply as Years 7-11.

1. General Expectations

- Mobile phones, earphones, and other personal electronic devices must not be seen or used anywhere on the school premises.
- On arrival each day, pupils must lock their mobile phone in the school issued phone pouch. The phone / pouch will then remain with the pupil.
- The pouch must always remain sealed while the pupil is on site Year 12 and 13 may have their pouch unsealed when in the 6th form block. It must be sealed at all other times.
- All pupils will be issued with their own pouch and it will be their responsibility to bring this to school with them each day as part of their basic school equipment.
- Pupils are responsible for ensuring their device is secured appropriately upon entry. This will be carried out during morning registration line ups or upon arrival at the school if a pupil arrives after 8.40am.
- Pupils will be able to unlock their pouches when they leave school at the end of the school day or after an extracurricular club.
- If a pupil needs to leave school during the school day, they will be able to unlock their phone outside reception as they leave.

2. Emergency Use:

- In exceptional emergency circumstances, pupils may be permitted to use their mobile phone under the direct supervision of a member of staff.
- Parents/carers will be able to contact the school directly if they need to get an important message to their child.

3. Consequences for Non-Compliance:

If the school believe a pupil has a phone on them and has not locked this in their pouch, a search will be conducted and the metal detector wand will be used. Parents will be informed after the search has taken place. Failure to follow the mobile phone and electronic device expectations will result in the following actions:

First Instance:

- The device will be confiscated and returned only to a parent/carer and can be collected between 3.15- 4.00pm from reception on the day of confiscation. (There are no reception staff available after 4.00pm) If this is a Friday it will be handed back at the end of the day.

Repeat Offences:

Further breaches of this policy may result in one or more of the following sanctions:

- Second time- confiscation for a full calendar week. Phones will be handed directly to parents at the end of this period and they can be collected between 3.15- 4.00pm from reception on the final day of confiscation.
- Third time- confiscation for four calendar weeks (excluding school holidays). Phones will be handed directly to parents at the end of this period between 3.15- 4.00pm from reception on the final day of confiscation.
- In addition if there are repeat offences, pupils may lose the privilege of being able to bring a mobile phone onto the school site. This may be for a set period or permanently.
- Further sanctions for refusal to comply will be issued in line with the school's behaviour policy.

Refusal to hand over mobile phone:

- Refusal to comply and hand over a mobile phone may lead to a suspension from school. This will also be logged as first / second / third offence etc and pupils will be expected to hand their phone over for the duration of the sanction during their re-entry meeting.

Forgotten Phone Pouch:

- If pupils forget/do not bring their phone pouch, they may be handed a spare pouch to use for the day or they may be directed to hand their mobile phone into reception. The mobile phone will be available to collect at 3.10pm the same day.
- Repeated instances of forgotten pouches will lead to an internal suspension

4. Responsibilities of Pupils:

- It is expected that pupils will comply fully with the policy and ensure phones are secured throughout the day.
- Pupils are expected to be responsible for the phone pouch and will have to buy a replacement pouch if lost, damaged or stolen. The cost of a new pouch will be £30.

Responsibilities of Parents/Carers:

- Support the school's mobile phone policy and promote your child's wellbeing.
- Collect confiscated devices at the designated time and location ONLY when required.

Safeguarding Expectations:

Any incidents which cause a safeguarding concern will be logged on CPOMS. This will include the voice of the child, voice of the parent, summary of the incident and actions taken and any sanctions given.

Academy Arrangements:

Safe Spaces:

Should a pupil require a safe space whilst at school, they can have access to the following areas:

- PILC (Personal Inclusive Learning Centre)
- Wellbeing Room
- Healthcare Co-Ordinator's rooms
- PAL / Learning Mentor offices

Restorative/Reflective Space:

There is a PILC at both campuses which can be used as a restorative or reflective space for pupils. This will allow pupils time out of lessons to reflect on their behaviour or an incident and allow time for staff to gather information or lead restorative conversations. This can also act as a space for temporary safeguarding separation.

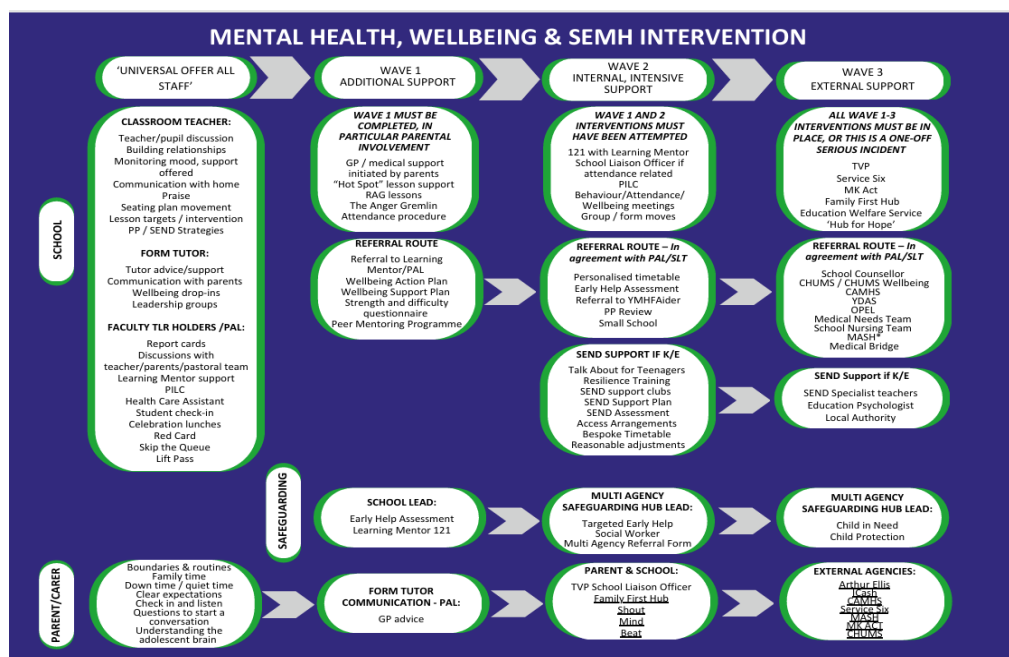
Internal Isolation:

The decision to internally exclude a pupil will only be made by a PAL or Senior Member of Staff. This will always be communicated to parents. Pupils will work in the PILC and be supervised and supported in their work, completing work as per their timetable. This work will either be uploaded to Teams or paper resources taken to the Pilc for pupils to use. The PILC staff will ensure all reasonable adjustments on a pupil's Pupil Passport are followed whilst they are working in the PILC. For EHCP pupils, they will also be supported throughout their internal suspension by a TA where possible. This is not a formal suspension or exclusion.

Behaviour Support Plan Process:

E-ACT Ousedale School has a graduated response to supporting pupils where there are behaviour concerns and this process is led by the PAL and Learning Mentor, working closely with SEND where appropriate. Behaviour Support Plans can be put in place where appropriate. Reintegration paperwork is completed following a suspension to ensure that a pupil is supported in being successful on their return to mainstream lessons.

Alongside this, there is extensive wellbeing support available both in school and via external agencies. This can be accessed by both the school and parents (see below):



Behaviour Recording:

All behaviour points will be logged on Class Charts and this information is available to parents via the Class Charts App.

A safeguarding record of some behaviour incidents will also be kept on CPOMS. These include child on child incidents including bullying, incidents of discrimination or indirect discrimination and behaviour incidents that lead to a suspension.

Pupil movement around academies:

Pupils are expected to move in an orderly, calm and safe manner when moving around E-ACT Ousedale School. They should be respectful towards others and ensure they arrive on time for all lessons. Pupils who behave in a way which is unsafe will be placed in the PILC and a sanction given.

Internal AP:

When a pupil's behaviour continues to cause concern, following interventions, they will be removed from mainstream lessons for a short period of time to complete the school's ABC programme. This will be in the PILC at the Newport Pagnell Campus and pupils will be supported with intensive behaviour and wellbeing support. Following this initial period of time, pupils will be supported to return to lessons (starting with core subjects) so that PILC staff and Learning Mentors can continue to support them with their behaviour so that they can be successful once they return to a full timetable.

Communication with parents/carers:

The school will ensure that pupils are aware that they are expected to adhere to the school values and high standards of behaviour. The behaviour policy and character values for pupils are communicated through tutorials, the PSHE programme, assemblies and notices in classrooms. Parents will be reminded every year to familiarise themselves with the behaviour policy which will be published on the school website (hard copy available on request). The school values its partnership with parents and expects parents to support the school in maintaining its high standards of behaviour.

Any behaviour points issued during the day will be logged on Class Charts so that parents can view this information. Class teachers, Form Tutors and PALS will also email or telephone parents where appropriate to inform them of any concerns.

Prohibited items:

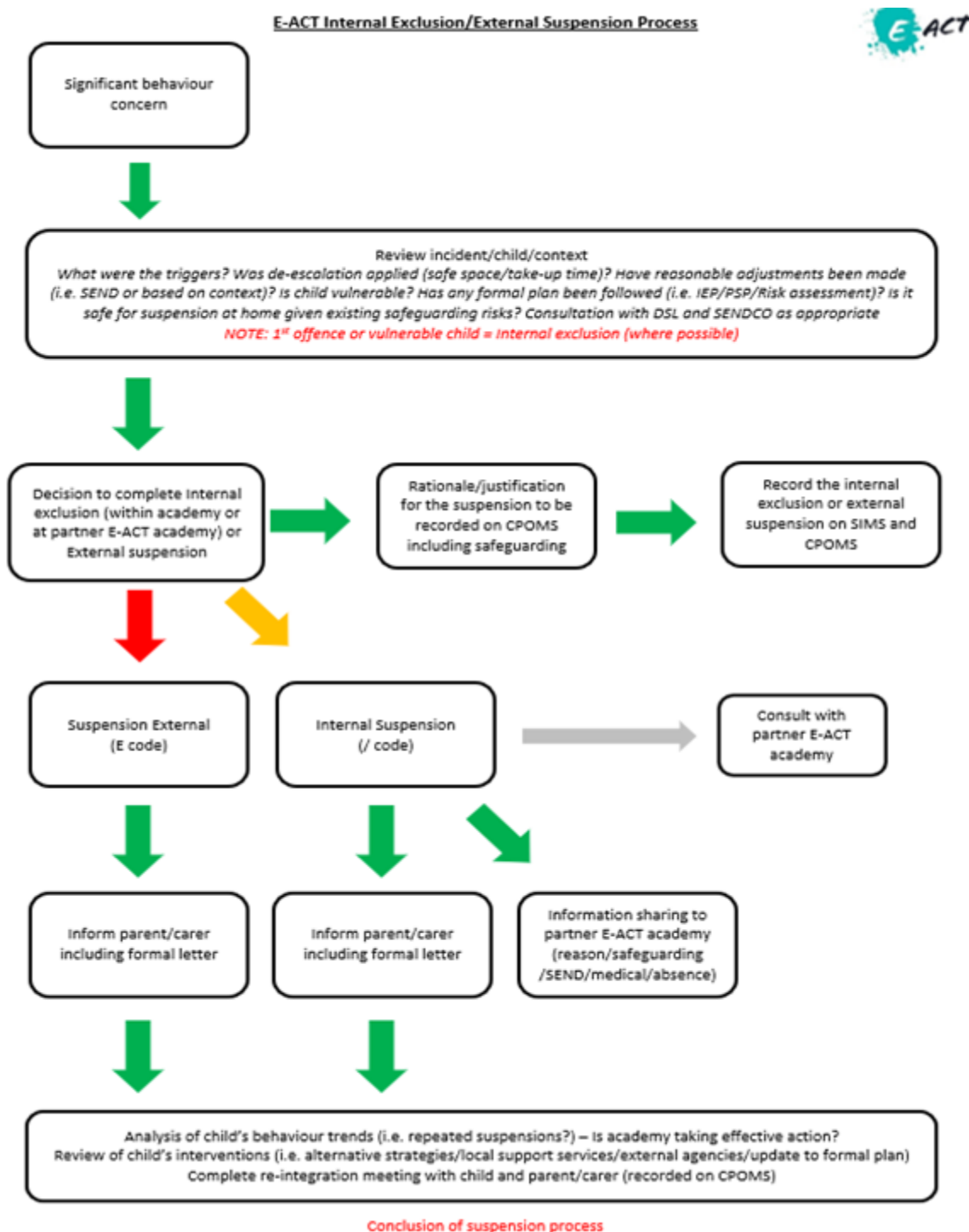
- The following are 'prohibited items' by law under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
- Knives or weapons, alcohol, illegal drugs, and stolen items;
- Tobacco and cigarette papers, fireworks, and pornographic images;
- Any article that a 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 the property of, any person (including the pupil); and

In addition to the above, the Academy has prohibited the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:

- Chewing gum, aerosol cans and carbonated drinks - cans
- laser pens
- Cigarettes/vapes i.e. those giving off a gas or vapour which can be inhaled), cigarette lighters, matches etc
- Alcohol, illegal drugs, drug paraphernalia and substances
- Weapons and offensive weapons such as BB guns, knives, catapults or anything that has been, or is likely to be, used to cause injury or commit an offence.
- Fireworks, including fire crackers;
- 'Stink bombs' and other dangerous/noxious items
- Stolen property
- Any other item that can be detrimental to the smooth running of the school
- Materials of any format that are discriminatory against those protected under the Equality Act e.g. racist or homophobic literature

This is not an exhaustive list.

Appendix 2: Internal Exclusion / External Suspension Process



Appendix 3: Positive Handling Template

Date:

Pupil Name:

Staff Name(s):

Positive Handling Location/Time:

PUPIL		
	YES	NO
Vulnerable Pupil? CIN/LAC/CP/SW		
SEND?		
Risk Assessment?		
Restrictive Intervention Review		
Number of previous incidents this term		
Number this academic year		
Pattern identified?		
Escalated to Headteacher?		
Escalated to DSL?		
Escalated to SENDCO?		
INCIDENT DETAILS		
	YES	NO
Were 2 x MOS present?		
Were expectations reinforced clearly to pupil?		
Was 'take up time' provided?		
Was it appropriate to remove other pupils before reasonable force applied?		
Was pupil informed of need to use reasonable force?		
Was pupil provided with a 'safe space' following incident?		
Was a medical check completed following incident?		
Safeguarding review		
Did the incident indicate a safeguarding concern?		
DSL informed?		
CPOMS category updated?		
Early Help/Referral required?		
SEND/Vulnerability Review		
Were reasonable adjustments implemented?		
Was the Positive Handling Plan followed?		
Was the behaviour support plan followed?		
Were communication needs considered?		
<i>Record type of restraint/amount of time (in seconds) for each application</i>		
Was the pupil injured? Y/N Staff injured? Y/N Details if pupil/staff were injured: Was first aid administered? Was medical treatment required?		
PUPIL VOICE		

<i>Ensure this is recorded for pupil who was positively handled</i>	
WITNESS STATEMENTS	
<i>Provide names/roles of all witness statements to be attached to this document (including pupils if appropriate)</i>	
NAME	ROLE
Safeguarding review: Consideration whether the behaviour indicates-unmet need, safeguarding concerns, exploitation, trauma and mental health concerns.	
OUTCOME	
<i>To be completed by Headteacher after investigation and to include details of next steps and any agency involvement</i>	
Learning and prevention:	
MOS Signature:	MOS Signature:
Parental Update Date(s):	Headteacher Signature:
Scanned into CPOMS	

Appendix 4: SSC Template

Date: _____ **Child Name** _____
Staff Name: _____ **SEND:** Y / N **PP:** Y / N
Search Location: _____ **Sex:** _____
Search Time: _____ **Ethnicity:** _____

Searchable items

- Knives or weapons, alcohol, illegal drugs, and stolen items;
- Tobacco and cigarette papers, fireworks, and pornographic images;
- Any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence;
 - to cause personal injury to, or damage to the property of, any person (including the pupil);
- Any item identified in the academy code of conduct as a prohibited item

RISK ASSESSMENT		
	YES	NO
Does the child consent to the search?		
Does the child have the maturity and understanding to provide informed consent?		
Are reasonable adjustments required (due to SEND) to ensure that consent is informed?		
Was the parents/carers cooperation sought due to informed consent or refusal to cooperate?		
Was the searching MOS the same sex as the child?		
Was there a witness present?		
Was the witness the same sex as the child?		
SEARCH DETAILS		
Who completed the search? (Name and role) Who witnessed the search? (Name and role) What item was being searched for (prohibited by law/prohibited by the academy)? What was the rationale for a search being required? What was searched? (e.g., outer clothing/academy property/personal property) Was a strip search conducted (by Police)? Was an appropriate adult supporting? Record 'N/A' to any questions below that are not relevant What reasonable adjustments were applied to ensure that consent is informed? What was the rationale for the use of reasonable force to complete the search (for prohibited items by law only)? What was the rationale for completing the search without 'Yes' to the risk assessment considerations above? Were any other children present during the search? Why was privacy not achieved?		
OUTCOME		
What was found? What follow-up actions were taken as a consequence of the search? When were the parents/carers informed? By who? How? Where are any prohibited items now?		
MOS Signature:		MOS Signature:

Searching, Screening and Confiscation: Further Information

- All Academies have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- Pupils must not have the items listed in Appendix 1 in their possession on the Academy's premises, or at any time when they are in the lawful charge and control of Academy staff (e.g., on educational visits).
- Pupils may be searched for any item which is prohibited by the Academy with their agreement. Force will never be used to search for these items.

Searching pupils

- Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
- When exercising these powers the school must consider the age and needs to pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- If a pupil refuses to co-operate with a search for an item prohibited by law, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search.
- The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.
- If a pupil refuses to co-operate with a search for items that are not items prohibited by law, disciplinary action may be taken in accordance with this policy.
- Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Headteacher / DSL and / or pastoral member staff will be sought. During this time, the pupil should be supervised and kept away from other pupils.
- Searches will be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings (the power to search on an educational visit only applies in England – When outside of England, the law of that country should be followed).
- If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 - search of outer clothing; and / or
 - search of the School property (e.g., pupils' lockers or desks) and / or
 - search of personal property (e.g., bag or pencil case).
- Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where 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.

- Where the Headteacher, or staff authorised by the Headteacher, finds anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain, and dispose of that item in accordance with this policy. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the pupil will be sanctioned in line with the school's Behaviour Policy to ensure consistency of approach.

Strip searching

- A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
- School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- In order to ensure a pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.
- Except where there is an immediate risk of harm, parents will be informed before a strip search takes place, where reasonably possible. Parents will always be notified after a strip search has taken place.

After a search

- Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

Recording searches

- Any search by a member of staff for an item prohibited by law/by the school rules and all searches conducted by police officers will be recorded in CPOMS, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

Records of the search will include:

- the date, time, and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

Screening

- The Academy may impose a requirement that pupils undergo screening for the detection of weapons.
- Screening will take the form of a walk through or hand held metal detector to scan all pupils for weapons before they enter the Academy premises.
- If a pupil has a disability, the Academy will make any reasonable adjustments to the screening process as required.
- If a pupil refuses to be screened, the Academy will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.

Confiscation

- Under the Academy's general power to discipline, a member of staff may confiscate, retain, or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to Academy discipline.

Searching electronic devices

- An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.
- Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour.
- If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of Academy discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.
- Staff should consider the appropriate safeguarding response if they find images, data, or files on an electronic device that they reasonably suspect will put a person at risk.
- Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the Academy's procedures on sexting as set out in the safeguarding and child protection policy / consult the advice set out in the [Searching screening and confiscation advice \(for schools\)](#) and [UKCIS sexting advice](#).
- The School will comply with data protection law in relation to any search of an electronic device.

Disposal of confiscated items

- Alcohol: Alcohol which has been confiscated will be destroyed.
- Controlled drugs: Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Headteacher or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- Other substances: Substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be

confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.

- Stolen items: Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retraining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.
- Tobacco or cigarette papers: Tobacco or cigarette papers will be destroyed.
- Fireworks: Fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Headteacher or other authorised member of staff.
- Pornographic images: Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.
- Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- Article used to commit an offence or to cause personal injury or damage to property: Such articles may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and when it is safe to return the item.
- Weapons or items which are evidence of an offence: Such items will be passed to the police as soon as possible.
- An item prohibited by the Academy: Such items may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be returned to its' owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.
- Electronic devices: If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the Academy's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto Academy premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

Communication with Parents

- There is no legal requirement for the Academy to inform Parents before a search for prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.

- Parents should always be informed of any search for a 'prohibited item' listed above that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- We will keep a record of all searches carried out, which can be inspected by the parents/carer of the pupil(s) involved subject to any restrictions under the Data Protection Act.
- Complaints about searching or confiscation will be dealt with through the Academy's published Complaints policy.
- The Academy will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the Academy does not accept responsibility for loss or damage to property.