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	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	July 2026	SBR	New Policy

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1. CONTEXT

Place Partnership (the Trust) has a duty to establish a policy for its primary Academies to deal with issues of behaviour and exclusions. It is vital that we look to:

- Create a learning environment in which all pupils are safe, happy, healthy and able to achieve their full potential.
- Create an environment where all pupils have an opportunity to access their education.
- Develop independent learners who understand their worth and responsibilities at the academy and in the wider community.

In implementing this policy, the Academy will comply with the Equality Act 2010. Decisions regarding sanctions, suspensions and permanent exclusions will take account of protected characteristics and any reasonable adjustments required for disabled pupils

This policy applies to Middlestown Primary Academy and South Ossett Infants Academy.

This policy should be read in conjunction with each Academy's Anti-Bullying Policy, Drugs Education, RSE, Teaching and Learning and Uniform policies.

2. VALUES, MORAL CODE AND THE ETHOS OF THE TRUST

The Trust aims to develop pupils into rounded individuals who respect each other, the environment and property, alongside honesty, trust, fairness and tolerance of the views of others. These values are reflected in the ethos of the Academy, which is communicated by, and in the following:

- Assemblies.
- Curriculum.
- Encouraging achievement and effort.
- Involvement in the Academy community.
- Charitable works.
- Involvement in the wider community.

3. INCLUSIVE APPROACH

The Trust believes all pupils have the right to the best education possible and in ensuring this, we adopt an inclusive approach for all, and ensuring we are Trauma Informed across the Trust. Some behaviours are more likely be associated with types of SEND. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

TEACHING AND ASSOCIATE PROFESSIONAL STAFF

Who will be supportive of pupils, listen to their views and challenge them to meet the high expectations set of them, in a clear and consistent manner. Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships

CURRICULUM LEADERS

Who will quality assure teaching and learning within their areas to ensure rigour and challenge for all pupils. They will also support teachers and pupils to ensure there are purposeful learning environments.

LEARNING MENTORS AND SENDCOS

Who will support pupils and families in ensuring each pupil maximises their potential in the Academy. This will include recognition of positive behaviours and if occasion arises intervene where pupils are repeatedly unable to meet Academy expectations. They will also support with all pastoral enquires for pupils.

SENIOR LEADERS

Who will support whole Academy strategies and incidents of escalated behaviours.

Additional specialist support may come from a variety of different sources within each Academy and across the Trust, through partnership arrangements. Keeping Children Safe in Education (KCSIE) is adhered to as part of taking a whole-school approach to behaviour and safeguarding.

4. RELATIONSHIP WITH PARENTS/CARERS

The best outcomes for pupils are secured when the Academy and parents/carers work together.

This is best achieved by:

- Ensuring good communication via Seesaw, Teams and Behaviour charts/books where necessary.
- Ensuring parents/carers read and sign the Home/Academy agreement, in support of the Academy's high expectations.
- Involvement in regular progress checks, via reports, Parents' Evenings and contact with teachers.
- Working effectively with the Academy to support any interventions provided; ensuring pupils attend daily and on time.

5. EXPECTATIONS OF PUPILS

In lessons		
Ready	**Respectful**	**Responsible**
• Arrive on time for the start of the academy day. • Line up promptly after breaks and lunches and be ready to learn. • Take care of school equipment	• Listen silently when other people are speaking. • Always show respect and respond appropriately to adult direction. • Celebrate your own and others' successes. • Speak to others appropriately.	• Engage fully in your learning. • Look for opportunities to improve your learning and act on feedback given. • Work collaboratively with others. • Ensure your books are neat and well presented. • Mobile phones are only allowed in Year 5 (aged 10 and above) and 6 and must be switched off and handed in to the school office.

Around the Academy		
Ready	**Respectful**	**Responsible**
• Arrive on time for the start of the academy day. • Wear full uniform and extreme hairstyles are not permitted. • Line up promptly after breaks and lunches and be ready to learn. • No jewellery apart from stud earrings and watches. No smart watches.	• Speak to everyone in the academy community with courtesy. • Celebrate your own and others' successes. • Ensure that the academy buildings and facilities are free from graffiti or damage.	• Walk around the academy calmly and safely. • Be considerate of others on the corridors. • Ensure that litter goes into the bins. • Remain only in the areas of the academy that are permitted.

The examples above are just that and mean that there may be other expectations that fall into these categories.

6. APPLICATION OF THE BEHAVIOUR AND EXCLUSIONS POLICY IN THE TWO-YEAR-OLD PROVISION

The Behaviour Policy's core aims—creating a safe, happy, and inclusive learning environment where all children can achieve their potential—apply fully to the two-year-old provision. However, the expectations, strategies, and consequences outlined in sections 5 through 8 of this policy are designed for pupils of compulsory school age and must be adapted significantly for our youngest learners.

We recognise that the behaviour of two-year-olds is intrinsically linked to their developmental stage. Behaviours that might be defined as 'defiance' or 'disruption' in older children are often natural expressions of a two-year-old's inability to communicate complex needs, regulate emotions, or understand social boundaries.

Key Principles for Behaviour Management in the Two-Year-Old Provision:

- **Inclusive and Trauma-Informed Approach:** We adopt a highly inclusive and Trauma-Informed approach (Section 3.0). We focus on understanding *why* a behaviour is occurring rather than simply imposing consequences. The primary intervention is supportive and pastoral, not punitive.

- **Focus on Prime Areas of Learning:** Behaviour management is primarily achieved through the "Personal, Social, and Emotional Development" (PSED) and "Communication and Language" prime areas of the EYFS curriculum. We teach expected behaviours through adult modelling, positive reinforcement, stories, and gentle guidance.

- **Alternative Strategies to Sanctions:** The sanctions system, including 'Golden Time' levels, is generally not appropriate for the two-year-old provision. Instead, staff utilise alternative strategies such as:

    - Immediate adult comfort and co-regulation of emotions.
    - Verbal redirection and distraction.
    - Changing the physical environment or activity to meet the child's need.
    - Intensive positive reinforcement for prosocial behaviours.

- **Exclusions as a Last Resort (Welfare Basis):** While the policy applies to all pupils, formal fixed-term or permanent exclusions for two-year-olds are extremely rare. A decision to exclude a child of this age would only be made in exceptional circumstances where their behaviour presents a significant and ongoing risk of serious injury to themselves, other children, or staff, and all internal supportive measures and external agency involvement have been exhausted. This decision would be made on the basis of child welfare and safety, not as a disciplinary measure.
- **Strong Partnership with Parents:** Collaboration with parents (Section 4.0) is vital. We use daily communication (Seesaw/verbally) to discuss behaviour patterns and work together to ensure consistency in supporting the child's social and emotional development.

In the two-year-old provision, our aim is to nurture responsible attitudes and self-regulation skills, ensuring every child feels safe and understood as they begin their educational journey.

7. MOBILE PHONE

The Academy is committed to providing a calm, safe and disruption-free learning environment. Mobile phones and smart devices can create unnecessary distractions, negatively impact learning, contribute to safeguarding concerns and increase the risk of bullying, harassment and other inappropriate behaviours. In line with current Department for Education expectations, the Academy operates a phone-free environment throughout the school day.

For the purposes of this policy, smart devices include, but are not limited to:

- Mobile phones.
- Smartphones.
- Smart watches.
- Tablets.
- Earbuds and headphones.
- Electronic communication devices.
- Any device capable of accessing the internet, recording images, recording audio or sending and receiving messages.

EXPECTATIONS

Pupils may bring mobile phones or smart devices to the Academy at their own risk. The Academy accepts no responsibility for loss, theft or damage to personal electronic devices.

Mobile phones and smart devices:

- Must not be seen, heard or used during the school day.
- Must remain switched off or and stored in the school office.
- Must not be used to photograph, film or audio-record any member of the Academy community without permission.
- Must not be used in a manner that compromises the safety, privacy, dignity or wellbeing of others.

EXEMPTIONS

The Academy recognises that some pupils may require access to a mobile phone or smart device as a reasonable adjustment or for medical, safeguarding or disability-related reasons.

Examples may include:

- Monitoring medical conditions.
- Assistive technology associated with SEND or disability.
- Specific safeguarding arrangements agreed with the Academy.
- Other authorised support arrangements approved by the Principal of Academy or designated member of staff.

Where such arrangements are required, parents/carers should inform the Academy and appropriate authorisation will be recorded.

EDUCATIONAL USE

Where smart devices form part of a planned learning activity, pupils may only use them under the direct instruction and supervision of a member of staff. Permission applies only to the activity specified and may be withdrawn at any time.

8. CONSEQUENCES OF NOT MEETING EXPECTATIONS

Pupils may, on occasion, make poor choices regarding the way they behave in the Academy, which could be the by-product of several reasons, including challenging home circumstances, mental health challenges, child protection and safeguarding issues and various serious family issues. The Trust will always try to support pupils in improving their behaviour by implementing appropriate interventions at various stages starting with classroom practice. However, where pupils make poor choices and threaten their own learning or that of others it will not be tolerated.

A series of strategies will then need to be used to bring about changes to these behaviours.

The aim of these strategies is to encourage pupils to comply with the Academy rules and re-engage with learning.

In some circumstances, the Academy Education Committee (AEC) and the Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the wellbeing of others, the Academy, or its community: this may result in exclusion.

9. GOLDEN TIME

The behaviour management system is based upon a system of golden time which is designed to provide pupils with choices. The purpose of the system is to support learning by tackling and dealing with low-level disruption, which undermines the pupil's own learning and that of others.

This may include (although this list is not exhaustive):

- Defiance.
- Disruption.
- Refusal to do as asked.
- Poor quality work.
- Lack of work completed.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The severity of the sanction (levels) will match the severity of the incident (behaviour types see appendix 1)

Sanctions may include:

Level 1

- Non-verbal communication.
- Reaffirm positive behaviour.
- Direct positive communication.

Level 2

- Moving the child.
- Time out.
- Ask the child to repeat the work.
- Withdrawal of break or lunchtime play,
- Sent to another teacher.

Level 3

- Withdrawal from other activities.
- Use of behaviour logs.

Level 4

- Sent to SLT.
- Involvement of Parents.

Level 5

- Off Site Direction
- Suspension
- Exclusion.

OFF-SITE DIRECTION

The Principal may direct a pupil off-site to another educational setting for the purpose of improving behaviour where this is considered appropriate and in the best interests of the pupil and the wider school community. Off-Site Direction is not a suspension and does not remove the pupil from the Academy roll. The Academy remains responsible for the pupil's education, attendance, safeguarding and welfare throughout the period of placement.

Off-Site Direction may be used:

- As an intervention to address persistent behavioural concerns.
- To support a pupil at risk of suspension or permanent exclusion.
- As part of a planned reintegration strategy.
- To provide access to specialist behavioural support.
- To enable the pupil to continue engaging successfully with education whilst additional support is implemented.

Before directing a pupil off-site, the Academy will consider:

- The individual circumstances of the pupil.
- Any Special Educational Needs and/or Disabilities (SEND).
- Any Education, Health and Care Plan (EHCP).
- Safeguarding concerns and vulnerabilities.
- The views of parents/carers and, where appropriate, the pupil.
- Whether the placement is suitable to meet the intended objectives.

Parents/carers will be informed in writing of:

- The reason for the placement.
- The educational setting to be attended.
- The expected duration of the placement.
- Arrangements for attendance, behaviour and safeguarding.
- The objectives and intended outcomes of the placement.

The placement will be reviewed at regular intervals in accordance with statutory guidance. Reviews will include the Academy, parents/carers and the receiving provider. Where a pupil has an EHCP, the Local Authority will also be invited to participate. The placement will cease when it is no longer considered necessary or beneficial.

MANAGED MOVES

A Managed Move is a voluntary agreement between schools, parents/carers and the pupil to transfer permanently to another school as an alternative to permanent exclusion where this is considered to be in the pupil's best interests. Managed Moves should only take place when all parties agree that the arrangement is suitable and likely to improve outcomes for the pupil.

Before a Managed Move is agreed, the Academy will:

- Discuss the proposal fully with parents/carers and the pupil.
- Ensure that relevant information is shared with the receiving school.
- Consider SEND, safeguarding and any additional vulnerabilities.
- Explain the process, expectations and intended outcomes.

The Academy will not use a Managed Move as a means of removing a pupil from roll without appropriate agreement or due process. A Managed Move will not be used as a form of unofficial exclusion. Any admission to another school will be completed in accordance with the applicable admissions procedures and statutory guidance.

ALTERNATIVE PROVISION

The Academy may arrange Alternative Provision where it is considered necessary to support a pupil's educational, behavioural, social or emotional needs.

Alternative Provision may be used:

- As part of an Off-Site Direction placement.
- Following a suspension.
- As part of a support package designed to improve engagement.
- To provide specialist intervention not available within the Academy.
- For pupils requiring a personalised educational programme.

Where a pupil attends Alternative Provision:

- The Academy remains responsible for educational outcomes, attendance, safeguarding and welfare.
- Appropriate quality assurance and monitoring arrangements will be in place.
- The placement will be subject to regular review.
- Clear objectives and success criteria will be established.
- Parents/carers will be kept informed of progress and outcomes.

REINTEGRATION FOLLOWING OFF-SITE PROVISION

Where a pupil returns to the Academy following Off-Site Direction or Alternative Provision, a reintegration meeting will normally be held with the pupil, parents/carers and relevant staff. A personalised support plan may be implemented to facilitate a successful return and reduce the likelihood of future behavioural difficulties. Continued support and monitoring will be provided where required.

9. REINTEGRATION TIMETABLE

As an alternative to suspension or as a re-integration process to return to the Academy following a serious incident, Principal may, in limited circumstances, make use of a re-integration timetable to support a pupil. This will be agreed with parents / carers and be time limited to no more than a half-term per agreement in line with Local Authority guidance. This will be reviewed as the re-integration timetable progresses.

10. PARTIAL TIMETABLE

As an alternative to exclusion, the Headteacher may, in limited circumstances, make use of a partial timetable to support a pupil. This will be agreed with parents / carers and be time limited to no more than six weeks per agreement in line with Local Authority guidance. This will be reviewed as the partial timetable progresses.

11. SUSPENSION

The Academy implements suspensions in accordance with the Department for Education statutory guidance *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement* (July 2026). Good behaviour is essential to ensure that all pupils can learn in a calm, safe and supportive environment. Whilst the Academy seeks to avoid suspension wherever possible through a range of supportive and preventative strategies, suspension remains an important behaviour management tool where other interventions have been unsuccessful or where a serious breach of the Academy's expectations has occurred.

A suspension may be issued where:

- There has been a serious breach of the Academy's Rewards and Consequences Policy.
- Allowing the pupil to remain in school would seriously disrupt the education of others.
- Allowing the pupil to remain in school would adversely affect the welfare or safety of pupils or staff.
- Previous interventions and support strategies have not secured the required improvement in behaviour.
- Prior to making any decision regarding suspension, the Head of Academy will consider all available evidence and will apply the civil standard of proof, namely whether, on the balance of probabilities, it is more likely than not that the alleged behaviour occurred.

The Principal will also consider whether contributing factors may have affected the pupil's behaviour, including:

- Special Educational Needs and Disabilities (SEND).
- Any Education, Health and Care Plan (EHCP).
- Social, emotional or mental health needs.
- Safeguarding concerns.
- Child protection issues.
- Social worker involvement.
- Looked After Child or Previously Looked After Child status.
- Any other vulnerability or protected characteristic.

The Academy will endeavour to ensure that appropriate support and reasonable adjustments have been considered before a suspension is issued, where appropriate and proportionate to do so. However, the existence of SEND, a disability or vulnerability does not prevent a suspension being used when justified and lawful.

Examples of behaviours that may result in a suspension include, but are not limited to:

- Persistent or serious disruption to learning.
- Persistent or extreme defiance.
- Bullying, including discriminatory bullying.
- Child-on-child abuse.
- Fighting.
- Verbal abuse or threatening behaviour.
- Physical assault.
- Damage to property.
- Theft.
- Possession, use or supply of prohibited items.
- Inappropriate use of technology or social media.
- Sexual harassment, sexual misconduct or sexual violence.
- Behaviour that places others at risk.

- Behaviour on or off-site that brings the Academy into disrepute.
- Any behaviour that seriously undermines the safety, welfare or orderly running of the Academy.

The length of any suspension will be determined by the Principal and will be proportionate to the seriousness of the incident and the circumstances of the individual pupil.

Suspensions may be used as part of a wider package of support aimed at improving behaviour and preventing future incidents. Following a suspension, pupils will normally participate in a reintegration process designed to support a successful return to mainstream education.

If a pupil is in receipt of 15 or more days of suspension in one term, a Governor Panel Meeting must take place in which the pupil and parent/carer will be invited.

After 45 days of suspension in one academic year, the academy recognises that it is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by the pupil. In addition, the academy recognises that the individual concerned will have lost so many days of learning it would be unlikely that the academy could offer any other reasonable support. At this point, the Head of Academy would review the suitability and level of provision available with a view to considering permanent exclusion. This consideration will be based on the specific facts of an individual's case and not as an automatic consequence of reaching 45 days of suspension.

12. SUSPENSION PROCESS

Where a suspension is issued, the Academy will follow all statutory requirements and will notify parents/carers without delay. The notification will normally be made by telephone initially and followed by written confirmation.

Written notification will include:

- The reason(s) for the suspension.
- The length of the suspension.
- The arrangements for the pupil's education during the suspension.
- Information regarding parental rights to make representations.
- Information regarding any meeting of the governing body or Academy Education Committee where applicable.
- Details of the reintegration arrangements following the suspension.
- The Academy Trust, Local Authority and governing body or delegated committee will be informed in accordance with statutory requirements.

For the first five school days of a suspension, parents/carers are responsible for ensuring that the pupil is not present in a public place during normal school hours without reasonable justification. Parents/carers may be liable for a fixed penalty notice if this duty is not fulfilled.

Where a suspension exceeds five school days, the Academy will ensure that suitable full-time education is arranged from the sixth school day in line with statutory requirements.

Upon return from suspension, the Academy will normally hold a reintegration meeting with the pupil and parent/carer. The purpose of this meeting is to

- Review the circumstances leading to the suspension.
- Reinforce expectations and standards.

- Identify any additional support required.
- Consider reasonable adjustments where appropriate.
- Agree strategies to help the pupil successfully re-engage with learning.

Where a pupil has a social worker, is looked after by a Local Authority, has an EHCP, or is otherwise considered vulnerable, relevant professionals may be invited to contribute to reintegration planning.

The Academy will maintain accurate records of suspensions and will regularly review patterns of behaviour, attendance, safeguarding concerns and vulnerability to ensure that pupils receive timely intervention and support aimed at reducing the risk of future suspensions.

13. PERMANENT EXCLUSION

The Academy recognises that permanent exclusion is the most serious sanction available and will only be used as a last resort. The decision to permanently exclude a pupil will only be taken where there has been a serious breach, or persistent breaches, of the Academy's behaviour policy and where allowing the pupil to remain in the Academy would seriously harm the education, welfare or safety of the pupil or others within the Academy community.

The Academy is committed to inclusion and will seek, wherever possible, to provide support and intervention to address behavioural concerns before permanent exclusion is considered. Strategies may include pastoral support, reasonable adjustments, outside agency involvement, Alternative Provision, Off-Site Direction, reintegration programmes and other appropriate interventions. However, there may be occasions where the severity of an incident or the cumulative impact of repeated incidents makes permanent exclusion necessary.

Before making a decision to permanently exclude, the Principal will:

- Consider all available evidence.
- Apply the civil standard of proof, namely whether, on the balance of probabilities, it is more likely than not that the alleged behaviour occurred.
- Consider all relevant circumstances.
- Consider whether the incident forms part of a pattern of behaviour.
- Consider any contributing factors.
- Consider whether appropriate support and interventions have been implemented.
- Consider the impact of the behaviour on the safety, welfare and education of others.

Particular consideration will be given to:

- Pupils with Special Educational Needs and Disabilities (SEND).
- Pupils with an Education, Health and Care Plan (EHCP).
- Looked After Children.
- Previously Looked After Children.
- Pupils with a social worker.
- Safeguarding concerns.
- Child protection matters.
- Mental health needs.
- Other known vulnerabilities or protected characteristics.

The existence of SEND, disability, social care involvement or vulnerability does not prevent a permanent exclusion where it is lawful, reasonable and proportionate to do so. However, these factors will always be carefully considered as part of the decision-making process.

A pupil's behaviour outside of the Academy, including online activity, may be considered grounds for permanent exclusion where it has a clear impact on the welfare, safety or reputation of the Academy community or where it would be reasonable for the Academy to regulate that behaviour.

14. SERIOUS BREACHES OF THE BEHAVIOUR POLICY

A permanent exclusion may be considered for a single serious incident or for a pattern of persistent and serious breaches of the Academy's Rewards and Consequences Policy.

Examples of behaviours that may result in permanent exclusion include, but are not limited to:

- Serious actual or threatened violence towards pupils, staff or others.
- Physical assault resulting in significant injury or risk of injury.
- Bringing, possessing, using or supplying a weapon or imitation weapon.
- Possession, use or supply of illegal drugs.
- Serious child-on-child abuse.
- Sexual violence, sexual assault or serious sexual harassment.
- Persistent bullying causing significant harm.
- Serious discriminatory abuse, including racist, homophobic, biphobic, transphobic, sexist, disability-related or faith-based abuse.
- Persistent extremist behaviour or the promotion of extremist views.
- Serious safeguarding breaches.
- Significant damage to Academy property.
- Arson or deliberate fire-setting.
- Malicious activation of fire alarms, lockdown systems or emergency evacuation procedures.
- Serious misuse of technology or social media.
- Making malicious or knowingly false allegations that result in significant harm.
- Behaviour that places members of the Academy or public at significant risk of harm.
- Serious criminal conduct.
- Any behaviour that seriously undermines the safe and orderly running of the Academy.

The examples above are not exhaustive. Each case will be considered on its individual facts and circumstances. The Academy will not operate a "zero tolerance" approach that prevents consideration of the specific context of individual incidents. Decisions will always be reasonable, proportionate and lawful.

15. PERMANENT EXCLUSION PROCESS

Where the Principal of the Academy decides to permanently exclude a pupil, parents/carers will be informed without delay and will receive written confirmation of the decision.

The written notification will include:

- The reasons for the permanent exclusion.
- Information regarding parents' rights to make representations.
- Information regarding the arrangements for consideration of the exclusion by the governing body or delegated committee.
- Information regarding the right to request an Independent Review Panel.
- Information regarding the right to request the attendance of a SEND Expert at an Independent Review Panel.
- Details of alternative educational provision and support available.

The Local Authority, Academy Trust and governing body or delegated committee will be notified in accordance with statutory requirements.

The governing body or delegated committee will review the decision in line with the timescales and procedures contained within statutory guidance. In reaching its decision, it will consider:

- The evidence available.
- The law.
- Statutory guidance.
- The circumstances of the case.
- Representations made by parents/carers and the pupil where appropriate.

Where the governing body or delegated committee upholds the exclusion, parents/carers have the right to request an Independent Review Panel in accordance with statutory procedures. Parents/carers may also request the involvement of a SEND Expert, regardless of whether the pupil has identified SEND.

The Academy will work with the Local Authority, parents/carers and receiving providers to support the pupil's transition to appropriate educational provision following a permanent exclusion. Particular consideration will be given to safeguarding, SEND, social care involvement and the pupil's ongoing educational needs.

16. EQUALITY ACT

When considering a suspension or permanent exclusion schools must consider pupil's specific SEND and associated needs. The Principal needs to act lawfully and rationally and ensure that the school has done everything possible to support the pupil.

17. SCREENING, SEARCHING AND CONFISCATION

The Academy exercises its powers to screen, search and confiscate items in accordance with relevant legislation and current Department for Education guidance on searching, screening and confiscation. These powers exist to safeguard pupils and staff, maintain good order and discipline, and support a safe learning environment.

The Academy will always seek to exercise these powers fairly, proportionately and with due regard to the safeguarding, privacy, dignity, welfare and individual needs of pupils. Particular consideration will be given to pupils with SEND, disabilities, known vulnerabilities or safeguarding concerns.

SEARCHING

Searching can play an important role in safeguarding pupils and staff and maintaining high standards of behaviour. Searches will only be undertaken where Academy staff have lawful authority to do so and where it is reasonable and proportionate in the circumstances.

The Principal of the Academy and authorised members of staff have the power to search a pupil or their possessions where there are reasonable grounds to suspect that a pupil may possess a prohibited item or an item that is banned by Academy rules.

PROHIBITED ITEMS

Prohibited items include:

- Knives, weapons and items that could reasonably be used as weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Fireworks or explosive items.
- Tobacco products, cigarettes, vaping devices and associated paraphernalia.
- Pornographic images.
- Any article that has been, or is likely to be, used to commit an offence.
- Any article that has been, or is likely to be, used to cause personal injury or damage to property.
- Any item prohibited under an individual pupil risk assessment.

In addition, the Academy may search for items prohibited under Academy rules where there are reasonable grounds to do so. Such items may include objects brought into the Academy for sale, distribution or any purpose likely to cause disruption to teaching, learning, safety or good order.

CONDUCTING SEARCHES

When conducting a search, staff will:

- Act lawfully, reasonably and proportionately.
- Explain the reason for the search wherever practicable.
- Ensure the pupil understands the process being followed.
- Take account of the pupil's age, understanding, SEND, disability, communication needs and vulnerabilities.
- Maintain the dignity and welfare of the pupil throughout the process.

Searches will normally be conducted by a member of staff of the same sex as the pupil and witnessed by another member of staff. Where legislation permits, a search may be conducted without a witness or by a member of staff of a different sex where there is a risk of serious harm if the search is delayed and it is not reasonably practicable to secure another member of staff.

The Academy may inform parents/carers of searches undertaken where appropriate and will do so where required by law or where safeguarding considerations indicate this would be beneficial.

Refusal to cooperate with a lawful search may result in further sanctions being applied in accordance with this policy.

CONFISCATION

Academy staff may confiscate, retain, examine, dispose of or pass items to external agencies where legislation permits and where it is reasonable to do so. Confiscation may take place following a search or where an item is voluntarily surrendered by a pupil.

Staff may confiscate any item that:

- Is prohibited by law.
- Is prohibited by Academy rules.

- Creates a risk to health, safety or welfare.
- Causes disruption to learning.
- May be evidence of a breach of Academy rules, criminal activity or safeguarding concern.

All confiscated items must be handed to an appropriate member of staff as soon as possible and stored securely. A suitable record should be maintained where necessary, including details of the item, date, pupil and member of staff involved.

Items suspected to be illegal, dangerous or linked to criminal activity must be referred immediately to a senior member of staff and, where appropriate, the police or other relevant agencies.

The Principal will determine whether confiscated items should:

- Be returned to the pupil.
- Be returned to parents/carers.
- Be retained by the Academy.
- Be safely disposed of.
- Be handed to the police or another external agency.

Parents/carers may be required to collect confiscated items where appropriate. The Academy reserves the right not to return items where legislation permits disposal or where returning the item would create a safeguarding, welfare or disciplinary concern.

ELECTRONIC DEVICES

Where a mobile phone, smart device or other electronic device is confiscated, authorised staff may examine data or files on the device where there is good reason to do so and where permitted by law. This may include situations involving safeguarding concerns, bullying, child-on-child abuse, harassment, criminal activity or other serious breaches of Academy rules.

Staff will not view, copy, share or retain data unnecessarily and will manage any information obtained in accordance with safeguarding, child protection, data protection and information governance requirements.

SCREENING

The Academy may use screening procedures where necessary to support the safety and welfare of pupils, staff and visitors. Screening will be conducted in a reasonable, proportionate and non-discriminatory manner and may be undertaken by authorised staff in accordance with Academy procedures.

The Academy reserves the right to apply appropriate sanctions where pupils fail to comply with reasonable screening, searching or confiscation procedures. Any such action will take account of the individual circumstances of the pupil, including SEND, disability, vulnerability and safeguarding considerations.

18. USE OF REASONABLE FORCE

The Academy is committed to maintaining a safe, calm and orderly environment in which all pupils and staff can learn and work successfully. The Academy recognises that, in exceptional

circumstances, it may be necessary for staff to use reasonable force to prevent harm, protect individuals or maintain good order and discipline.

The Academy will ensure that any use of reasonable force is lawful, reasonable, proportionate, necessary and in the best interests of those involved. Physical intervention will always be regarded as a last resort and staff will seek to use de-escalation strategies and preventative approaches wherever possible. Specific staff are trained in 'Positive Handling' training to prevent harm, protect individuals or maintain good order and discipline.

LEGAL POWERS

All members of Academy staff have a legal power to use reasonable force. This power may also apply to individuals whom the Principal of the Academy has temporarily placed in charge of pupils, such as supply staff, volunteers or adults accompanying pupils on Academy activities.

Reasonable force may be used to:

- Prevent a pupil from committing a criminal offence.
- Prevent a pupil from injuring themselves or others.
- Prevent damage to property.
- Maintain good order and discipline in the Academy.
- Remove a pupil from a classroom or other area where they are seriously disrupting learning.
- Prevent behaviour that poses a risk to the safety, welfare or education of others.
- Prevent a pupil from leaving a location where doing so would place them or others at risk.

PRINCIPLES GOVERNING THE USE OF FORCE

Any use of force must be:

- Reasonable in the circumstances.
- Proportionate to the seriousness of the incident.
- The minimum force necessary to achieve a legitimate aim.
- Applied for the shortest time necessary.
- Intended to prevent harm, injury, serious disruption or damage.
- Consistent with safeguarding duties and equality responsibilities.

Staff will always seek to assess risk dynamically and consider whether the situation can be resolved through:

- Verbal de-escalation.
- Restorative approaches.
- Distraction techniques.
- Conflict-resolution strategies.
- Support from additional staff.
- Behaviour support or pastoral intervention.

SEND, DISABILITY AND VULNERABILITY

The Academy recognises that some pupils may have Special Educational Needs and Disabilities (SEND), Education Health and Care Plans (EHCPs), social, emotional and mental health needs, trauma-related needs or other vulnerabilities that may affect behaviour.

Where a pupil has known needs or vulnerabilities, staff will take these into account when assessing risk and determining the most appropriate response. Reasonable adjustments, behaviour support plans, risk assessments and Positive Handling Plans will be followed where applicable.

The existence of SEND or vulnerability does not prevent staff from using reasonable force where it is necessary and lawful to do so. However, staff will seek to minimise distress and ensure that any intervention remains proportionate to the circumstances.

RECORDING AND REPORTING

Any significant use of reasonable force will be recorded in accordance with Academy procedures and reported to an appropriate senior leader as soon as practicable.

Where reasonable force has been used, the Academy will normally:

- Record the circumstances of the incident.
- Record the reason the intervention was necessary.
- Record the type and duration of the intervention used.
- Identify those involved and any witnesses.
- Record any injuries, concerns or follow-up actions.
- Inform parents/carers as soon as reasonably practicable.

The Academy will review incidents involving physical intervention to ensure that practice remains safe, proportionate and consistent with statutory guidance and safeguarding responsibilities.

POST-INCIDENT SUPPORT

Following any incident involving reasonable force, appropriate support will be offered to pupils and staff. This may include:

- Restorative discussions.
- Safeguarding review.
- Behaviour support planning.
- Risk assessment updates.
- Positive Handling Plan reviews.
- Referral to specialist support services where appropriate.

The Academy recognises that physical intervention should form part of a wider behaviour and safeguarding framework that prioritises prevention, early intervention, positive relationships and the welfare of all members of the Academy community.

19. DISCIPLINE BEYOND THE ACADEMY GATE

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a pupil to the police as soon as possible.

If a member of the public, Academy staff, parent / carer or pupil reports criminal behaviour, antisocial behaviour or a serious bullying incident to an Academy member of staff the Headteacher or a senior leader must be informed. Where necessary the police may be informed. In addition, if the Headteacher or senior leader considers that the behaviour is linked to a child suffering or being likely to suffer significant harm the Academy's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site.

Where poor behaviour occurs when a pupil is travelling to and from the Academy, the Academy reserves the right to issue a sanction, or a suspension or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Pupils are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

APPENDIX 1 – BEHAVIOUR TYPE LEVELS

This is not an extensive list although it is intended to give guidelines for staff, parents and the governing body.

Level 1 - Loss of 1 minute

- Poor effort when completing work.
- Excessive talking when not appropriate.
- Shouting out in class.
- Wandering around the class.
- Making silly noises.
- Rocking on a chair.
- Not listening.
- Talking in assembly.
- Wandering around the classroom during lessons.
- Fidgeting.
- Not co-operating in a group situation.

Level 2 - Loss of 3 minutes

Repeated instances of level 1 behaviour types;

- Refusing to follow an adult's directions.
- Pushing/shoving.
- Throwing objects.
- Possession of an inappropriate item.
- Refusing to complete work.
- Careless treatment or not looking after their own or others property.
- Spitting.
- Deliberate disruption of lessons.
- Unwillingness to co-operate.
- Swearing.
- Not completing homework.
- Not having PE kit in school.
- Not having your reading book twice in a week.

Level 3 - Loss of 5 minutes

Repeated instances of level 2 behaviour types;

- Damaging property (with intent).
- Spitting at others.
- Graffiti.
- Threatening behaviour.
- Persistent problems with homework.
- If you are sent out of class.
- Not doing as asked by an adult.
- Rudeness or answering an adult back.
- Swearing at someone.
- Severe disruption of a lesson.
- Leaving the classroom without permission.

Level 4 – Sent to a member of the SLT

Repeated instances of level 3 behaviour types;

- Lashing out –kicking, punching, severe pushing etc.
- Bullying.
- Racist comments.
- Impulsive or 'hot head' fighting.
- Knocking items (furniture) over.

If a child loses all their golden minutes in a week, they should be sent to a member of the SLT.

Level 5 – Exclusion

Repeated instances of level 4 behaviour types;

- Lashing out at an adult.
- Violent behaviour, persistent aggressive behaviour.
- Vandalism.
- Leaving school without permission.
- Continuation or redirection of bullying.
- Theft.