

Behaviour Policy



Believe, Succeed, Together

Date Reviewed	August 24
Date Ratified by the Trust	September 2024

1.0 Introduction

For pupils to achieve their full potential, The Eastwood Academy believes that teaching and learning must be effective, and this can only be done when good behaviour is present in all aspects of academy life. We aim to foster a compassionate, inclusive, and respectful community, with its foundations in kindness, integrity, and responsibility. We recognise that behaviour management is not simply sanctioning misbehaviour but encouraging and rewarding good behaviour. We also recognise that a pupil will only have the courage to reach their full potential if they feel that they are seen and valued within their Academy community. This policy is a mission statement of how we intend to achieve that community.

2.0 Points to Note

- This policy is reviewed annually to ensure that it is effective and being implemented appropriately.
- This policy links in both theme and implementation to many other policies such as the EDI policy, the Exclusion policy and the Teaching and Learning policy.
- The Academy works closely with external agencies (e.g Alternative Providers) to offer pupils tailored and targeted support based on their individual needs and the needs of the groups they belong to.
- This policy influences the rules and procedures in place at The Eastwood Academy. The procedures offer pupils an understanding of how high standards of behaviour can be achieved and are made available to all stakeholders through this policy. We believe that it is the responsibility of each and every stakeholder to create the kind, respectful and inclusive community needed to succeed.
- Parents/Carers are also referenced in this policy as an integral part of the community. We ask parents/carers to join us in the fostering of our community by working in partnership with the Academy to maintain high standards of behaviour both inside and outside of the Academy. Parents/Carers have the opportunity to raise any issues arising from the implementation of this policy with the Academy but must note that in all cases the Academy's decision is final.

3.0 Rewards and Sanctions

The Eastwood Academy strongly believes that a positive culture of behaviour is created through rewarding positive behaviour, highlighting its value, and providing guidance for other pupils. The Eastwood Academy utilises many forms of rewards to achieve this, as outlined in the Celebrating Success policy.

In the event of inappropriate behaviour, clearly defined and justified sanctions will be issued to pupils who have fallen short of the Academy's expectations. These sanctions are outlined within this policy and are applied with recognition and understanding of what causes pupils to behave poorly, and therefore what would be the most appropriate in encouraging better behaviour. The application of rewards and sanctions is detailed in Sections 10 and 11.

4.0 Pupil Voice

We believe it is of paramount importance for pupils to find their voice and use it. We encourage our pupils to involve themselves in all aspects of the Academy community, including the decision-making behind policies and procedures.

We are firmly committed to involving pupils in the leadership and development of the Academy. To this end, we have a Student Leadership Team, including a Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl, Senior Prefects and Lead Prefects who are appointed through a rigorous application and interview process.

We have a well-established Prefect System which reflects our policy of giving children responsibility. This system involves staff and pupils working together and encourages the development of initiative, reliability, and maturity. In this way, the Prefects are given a significant role in the Academy and provide a strong support network for the younger pupils.

In addition to Prefects, each form group has a Form Captain who meets regularly with the Student Leadership Team to discuss and work on identified issues and/or projects.

5.0 Pupil Planner

Each pupil is issued with a Pupil Planner at the beginning of the academic year. The Pupil Planner is used to record the following information:

- Homework.
- Rewards information e.g. merits/House points.
- Detentions.
- Infringements (crosses) in respect to Homework, Uniform, Punctuality and Equipment.

Staff should administer crosses (and other appropriate actions) in the following way:

Infringement	Description	Actions
Homework	No homework or poorly completed homework.	Cross and a detention
Uniform	Uniform does not meet expectations	Cross E-mail HoH Send to HoH
Punctuality	Late to lesson without a justifiable (evidenced) reason.	Cross
Equipment	Equipment does not meet the requirements of section 6.0.	Cross Issue equipment

6.0 Academy Rules

Rules exist to help create a community in which every pupil is best able to succeed. Some need to be stated, as in any institution, for reasons of effective administration, discipline, and safety; others may not be stated, but are equally necessary so that pupils are able to work together with mutual respect and understanding. It is with this in mind that the following should be noted:

- Pupils should attend the Academy and arrive on time.
- Pupils should only bring items of equipment required to support their learning e.g. Planner, subject books, blue or black pen, pencil, ruler, rubber, calculator, and P.E kit.
- Pupils should wear the Academy uniform at all times, unless otherwise directed.
- Pupils are expected to demonstrate a commitment to learning that is at least 'good'.
- Pupils are expected to act with kindness, courtesy, respect, and tolerance.
- Pupils are expected to live the agreed school values
- Pupils should move around the site in a sensible and orderly manner.
- Pupils must not leave the site, at any time, without permission from a designated member of staff.

7.0 Code of Conduct

Our chief aim is to produce a fair and just society in which the expectations of acceptable behaviour are clearly communicated through staff to pupils. These are to be uniformly adhered to within the Academy environment, so that pupils have a sense of security relating to the boundaries of acceptable behaviour, and what is fundamentally right and wrong within Academy society, preparing them for the society they will experience when they leave.

To outline how this communal society can be achieved, pupils need a Code of Conduct which is clearly detailed in their Planner and uniformly enforced by staff throughout the Academy day. This Code of Conduct must be adhered to by all pupils and embraces a central theme in which compassion and respect are shown to others at all times.

The Code of Conduct is as follows:

1. You always speak politely to other people and act with courtesy and consideration at all times. There is certainly no excuse for rudeness, disrespect, or insolence towards others.
2. You do not act in a reckless way that would endanger the welfare or wellbeing of others.
3. You follow any reasonable instruction or request from a member of staff without argument or protestation.
4. You accept responsibility for your actions.
5. You act as a responsible individual and report any incidents that affect the Academy environment or endanger the welfare or wellbeing of others.
6. You contribute positively to the teaching and learning process in the classroom.
7. You move sensibly and quietly around the Academy.
8. You keep the Academy clean and tidy. To this end, the following must be adhered to:
 - No chewing gum is allowed anywhere inside the Academy buildings.
 - No eating or drinking in the corridors or classrooms.
 - Litter must be placed in the rubbish bins.
9. You conduct yourself outside of Academy and online in a manner which does not compromise the reputation of the Academy or has a negative effect on the welfare and/or wellbeing of others. Although not an exhaustive list, this includes:
 - Any activity where you are wearing the Academy uniform or can otherwise be identified as a pupil.
 - When travelling to or from the Academy.
 - When taking part in any Academy-organised or Academy-related activity.

8.0 Classroom Expectations

Effective classrooms have a positive and purposeful atmosphere, where pupils and teaching staff feel as if their attendance and involvement in the lesson is valued, and work together in a supportive and safe environment. The effective classroom is one where pupils learn, and all staff facilitate this process. A prescribed list of classroom expectations that are uniformly applied and enforced is essential in achieving this aim.

8.1 Start of Lessons

1. Line up outside the classroom without blocking the corridor.
2. Remove coats before entering the classroom.
3. Enter the room sensibly and go straight to the seat assigned by the teacher.
4. Remain silent during the register.

8.2 During Lessons

1. Listen to the teacher and remain silent.
2. Remain seated throughout the lesson, unless directed to do so otherwise.
3. If you need to ask a question, put your hand up, as a signal for the teacher.
4. Comply with all instructions given during the lesson.
5. Demonstrate a commitment to learning that is at least 'good.'
6. The teacher will monitor your punctuality, uniform, equipment, behaviour, work rate and homework.
7. Eating and drinking in lessons is not permitted.
8. Electronic equipment, other than calculators, is not permitted.
9. Remain in the classroom, unless directed otherwise.

8.3 End of Lessons

1. Remain working until the teacher issues an instruction to stop.
2. Remain seated until the teacher issues an instruction to stand.
3. When instructed by the teacher, pack away your books and other educational materials.
4. Leave the room in a sensible and orderly manner.

9.0 Academy Uniform

The uniform is an important aspect pertaining to Academy identity. It should always be worn unless a teacher specifies otherwise. All items of the uniform should be worn in the normally accepted manner and due regard taken in respect to health and safety.

1. Black blazer and an Academy badge.
2. Plain white shirt or blouse with a stiff collar. The shirt or blouse tails should be tucked inside the waistband of the trousers. The collar button of the shirt or blouse should be done up at all times.
3. Plain black socks.
4. Sensible stout black shoes with heels not exceeding 3.5cm in height. Trainers (including sport-branded 'shoes') and canvass-type shoes are not permitted.
5. Clip-on Academy tie.
6. Suitable ankle-length (not above the ankle) black school trousers with no distinctive styling or fashioning. 'Skinny trousers' and trousers with conspicuous belts/buttons/buckles/zips are not permitted.
7. Religious Headwear must be plain black.
8. Pupils celebrating Eid may wear Henna.
9. No jewellery except for one pair of plain gold or silver studs, with one stud in each ear lobe, and a wristwatch. Eyebrow bars, nose and tongue studs are not permitted. All excess jewellery will be confiscated and returned to the responsible adult in person or to the pupil at the end of half-term.
10. Make-up should be very subtle and discreet. Nail varnish, acrylic nails and fake eyelashes are not permitted.
11. Hair styles should be conventional, of a natural colour, and be culturally inclusive. Extremes of hairstyle are not permitted.
12. Jumpers, denim jackets and all types of hoodies are not permitted.
13. Suitable bag fit for purpose.
14. Mobile telephones, including smartwatches, and other unnecessary electronic equipment are not permitted because:
 - They distract from the teaching and learning process and disrupt the educational experience of others.
 - They can be used as medium for bullying and harassment.
 - They contravene Examination Board regulations.
 - They can become lost or stolen and absorb (unnecessary) time and resources in the investigative process.

Such items will be confiscated and returned to the responsible adult in person.

We will endeavour to make appropriate and reasonable adjustments to reflect the requirements of different religious faiths with regard to acceptable variations of the Academy uniform. We respect the needs of different cultures, races, and religions, and try to accommodate these. For any queries, please email dbraybrook@eastwood.southend.sch.uk.

Pupils are verbally made aware of expectations through assemblies, House meetings, form tutors and by subject teachers within the classroom. Further, the Academy Rules, Code of Conduct and Academy Uniform are published on the website and in the Pupil Planner. Further details on Searching, Screening and Confiscation can be found in Section 16.0.

10.0 Rewards as a Form of Behaviour Management

It is vital that praise and recognition of good behaviour is used more frequently than sanctions for negative behaviour. An extensive list of rewards can be found in the Celebrating Success Policy. We hope to foster a community that values achievement and success no matter how big or small. We recognise that one pupil's everyday routine may be another pupil's hardest battle, and we aim for all pupils to have the courage to believe in themselves and celebrate their successes.

Consistent use of praise and rewards will regularly reinforce the values that constitute 'The Eastwood Way'. The most common form of praise is verbal, but other forms are outlined in the Celebrating Success policy.

11.0 Sanctions as a Form of Behaviour Management

The Eastwood Academy utilises a strategy of Recognise, Action, Consequence to respond to inappropriate behaviour. A pupil who is misbehaving will be acknowledged and 'recognised' by the class teacher verbally and attention will be brought to the inappropriateness of their behaviour. If the behaviour persists, the class teacher will take 'action' with a short intervention that minimises disruption to the lesson (e.g. changing seats, speaking with the pupil outside of the room) before applying a 'consequence' as a last resort that may take the form of a detention or a conversation with the Head of Department or the pupil's Head of House.

When pupils display behaviours that are inappropriate or undermine the Eastwood Way, strategies will be utilised to support not only a potential victim, but the perpetrator in equal measure. These strategies include, but are not limited to:

- Behaviour Management Counselling with the pupil's Head of House, Form Tutor, EDI Lead or any other member of staff.
- Recognising the external circumstances that can impact a pupil's choices, reactions, and decisions.
- Engaging in discussions about why the behaviour took place, what could have been done to avoid the behaviour and how any similar behaviour can be discouraged.
- Contact to be made with parents/carers about inappropriate behaviour to open a dialogue on how best to support the pupil(s) involved.

In all cases, support of any pupils who feel victimised by peer behaviour is the foundation for resolution. Staff investigating behavioural incidents will devise support strategies for all involved and ensure that pupils are receiving appropriate, continuous support.

11.1 Departmental Sanctions

If a pupil's behaviour is not corrected by the teacher's actions, referral to the HoD and SLT Link should occur. Where a referral is necessary, the teacher should discuss the behaviour and the actions they took in the lead up to the referral.

The HoD and/or Senior Leader may want to discuss matters such as:

- Reprimanding the pupil.
- Placing the pupil on departmental report.
- Placing the pupil in the departmental detention.
- Discussing the behaviour of the pupil with the HoH.
- Placing the pupil under curriculum supervision by the HoD or Senior Leader.

The function of the Departmental Line Management System is to analyse the cause of the poor behaviour and to re-enforce the system of rewards and punishments that surround the pupil in the department in question.

11.2 Pastoral Sanctions

Where a pupil is recognised as having behavioural problems across a number of curriculum areas, the HoH responsible for the pupil should reinforce the curriculum sanctions through discussion and a series of graded pastoral reports and detentions.

A discussion of the pupil's issues with a HoH and/or Pastoral SLT Link may help identify the problems that the pupil is experiencing, such as emerging SEND, or issues outside the Academy etc. The information provided from the discussion may help the pastoral staff to form a better view of the pupil's behaviour and subsequent intervention/corrective strategies which should then be communicated to staff.

11.3 Pastoral Reports

Parents/carers will be contacted by the HoH when their child is placed on a Pastoral Report. There are 3 levels of report which are issued and monitored by the HoH and SLT Link. Each report has the following grading system which staff are required to apply to each lesson.

Grade	Description
Outstanding (1)	The pupil has exceeded your expectations*.
Good (2)	The pupil has met your expectations throughout the lesson.
Requires Improvement (3)	The pupil did not meet one or more of your expectations.
Inadequate (4)	The pupil did not meet several expectations.

*Expectations include **all** of the following (irrespective of the reason why the pupil is on report) - homework, punctuality, equipment, uniform, attitude to learning, behaviour and work rate.

11.31 Grey (Low Level Monitoring)

This is used to monitor minor concerns regarding the following:

- Homework.
- Punctuality.
- Uniform.
- Equipment.
- Attitude.
- Work Rate.
- No Pupil Planner.

In respect to Homework, Punctuality, Uniform and Equipment, a pupil should be issued with a detention (break and lunch **or** afterschool) for the 3rd cross and a detention for **all** subsequent crosses.

The 4th cross in any **one** section should result in the pupil being issued with a Grey Report. Unless the pupil is still being monitored on a Grey Report, they should be issued with a further Grey Report after receiving the 6th cross. Whilst being monitored on a Grey Report, if the pupil receives an 8th cross, this report should be replaced with a Purple Report.

Pupils remain on this level of report for a minimum of **one** week.

11.32 Purple (Medium Level Monitoring)

This is used to monitor any concerns above that have become persistent. Additionally, it is issued in response to the following:

- Truancy.
- Behaviour.
- Fighting.
- Bullying.
- Smoking or vaping.
- Non-compliance.

Pupils remain on this level of report for a minimum of **two** weeks.

11.33 White (High Level Monitoring)

This is issued in response to the following:

- Return from Exclusion.

Pupils remain on this level of report for a minimum of **three** weeks and are issued with detentions equivalent to the time they were excluded from the Academy e.g. a 1-day exclusion would result in 5 hours.

Any pupil on report must get it signed by their HoH at the following times:

- Before 8.30 am.
- After 3.15 pm.

Failure to report to the HoH at these designated times, without a valid reason, should immediately result in a one-hour detention.

The Academy expects parents/carers to sign their child's report at the end of every day, to acknowledge receipt of the report, and to allow both parties to monitor progress. Where the child's report is not signed, additional sanctions should be imposed.

Pupils remain on pastoral reports for the **minimum** period. Where pupils receive less than a grade 2 (in any lesson) the reporting period is extended by one day.

12.0 Detentions

Staff have a statutory authority to discipline pupils. The most common sanction is that of a detention.

- Detentions may be issued at break, lunch and/or afterschool.
- In terms of afterschool detentions, there is no requirement to provide 24 hours' notice. In such instances, parents/carers will be contacted to notify them of the detention.
- During detentions, pupils complete curriculum work and/or may be required to undertake community-based work.

12.1 House Detention System

The House detention system is arranged in 3 slots within a typical day – break (20 minutes), lunch (35 minutes) and afterschool (1 hour). It is operated by HoH and SLT Links.

Detentions require no prior notification to the parent. In the case of afterschool detentions, the **Education Act 2011** has removed the requirement to provide 24 hours' notice. Where parents/carers cannot be contacted on the day the detention is issued, it will be deferred to the following day.

To maintain the effectiveness of detentions, they should be issued as proximate as possible to the infringement/misconduct/incident. Further, the number of detentions that a pupil serves should be achievable. If a pupil accumulates detentions frequently, they should be withdrawn into pastoral supervision and strategies discussed and implemented to facilitate progress. Contact with the parent should occur early in this process.

12.11 House Detentions and Pastoral Reports

If a pupil receives a grade 3, they should be issued with a break **or** lunch detention.

If a pupil receives a grade 4, they should be issued with a break **and** lunch detention **or** afterschool detention, whichever is the first available slot.

If a pupil fails to attend a break or lunch detention, the HoH should withdraw them into pastoral supervision and escort them to all detentions until completed.

If a pupil fails to attend an afterschool detention, the parent should be informed immediately, and an attempt should be made to get the pupil back into the Academy. Failing this, an additional afterschool detention should be issued and the HoH should escort the pupil to all detentions until completed.

12.12 House Detentions

There are three levels of House detention:

Detention Type	Criteria	Activities
Catch-up and Reflection	<p>Pupils absent from The Academy and subject to catch-up.</p> <p>Pupils on Grey Report.</p>	<p>Pupils catch-up with work missed during a period of absence.</p> <p>Pupils on Grey Report complete a Reflection Form and may be directed to 1:1 support from a Pupil Mentor.</p> <p>Following reflection and peer support, pupils complete Academy-based work.</p>
Consequence	Pupils on Purple Report.	Pupils complete Academy-based work or work provided by the HoH or SLT Link.
Consequence +	<p>Pupils on White Report.</p> <p>Pupils identified as a serious behavioural concern as agreed by the HoH and SLT Link.</p>	Pupils complete Academy-based work or work provided by the HoH or SLT Link.

12.13 House Detentions and Pupil Work

Pupils must have work to complete during House detentions e.g. homework, outstanding classwork, catch-up work, and/or appropriate work provided by the member of staff undertaking the detention. Pupils who do not undertake work and/or disrupt the detention should be issued with another (comparable in length) detention in the first available slot.

House detentions should **not** function as a replacement for curriculum detentions. Curriculum sanctions should be issued in line with section 11. Where House detentions have already been set by the HoH, they should exercise discretion to move a detention(s) so that curriculum detentions take precedence. In the case of Year 11 pupils, with the agreement of the classroom teacher and/or HoD, pupils can serve their House detentions within curriculum departments.

Homework Club should **not** function as a replacement for House detentions. However, there are occasions where pupils with identified SEND would benefit from attending Homework Club. In these instances, where appropriate and with the agreement of the HoH and SENCO, House detentions can be served within Homework Club

13.0 Pastoral Supervision and Support

Pastoral supervision is where a pupil is brought under the direct supervision of their HoH or SLT Link.

A pupil may be in pastoral supervision for the following reasons:

- A uniform infringement (nb usually addressed via the school providing appropriate uniform)
- An identified need for support (e.g attendance)
- A persistent breach of discipline.
- A serious breach of discipline.
- An act of gross misconduct.

During pastoral supervision, a pupil completes curriculum work provided by their subject teacher or the HoD. Some time may also be allocated to discuss the reasons that lead to supervision and how this can be avoided in the future.

Pupils in pastoral supervision for behavioural or uniform consequences are required to attend detention.

The length of time a pupil is in pastoral supervision depends on the reason for its imposition. In the case of a uniform infringement, once the infringement has been corrected, the pupil is permitted to return to lessons.

In the case of a breach of discipline, the length of pastoral supervision will be that required to facilitate improvement with the HoH proactively looking for opportunities to integrate the pupil back into normal lessons. In the case of gross misconduct, the length of pastoral supervision is covered in section 17.1.

During pastoral supervision, the HoH and SLT Link will actively look for opportunities to support the pupil. This may include one or more of the following:

- A targeted discussion with the pupil.
- A phone call and/or meeting with the parent and/or other external parties collaborating with the pupil/family.
- Consideration of other appropriate support e.g. off-site provision.

14.0 Misconduct and Gross Misconduct

For any member of staff to successfully undertake their role inside the Academy they must be fully conversant with what constitutes misconduct and gross misconduct.

14.1 Level 1: Breach of Discipline

- Failure to comply with Academy rules concerning classwork, punctuality, homework, equipment, and uniform.
- General distractive or disruptive influence in class.
- General distractive or disruptive influence outside of the classroom.

Level 1 should be dealt with by the classroom teacher. The HoD may provide additional verbal support and/or place the pupil on a subject report with associated subject sanctions. Behaviour that occurs outside of the classroom will be sanctioned by a staff member on duty and the pupil will be directed to House detention.

14.2 Level 2: Serious Breach of Discipline

- Persistent failure to comply with Academy rules concerning classwork, punctuality, homework, equipment, or uniform.
- Failure to comply with reasonable instructions from a member of staff.
- Deliberately walking away from a member of staff.
- Bullying.
- The use of racist, homophobic, transphobic (or any other prejudice-based behaviour relating LGBT) language.
- Use and possession of smoking or vaping paraphernalia.

Level 2 should be dealt with initially by the classroom teacher, supported by the relevant HoD. The HoH should also be involved at this stage and be monitoring the pupil on a pastoral report. In this instance, the curriculum and pastoral lines should be working collaboratively to resolve the problem.

14.3 Level 3: Gross Misconduct

- Assault on a pupil or member of staff.
- Affray.
- The use of abusive/offensive language directed at a member of staff.
- Making a malicious allegation against a member of staff.
- Persistent and defiant misbehaviour.
- The use of racist, homophobic, transphobic (or any other prejudice-based behaviour relating LGBT) language directed towards a member of staff or pupil.
- The use of threatening or intimidating behaviour towards a member of staff or pupil.
- Harmful sexual behaviour (HSB).
- Possession of an offensive weapon - [DfE Offensive Weapons Guidance](#).
- Possession and/or dealing an illegal drug.
- Reckless endangerment.
- Criminal damage.
- Theft.

Level 3 may initially involve the HoD, however, at this level, the HoH and SLT Link will largely work independently of curriculum lines to resolve the problem. Incidents will be referred to the Principal who will judge whether they have reached the threshold for exclusion.

The above lists are neither exclusive nor exhaustive and there may be examples which do not appear above, but may nevertheless be the subject of disciplinary action, including exclusion.

15.0 Pastoral Intervention and Support Plan (PISP)

A Pastoral Intervention and Support Plan (PISP) is an Academy-based measure used when a pupil's behaviour declines rapidly and/or they may be at risk of a suspension; or when a pupil is subject to a one or more suspensions.

The purpose of a PISP is to proactively intervene to achieve recognition and acceptance from the pupil that their behaviour has reached a critical threshold and to agree and organise access to a range of support. The PISP is produced by the Head of House and discussed with the pupil and parents/carers during a return from suspension meeting and/or other appropriate meeting as required.

Initially, the PISP should be reviewed every two weeks up to a maximum of 16 weeks. In some instances, the PISP may be extended beyond 16 weeks, depending on the level of intervention and support required. All PISPs will be reviewed at the end of the academic year and a decision made by the Senior Leader responsible for Expectations and Standards as to whether further support is appropriate.

A record of PISPs is recorded in the Behaviour Log which the Senior Leader responsible for Expectations and Standards oversees and monitors.

16.0 Searching, Screening and Confiscation

Ensuring staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe – refer to [DfE Guidance - Searching, Screening and Confiscation](#).

16.1 Prohibited Items

The list of prohibited items includes:

- Mobile phones, smartwatches, and any other unnecessary electronic equipment.
- Offensive weapons - [DfE Guidance - Offensive Weapons](#).
- Alcohol.
- Smoking or Vaping Paraphernalia.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage to property of any person (including the pupil).
- Any article specified in [The Schools \(Specification and Disposal of Articles\) Regulations 2012](#) regulations e.g. tobacco and cigarettes, fireworks and pornographic images.

The above is not an exhaustive list and there may be examples which do not appear but still fall under the category of ‘prohibited items.’

16.2 Searching and Screening

A search will be undertaken if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any other item identified in the Academy rules for which a search can be made, or if the pupil has agreed.

Only specifically authorised staff can undertake a search. These include:

- Principal.
- Senior Leadership Team (SLT).
- Heads of House (HoH)
- Designated Safeguarding Lead (DSL).

The member of staff conducting a search **must** be the same sex as the pupil, and there **must** be another member of staff present to witness, unless:

- The person doing the search believes there is a risk that serious harm will be caused if the search is not urgently conducted; and
- In the time available, it is not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present.
- If the above is the case, the person doing the search should report it immediately.

The authorised member of staff should assess how urgent the need for a search is and should consider the risk to other pupils and staff. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. Where a pupil is unwilling to cooperate, this will be treated as an act of non-compliance.

If the pupil refuses to co-operate, the member of staff should assess whether it is appropriate to continue to conduct the search. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The search should take place in an appropriate location on the Academy premises and, where possible, away from other pupils. A member of staff may search a pupil's outer clothing, pockets, possessions, bag, desk, or locker and may use a metal detector.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots, or scarves.

A 'strip search' is a search involving the removal of more than outer clothing. Strip searches on Academy premises can only be conducted by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. In the event of such a search, the [DfE Guidance - Searching, Screening and Confiscation](#), paragraphs 35-41 will be followed.

16.3 Confiscation

If a pupil is found to be in possession of a prohibited item listed in section 16.1, then the member of staff should inform the DSL and the pupil should be sanctioned.

In terms of illegal items, the procedure detailed in the [DfE Guidance - Searching, Screening and Confiscation](#), paragraphs 57-79, will be followed.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

17.0 Exclusions

Exclusion is a disciplinary sanction issued only by the Principal, the result of which is that a pupil is not allowed to attend the Academy. There are two forms of exclusion – fixed term (suspension) and permanent.

17.1 – Fixed Term Suspension

A Fixed Term Suspension (Fixed Term Exclusion) is issued in response to gross misconduct that threatens and/or undermines the maintenance of discipline and/or the welfare of others within the Academy. The suspension delineates the unacceptability of the behaviour to the pupil, parents/carers and others within the Academy community and allows time to pass and issues to be considered by all parties.

The Behaviour and Discipline Policy of the Academy applies to all of a pupil's activity that is associated with it. Consequently, the Academy will respond to any pupil behaviour that reflects poorly upon the Academy and/or affects others associated with the Academy (particularly other pupils), even when that behaviour takes place outside the confines of the Academy or outside the normal school day.

For behaviour outside of the Academy, but not on Academy premises, the Academy may suspend a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. Pupils' behaviour in the immediate vicinity of the Academy and/or on a journey to or from the Academy can also be grounds for exclusion.

The decision to suspend must be made in line with the principles of administrative law i.e. be lawful; rational; reasonable; fair; and proportionate.

The decision to suspend is based on the application of the civil standard of proof (balance of probabilities) i.e. is it more probable that the pupil has done what they are alleged to have done. This is quite different from the criminal standard of proof (beyond reasonable doubt).

A pupil should be given an opportunity to present their case before a decision is taken to suspend. This is usually in the form of a written statement, or a statement taken by the person interviewing the pupil.

When considering whether to suspend, the Principal will assess the following:

- If the behaviour meets the criteria of gross misconduct as detailed in the Academy's Behaviour and Discipline Policy.
- If there is a prior history of related misconduct or gross misconduct i.e. a pattern of behaviour.
- Mitigating factors e.g. whether the pupil has SEND; mental health issues; been subject to bullying; has suffered bereavement or other factors which may impair a pupil's judgment.

Parents/carers will be notified of a suspension as soon as possible, usually by telephone, followed by a letter from the Principal. In terms of notice, the suspension can begin on the same day as the incident which led to the decision to exclude. The Local Authority will also be notified of the suspension and (as appropriate) the pupil's social worker and Virtual School Head (VSH).

Whilst suspended, parents/carers must ensure that their child is not in a public place during normal school hours without reasonable justification. Parents/carers may be prosecuted in the event that this duty is breached.

The length of a suspension is usually up to 5 days but can be longer. Even though a pupil is not allowed to attend the Academy, they should still be receiving an education. The Academy will therefore make reasonable steps to set and mark work.

If a pupil is suspended for more than 5 days, the Academy has a duty to provide suitable, full-time education from the 6th day. This is most likely to take place at a PRU or other alternative provision.

A pupil can only be suspended for a maximum of 45 days in one school (academic) year.

When a pupil returns from suspension, they will be invited, along with their parents/carers, to attend a re-integration meeting. The meeting is an opportunity to discuss in more detail the events that led to the suspension, how it can be avoided in the future, and any appropriate support that should be explored and/or put in place.

After the reintegration meeting, the pupil is directed into pastoral supervision. The duration of pastoral supervision is outlined in the table below. However, where a pupil is non-compliant and/or subject to frequent fixed term exclusions (for definition purposes 'frequent' means that a pupil has been suspended more than once in a three-week period) the length of pastoral supervision can be extended.

Number of Days Suspended	Minimum Number of Days in Pastoral Supervision
1	1
2	2
3-5	3

Upon returning to normal lessons, a pupil will be issued with a White Report for a minimum period of three weeks (refer to Section 11.33) and is required to see their HoH after every lesson. If a pupil attains less than a grade 2 in a lesson, they are immediately withdrawn back into pastoral supervision for the remainder of the day.

17.2 – Permanent Exclusion

A Permanent Exclusion is in response to a serious breach or persistent breaches of the Academy's Behaviour and Discipline Policy and where allowing the pupil to remain on Academy premises, would seriously harm the education or welfare of the pupil or others at the Academy. Following completion of the process, the pupil is removed from the Academy's roll.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension (or permanent exclusion) may be issued to begin immediately after the first suspension.

In terms of alternatives to a permanent exclusion, the Academy is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

17.3 - Challenging Exclusions

In the case of a suspension, parents/carers can refer it to the Governing Board (refer to Appendix 1). The Trust has delegated all of its suspension functions to the Local Governing Body (LGB) who, when required, will form a committee consisting of at least three Local Governors called the 'Pupil Support Committee' (refer to Exclusion Policy).

In the case of a permanent exclusion, the Pupil Support Committee must meet to consider the exclusion. Parents/carers also have a right to refer to the exclusion to an Independent Review Panel (IRP) - [DfE Guidance - Suspension and Permanent Exclusion from Schools 2022](#)

Number of days excluded in a term	5 or <	5 ½ - 15	> 15	Pupil will miss public exam
Parental right to make a written statement	Yes	Yes	Yes	Yes
Parental right to meet LGB	No	Yes, if parents/carers request it	Yes, LGB must meet	Yes, LGB must meet
Timescale	None	50 school days	15 school days	15 school days