Behaviour Policy - including suspensions and permanent exclusion

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
Sept 2026	1	Vice Principal	LGC	K.Stevens

Material changes since last publication

Section	Changes
2	Keeping Children safe in education updated to 2026 version
3	Vaping added alongside smoking
7	Updated mobile phone process in line with DFE guidance
8.2	Changes to detention law inline with DFE guidance
9.1	Offsite direction definition added
9.3.5	Added information around reintegration meetings inline with DFE guidance
12	Supporting pupils with SEN updated
14	Added information around annual reviews being called early
15	Added information inline with new DFE guidance around separation due to safeguarding concerns
16	Updated pupil transition with sharing information
18	Updated list of monitoring completed by LGC

Behaviour Policy - including suspensions and permanent exclusion

Contents

1. Introduction
   - 1.1. Aims and Scope
   - 1.2. Other Linked Policies and Documents
2. Legislation and statutory requirements
3. Definitions
4. Roles and Responsibilities
5. Pupil code of conduct
6. Rewards and Sanctions
7. Mobile phones and accessories
8. Behaviour Management
9. Fixed Term suspensions and Permanent exclusions
10. Other categories of serious behaviour
11. Child on child abuse and Bullying
12. Responding to misbehaviour from pupils with SEND
13. Supporting pupils following a sanction
14. Pupil support
15. Safeguarding
16. Pupil transition
17. Training
18. Monitoring arrangements
19. Trust Board written statement of behaviour principles

1. Introduction

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values:

Our aim:
To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:
Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:
Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

1.2 Other Linked Policies and Documents

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- Equality policy
- Online safety policy
- Drugs and substance use and misuse
- Restrictive interventions, including use of reasonable force, April 2026

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools 2024
- Searching, screening and confiscation at school
- The Equality Act 2010
- Restrictive interventions, including the use of reasonable force in schools April 2026
- Supporting pupils with medical conditions at school
- Behaviour and mental health in schools
- Suspension and Permanent exclusion from school August 2024
- Keeping Children Safe in Education 2026

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

This behaviour policy is explicit in its duty not to discriminate. The guidance outlined in this policy will be adjusted when students with protected characteristics are involved. In these cases, the statutory guidance including the equalities act will be taken in to account

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes. This includes lateness to school or lessons
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Verbal or physical abuse, including offensive language
- Child on child abuse, any form of bullying including online bullying,
- Child on Child Sexual Violence, harassment or Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Gang behaviour, including initiations, violence, coercive and threatening behaviour,
- Defiance
- Aggressive or threatening behaviour
- Theft
- Physical assault
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or items that may be used as a weapon
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers or vaping materials
    - Fireworks
    - Pornographic images
    - Any article a staff member 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)

- This is not an exhaustive list, all incidents of serious breaches will be investigated and then dealt with appropriately by the Senior Leadership Team and DSL where appropriate.
- Any misbehaviour outside of the school which results in reputational damage to the school can be investigated and sanctioned at the discretion of the Principal.
- All serious breaches will be investigated and sanctions are at the discretion of the Principal

4. Roles and Responsibilities

4.1 The Trust Board

The Trust Board, through The Education Standards Committee, is responsible for monitoring this behaviour policy's effectiveness. It delegates that responsibility, at school level, to the LGC (Local Governing Committee) and The Trust CEO who are also tasked with holding the Principal to account for its implementation.

4.2 The LGC

The LGC is responsible for reviewing and approving the implementation of the behaviour policy at school level

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Using Trauma Informed Practice
- Providing a personalised or differentiated approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Senior and middle leaders will support staff in responding to behaviour incidents.

4.4 Parents

The role of parents is crucial in helping schools develop and maintain good behaviour.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct/Behaviour for Learning policy/APS PROUD
- Support the school and take part in the life of the school and its culture.
- Support the school's behaviour policy and reinforce the policy at home as appropriate.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in positive partnership with them.
    - Inform the school of any changes in circumstances that may affect their child's behaviour
    - Discuss any behavioural concerns with the school promptly
- Provide support and encouragement to the pupil in all aspects of learning, including providing the necessary materials/equipment for the pupil and supporting the pupil to complete homework.
- Ensure that the pupil regularly attends school and arrives on time for the start of the school day.
- Ensure that the pupil is dressed according to the school dress code.
- Attend parent/teacher consultation days/evenings.
- Encourage good behaviour and support all aspects of the School disciplinary systems.

5. Pupil code of conduct

Pupils are expected to:

- Aim to improve.
- Work and co-operate with all staff.
- Come correctly equipped for all lessons.
- Complete homework and hand it in on time.
- Attend all lessons on time.
- Talk to staff about problems and difficulties.
- Respect all people and not physically or verbally abuse them.
- Support fellow pupils by not accepting and reporting the abuse or bullying of others.
- Respect all School property and property of any other pupil.

- Attend School dressed in accordance with the School dress code.
- Adopt the ethos Abbey Park PROUD



6. Rewards and Sanctions

The Behaviour for Learning system has been devised to further improve behaviour within the School by ensuring that good and outstanding performance is rewarded and celebrated and that any behaviour that detracts from the learning process has a consequence. The rewards and consequence system is outlined below, including a graduated response for serious misbehaviour, and persistent disruptive behaviour:

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

6.1 Rewards System:

R1: Good work or effort on class or homework; participating in a school event or helping a member of staff or fellow pupil. Pupils will be awarded 1 point.

R2: Very good work or sustained effort; assisting staff to run a school event. Pupils will be awarded 2 points.

R3: Consistently high effort or outstanding work; being an excellent role model for other pupils, receives a recommendation for 'Character Champion'. Pupils will be awarded 3 points

R4: Exceptional work or progress. Excellent academic report. Being an outstanding role model. an excellent tracking form or annual report. Character Champion. Pupils will be awarded 4 points and receive a tie pin from the Principal.

The points are accumulated by pupils and exchanged for a variety of rewards. The points also count for the House Cup/shield.

6.2 Consequence System and Graduated Response:

C1: Verbal warning. This is intended to encourage a pupil to work without further disrupting the lesson.

C2: Second warning. Pupil may be moved within the classroom if appropriate. The pupil will receive 2 negative points and this will be logged on their record.

C3: Persistent disruption after a C2. Timeout called and the pupil may be removed from the lesson. The pupil will receive 3 negative points and this will be logged on their record.

An automatic C3 may also be issued for:

- Being late to school or a lesson without a valid reason
- Failing to hand in homework on time
- Using a mobile phone in school – this includes before school whilst on site, breaks, lunchtime and after school. If students need to contact home for any reason during the day, they can ask a member of the Pastoral Team or Student Services
- Inadequate work
- Inappropriate behaviour outside of lessons
- Walking away from a member of staff
- Defiance
- Swearing or offensive language
- Lack of correct equipment without a valid reason
- Abuse of the School ICT system.
- Incorrect uniform without a valid reason, repeated uniform breaches will result in the pupil being internally excluded

When a C3 is given the pupil will receive 3 negative points and a one-hour after school detention the following day. This will be extended if they fail to attend or fail the detention. The school runs an extended detention to 4.30pm that is supervised by a member of the Senior Leadership team. Pupils may be placed into a 4.30pm detention for failing/failing to

attend a detention, or as a sanction for another breach of the behaviour policy where this is deemed a suitable sanction and as part of the Internal exclusion process. Parents will be notified of a 4.30pm detention the day before.

C4: Second failure to attend a detention; truancy from lessons; aggressive behaviour; serial disruption of lessons or lack of School uniform without a valid reason. Pupils will be placed in the IER, internal exclusion room. Pupils will also receive 4 negative points.

7. Mobile Phones and accessories

We recognise that many pupils need to bring a mobile phone to school for safety reasons, particularly when travelling to and from school. Pupils are permitted to bring mobile phones and electrical devices to school but do so at their own risk. In line with Department for Education guidance, schools do not accept responsibility for mobile phones or other personal electronic devices that are lost, damaged or stolen whilst on school premises. We therefore strongly recommend that pupils only bring a phone to school if it is genuinely required for their journey to and from school and that expensive devices are appropriately protected and insured where necessary.

Whilst pupils are in the building in the school day, from 8.40am – 3.10pm, (including detention) we operate a no mobile phone policy. All pupils are expected to turn off and put away all mobile phones, electrical devices and accessories, including headphones.

Our Approach: “Hear It, See It, Use It, Lose It”

Once they arrive on site, they must:
• Switch their phone off.
• Store it securely in their locker or school bag. Pupils should not keep their phones on their person, including in pockets, waistbands, or any other item of clothing.
• Keep it out of sight throughout the entire school day.

If a mobile phone is seen, heard or used during the school day, it will be confiscated.

The consequences will be as follows:

First confiscation - The pupil may collect their phone from Reception at the end of the school day.

Second confiscation - A parent or carer will be required to collect the phone from school.

Third confiscation - The pupil may be prohibited from bringing a mobile phone to school for a specified period, or they may be required to hand their phone in to Reception each morning for secure storage until the end of the school day.

Pupils will be issued with a C0 for Mobile phone confiscation.

If a pupil refuses to hand over a mobile phone when requested to do so by a member of staff, they will be issued with a C3 sanction. At this point, the school's normal Behaviour Policy will apply, and further consequences may be issued in accordance with the policy if the mobile phone is not handed in.

Medical Needs
We recognise that some pupils require access to a mobile phone or connected device for medical reasons.

This may include, but is not limited to:
• Managing diabetes and continuous glucose monitoring systems.
• Supporting hearing aids or other hearing technologies.
• Other identified medical needs. Pupils who require access to a device for these reasons will, of course, continue to be supported appropriately.

8. Behaviour management

The Academies Trust implements a Behaviour for Learning policy that all staff follow. This policy compliments the TEEP model that provides structure for teaching staff with regards to lesson planning and delivery.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Behaviour for Learning Policy and TEEP cycle
- Develop a positive relationship with pupils, which may include:
- Greeting pupils at the start of lessons
- Establishing clear routines
- Highlighting and promoting good behaviour
- Apply Behaviour for Learning policy consistently in dealing with low-level disruption

8.2 The Law on Detentions (law has changed around detentions following a change in the education act)

The 2006 Act makes it lawful for Academies to detain pupils aged under 18 without parental consent, at a variety of times, outside the school hours as well as other times in the school day.

Detentions may take place at breaktime, lunchtime, after school or on designated school days.

Parents/carers will normally be notified when an after-school detention has been issued. When setting a detention, staff will consider any safeguarding, SEND, medical, transport or other individual circumstances to ensure that the detention is reasonable and proportionate.

Notification can be given by:

- Email
- Note in planner
- Letters
- Phone call home
- Text messaging

Failure to attend a detention without a valid reason may result in a further sanction, including an extended detention, a 4.30pm detention, Internal exclusion or another appropriate consequence in line with the school's Behaviour Policy.

8.3 Academic and Behaviour Reports:

Pupils may be issued with a report by either their Tutor, Head of Year, a Curriculum leader or a Senior member of staff. These reports are issued for a variety of reasons that include:

- Monitoring academic progress
- Monitoring pupil engagement in learning
- Monitoring pupil punctuality to lessons
- Monitoring social time behaviours
- Monitoring pupil relations/interactions with staff and peers
- Monitoring low level behaviour in lessons

8.4 Individual Behaviour Plan:

Pupils who display repeated serious or disruptive misbehaviour may be placed on an eight-week Individual Behaviour Plan. This typically occurs following our Graduated Response and a Fixed Term Suspension for persistent disruptive behaviour. This is an eight-week plan of support and close monitoring of the pupil, with clear targets for the pupil. Parents or carers are informed of the process.

8.5 Pastoral Support Plan:

If a pupil fails to meet their targets or show an improvement whilst on an Individual Behaviour Plan, they will move to a Pastoral Support Plan, a sixteen-week plan to support the pupil to improve their behaviour. Outside agencies may also be contacted to ask for further support. In exceptional cases, pupils may be progressed to a permanent exclusion rather than a Pastoral Support Plan being set up.

9. Fixed Term Suspensions and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following sanctions and interventions.

9.1 Definitions:

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction: A temporary placement at another educational setting or alternative provision to improve behaviour.

Managed move – is when a pupil is transferred to another school permanently. This should be progressed through the 'Swindon Schools together panel'. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Before deciding whether to suspend or exclude a pupil, the Principal will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable/susceptible (e.g. the pupil has a social worker, or is a child looked after (CLA)
- Consider whether they have any protected characteristics
- Consider whether all alternative solutions have been explored or are appropriate, this may include consideration of off-site direction, outreach intervention, alternative provision placements or managed moves where appropriate.

The Principal will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

The parents will also be provided with the following information, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents have the right to request that the meetings be held remotely, and how and to whom they should make this request

The Principal will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies

9.2 Fixed Term Suspension:
For persistent disruptive behaviour, or other serious misbehaviours, as outlined in the Definitions above, a Fixed Term Suspension may be issued. These will typically be between one and five days dependant on the seriousness of the incident and previous behaviour record. Consideration of all of the pupils extenuating circumstances are made. The school may also issue an internal exclusion (IER) where appropriate as part of the graduated response. These may be issued prior to a suspension, or as an alternative if appropriate for an individual pupil. Pupils may be suspended if they fail their IER sanction.

9.3 Permanent Exclusion:

At the discretion of the Principal, a pupil may be permanently excluded in response to repeated or one-off serious breaches of the School's Behaviour Policy, as outlined in the Definitions above and as a last resort. When the decision is made to permanently exclude, a Trust Pre Exclusion Assessment Process is carried out to ensure that the process is rigorous. All aspects leading up to the exclusion will be investigated and the pupil is given the chance to present their viewpoint. A decision may be made by the Principal after a thorough investigation, based on the 'balance of probabilities', that a pupil is issued with a permanent exclusion.

A pupil may be permanently excluded if allowing the pupil to remain in the School would seriously harm the education or welfare of the pupil or others within the School. A permanent exclusion is also the final step on the graduated response, when a pupil has failed to respond to support or interventions and has failed their Pastoral Support Plan (if applicable).

9.3.1 Informing the LGC

The Principal will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

9.3.2 Informing the local authority (LA)

The Principal will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

9.3.3 Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- Pupil with a social worker is at risk of suspension or permanent exclusion, the Principal will inform the social worker as early as possible

- Pupil who is a Child looked after (CLA) is at risk of suspension or exclusion, the Principal will inform the VSH as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Principal decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances that may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

9.3.4 Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the school will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as EPRAISE, SENECA, Sparx Maths may be used for this. If the pupil has a special educational need or disability, the school will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

In person meetings remain the default, however, parents/carers can request that a meeting be held via the use of remote access (carried out by electronic means e.g. Teams, live video link).

PEX panels are heard by governors within 15 academy days.

9.3.5 Reintegration following suspension

Following a suspension, the school will implement a reintegration strategy designed to support a successful return to school. A reintegration meeting will normally take place before or on the day of return and may involve parents/carers and relevant academy staff.

Reintegration support may include:

- pastoral mentoring
- report cards
- behavioural targets
- curriculum support
- referrals to external agencies
- adapted interventions to address underlying needs, including SEN support where appropriate.

A pupil will not be prevented from returning to school if a parent/carer is unable to attend a reintegration meeting.

All exclusions are at the discretion of the Principal.

At any stage during this graduated response, the school may recommend a Managed Move or direct that a pupil is educated at an alternative provision for a period of time. At all points, the school will work with families to provide the most appropriate form of support. However, where required the school has the power to enforce certain behaviour interventions.

- All sanctions and support put in place are informed by the contextual information, contributing factors and 'protected characteristics' of a pupil. This is implemented on a bespoke package driven by the needs of the individual pupil.
- All exclusions are at the discretion of the Principal

10. Other categories of serious behaviour

10.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus/public transport or making their way to or from school or have been identified as being a pupil at the school.

Any misbehaviour outside of the school which results in reputational damage to the school can be investigated and sanctioned at the discretion of the Principal.

10.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

10.3 Restrictive intervention, including the use of reasonable force

We are committed to safe, inclusive environments where pupils can thrive academically, socially and emotionally. Restrictive interventions (including the use of reasonable force and seclusion) are used only when necessary to prevent harm and always in ways that uphold dignity, safety, rights and equality.

Definitions

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and are not an endorsement or otherwise for their use in schools.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others

2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The School's procedures follow the guidelines within the document – Restrictive intervention, including the use of reasonable force in schools, guidance April 2026

10.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Vice Principal for Pastoral and Inclusion and/or a member of the Safeguarding team to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The school may contact parents to come in and support with the search or in situations where there is a risk to people's safety the police may be called.

Use of Wand Screening for Prohibited Items

In line with the Searching, Screening, and Confiscation Guidance 2022, the school may use a handheld screening wand to detect prohibited items, including,

- Knives or items that may be used as weapons
- Vapes
- Electronic cigarettes
- Mobile phones (When pupils are in the IER)
- Pornographic images
- Any article a staff member 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)

In addition, the school may also conduct a search on the following items which the school deem to be detrimental to maintaining high standards of behaviour and a safe environment:

The use of a wand is a non-invasive method designed to maintain a safe and secure environment for all pupils and staff. If school has any concerns for the welfare of the pupils or staff, the Police may be contacted for further advice/assistance. Being in possession of a prohibited or banned item may indicate that the student is involved or at risk of being involved in anti-social or criminal behaviour and in some cases may be involved or at risk of child criminal exploitation. All incidents of searching and screening are reported to the Designated Safeguarding Lead, who will ensure the appropriate support is provided; this may include a referral to Children's Social Care.

If there is a concern requiring screening, a member of senior staff will be authorised by the Principal to carry out the search in a respectful and appropriate manner, ensuring the pupil's dignity is maintained. Should the wand detect an item the pupil will be encouraged to hand the item over. If a prohibited item is found, parents or carers will be contacted, and the item will be confiscated. Confiscated items will be disposed of safely and in accordance with the school's policies and legal requirements. The school is committed to ensuring that all searches are conducted lawfully, proportionately, and respectfully, following the Searching, Screening, and Confiscation Guidance 2022. Regular reviews of the process will be conducted to ensure fairness and consistency. Lydiard Park Academy Behaviour Policy (incorporating exclusions) - 16 - All incidents of searching and screening are recorded on CPOMS.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific

support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10.5 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

10.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal and/or Designated Safeguarding Lead or Deputy Designated Safeguarding lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

10.7 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

10.8 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

11. Child on Child abuse and Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Staff are aware that children can abuse other children and this is generally referred to as Child on Child abuse.

Any form of bullying in unacceptable and will be investigated.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include, but is not limited to:

- Physical: hitting, kicking, pushing people around, spitting, or taking, damaging or hiding possessions
- Verbal: name-calling, taunting, teasing, insulting, making threats or demanding money

- Exclusionary behaviour: intimidating, isolating or excluding a person from a group
- General unkindness: spreading rumours or writing unkind notes, mobile phone texts or emails
- Low level disruptive behaviour: wearing "banter" and "horseplay" over a prolonged period of time
- Cyberbullying: bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status
- Sexist and Transphobic Bullying: includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation)
- Disablist Bullying: targets a young person based on their disability, special needs or health needs. This can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.
- Child on child Sexual bullying: sexual insults, sexual language/gestures, name calling, unwanted physical contact, sexual violence or harassment.

The school has a zero tolerance on any form of bullying or hate crime. Details of the school's approach within The Park Academies Trust to preventing and addressing bullying are set out in our anti-bullying policy.

12. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

As part of fulfilling these duties, the school will anticipate, as far as reasonably possible, likely triggers for misbehaviour and put in place support to prevent escalation. Preventative measures may include:

- High-quality teaching
- Consistent routines and clear expectations
- Personalised interventions where appropriate
- Adjustments to communication methods or environmental factors
- Pastoral or SEND support targeted to individual needs

All support and adjustments will be tailored to the specific circumstances and requirements of the individual pupil.

Where sanctions are necessary, they will be applied with consideration of the pupil's SEND and the context of the behaviour, whilst keeping all children and staff safe. The school is committed to ensuring that pupils with SEND are supported, not disadvantaged, through the behaviour policy, and that responses promote safety, fairness, and inclusion for the whole school community.

13. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This includes measures such as:

- Reintegration meeting (following a Fixed Term Suspension)
- Report – following the Graduated Response level
- Increased contact with pastoral team (daily check ins)
- Adapted curriculum (where appropriate)
- Referral to outreach/support

14. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and pastoral team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Therefore, staff should refer to the pupil's pen portrait, IBPs or PSPs before deploying consequences to ensure that it is appropriate.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, mental health support workers and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Where a pupil with an EHCP is at risk of suspension or permanent exclusion, the school will consider whether an early annual review should be requested and whether current provision remains appropriate.

This behaviour policy is explicit in its duty not to discriminate. The guidance outlined in this policy will be adjusted when students with protected characteristics are involved. In these cases, the statutory guidance including the equalities act will be taken in to account

15. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

15.1 Separation for Safeguarding Purposes *(entire new section in line with new guidance)*

In exceptional circumstances, the school may temporarily prevent a pupil from attending the school premises for safeguarding purposes. This may be necessary where there are allegations of harm, abuse, sexual violence, sexual harassment or other safeguarding concerns that require pupils to be separated whilst enquiries are undertaken.

This is not a suspension, exclusion or disciplinary sanction and will be considered on a case-by-case basis.

Decisions will be made in conjunction with the Designated Safeguarding Lead (or Deputy DSL), taking into account the welfare and safety of all pupils involved, relevant safeguarding guidance, equality duties and the academy's legal responsibilities.

Parents/carers will be informed of the reasons for the decision without delay and appropriate educational arrangements will be considered where necessary.

The LGC will be informed of any such arrangements in line with statutory guidance.

16. Pupil Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year, this includes transition from KS2 to KS3.

Where a pupil transfers through a managed move or alternative provision placement, relevant safeguarding, SEND and behaviour information will be shared securely with the receiving setting to support a successful transition.

17. Training

Our staff are provided with training on appropriate behaviour management. Staff are aware of the support structure in place, including Heads of Year, Heads of Department and Senior Management.

Behaviour management will also form part of continuing professional development.

18. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and LGC bi- annually. At each review, the policy will be approved by the Principal.

Governors will monitor:

- suspension and permanent exclusion rates
- repeat suspensions
- off-site directions
- managed moves
- pupils educated off-site
- safeguarding-related pupil movements
- patterns relating to vulnerable groups, including pupils with SEND, looked after children and children with social workers

19. Trust Board written statement of Behaviour Principles

Click here for link to Behaviour Principles Written Statement

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and staff
- The Behaviour policy incorporating exclusions) explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life