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

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
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TABLE OF CONTENTS

1. CONTEXT 3
2. INCLUSIVE APPROACH 4
3. RELATIONSHIPS WITH PARENTS/CARERS 4
4. POSITIVE RECOGNITION AND REWARDS 5
5. STANDARDS FOR PUPILS 6
6. DETENTIONS – C4 9
7. REFLECTIONS – C5 9
8. OFF-SITE DIRECTION, MANAGED MOVES AND ALTERNATIVE PROVISION 10
9. REINTEGRATION TIMETABLE 12
10. SUSPENSION 12
11. SUSPENSION PROCESS 14
12. PERMANENT EXCLUSION 14
13. SERIOUS BREACHES OF THE BEHAVIOUR POLICY 15
14. PERMANENT EXCLUSION PROCESS 16
15. DISCIPLINE BEYOND THE ACADEMY GATE 17
16. MOBILE PHONES AND SMART DEVICES 17
17. SCREENING, SEARCHING AND CONFISCATION 19
18. USE OF REASONABLE FORCE 22

1. CONTEXT

Place Partnership (the Trust) has a duty to establish a policy for its secondary Academies to formally praise and reward pupils for positive conduct and to deal with issues of behaviour through a graduated response in terms of consequences. The Character Virtues of the Trust underpin our Positive Recognition and clear expectations for pupils.

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

This policy should be read in conjunction with the Academy's Attendance Policy, Uniform Policy, Safeguarding Policy, Anti-Bullying Policy and Managed Placement protocols.

2. INCLUSIVE APPROACH

The Trust believes all pupils have the right to the best education possible and in ensuring this, we adopt an inclusive approach for all and ensure that we are trauma informed across the Trust.
A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

TEACHING AND ASSOCIATE PROFESSIONAL STAFF

Will be supportive of pupils, listen to their views and challenge them to meet the high expectations set of them, in a clear and consistent manner. Staff have a key role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour within a climate of success. Staff should uphold the whole-school approach to behaviour by placing a strong emphasis on recognition and rewards, whilst teaching and modelling expected behaviour and positive relationships.

CURRICULUM TEAM LEADERS (CTLS)

Will quality assure teaching and learning within their departments to ensure rigour and challenge for all pupils. They will also support teachers and pupils to ensure there are purposeful learning environments that promote a climate of success.

PASTORAL YEAR LEADERS (PYLS) AND INCLUSION TEAMS

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

SENIOR LEADERS (SLT)

Will support whole Academy strategies in relation to rewards and consequences and will act upon any incidents of escalated behaviours. In addition to taking regular opportunities to celebrate pupil successes.

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

3. RELATIONSHIPS WITH PARENTS / CARERS

The best outcomes for pupils are secured when the Academy and parents/carers work together. This is best achieved by:

- Ensuring effective communication via the pupil planner, the My Child at School App (MCAS) and other sources individual to each Academy.
- Ensuring parents / carers read and respect the Home/Academy agreement, in support of the Academy's high expectation.

- Involvement in regular progress checks, via reports, Parents' Evenings and contact with teachers.
- Working effectively with the Academy to support any interventions provided.
- Ensuring pupils attend daily and on time.

4. POSITIVE RECOGNITION AND REWARDS

We aim to instil positive behaviours and guide conduct and morals by rewarding pupils who contribute positively to their learning, the Academy and community. We have high expectations, and we support our pupils to meet those expectations; helping young people to develop personal strengths through our Character Virtues so their hard work is recognised and that they achieve success.

We use our Management Information System (Bromcom) to record our reward points. Reward points are directly communicated with pupils, parents and carers celebrating our pupils' successes via MCAS. Reward points are graduated to recognise varying contributions to learning, the Academy and the community. All reward points are recorded, monitored, and recognised by Form Tutors, Teachers, Pastoral Year Leaders and Senior Leaders, who regularly praise pupils. Pupils will be rewarded for meeting or exceeding the high standards of behaviour we call Standards for Success.

Parents and Carers can continue to recognise their children at home by viewing the positive recognition events in the MCAS App. Pupils can also monitor these events and the cumulative points they accrue through the student portal from Bromcom.

Examples of the reasons for awarding positive points are:

- Demonstrating attributes linked to our Character Virtues (Ambition, Compassion, Courage, Open- Minded, Resilience and Duty).
- Attendance and punctuality.
- Making positive contributions in lessons.
- Submitting an outstanding piece of classwork / homework.
- Commitment to extra-curricular activities.
- Commitment to supporting others and events in the Academy.
- Positive behaviour beyond the classroom.

Positive Recognition can be awarded using any of the following channels:

Positive Recognition	
Planner stamps	Special mention in newsletters
Above and Beyond notifications via MCAS	Presentation Evening
Postcards	Praise Breakfast
Golden Awards	Afternoon Tea
Golden Award Events	Queue Jump Passes
Certificates	Restaurant Treats
Assemblies	Book Vending Machine
SharePoint	Parent /Carer meetings
Social media posts	Phone calls home

Golden reward events are timetabled regularly throughout the year and celebrate pupils' successes in achievement, attendance, punctuality, and positive behaviours linked to our Character Virtues.

5. STANDARDS FOR PUPILS

Pupils may, on occasion, make poor choices regarding the way they behave in the Aaademy, which could be the biproduct of several reasons, including challenging home circumstances, child protection and safeguarding issues and various serious family issues. The Trust will always try to support pupils in making the right choices and improving their behaviour by implementing appropriate interventions at various stages starting within the classroom and could include restorative practices. However, where pupils make poor choices and threaten their own learning, or that of others this will not be tolerated. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage pupils to comply with the Academy rules and re-engage with learning.

The behaviour management system is designed to provide pupils with choices. The purpose of the system is to support learning by tackling and dealing with disruption or defiance, which undermines the pupil's own learning and that of others. The 6 Character Virtues are the basis for expectations for every pupil.

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

WHAT HAPPENS WHEN CHARACTER STANDARDS ARE NOT MET IN A CLASSROOM?

Standards for Education

Engagement and contributions to learning are vital to all pupil's progress and achievement and as such disruption to learning will not be tolerated.

Warnings can be given in a classroom environment where behaviours do not represent our Character Virtues. Teachers will support pupils in lessons to re-focus on learning and prevent further disruption as follows:

Action	Reason	Sanction
Verbal warning given with a reminder of expectations; this is recorded by the teacher on the board.	The 6 Character virtues underpin how we work together as an Academy as part of a wider community. These link to socially acceptable expectations and prepare pupils for life beyond the Academy.	C1E Verbal Warning
2nd verbal warning given with a reminder of expectations and recorded by the teacher on the board.	The 6 Character virtues underpin how we work together as an Academy as part of a wider community. A verbal warning has already been given as reminder of the expectations.	C2E Verbal Warning
3rd and final warning given recorded by the teacher on the board and on Bromcom. The pupil is moved within the classroom (where possible / appropriate).	The 6 Character virtues underpin how we work together as an Academy as part of a wider community. Verbal warnings have already been given but have not been positively responded to.	C3E Logged on and monitored through Bromcom
Lesson removal where a pupil is sent to a 'shadow' room for the remainder of the lesson with a	Learning and engagement in lessons are pivotal to pupils' success. Any disruption, defiance, refusal, or lack of work will be	C4E 60-minutes detention

shadow room slip issued by the teacher and logged on Bromcom	challenged so that the learning environment is protected.	
Failure to meet expectations of the shadow lesson, will result in a C5+ sanction. Pupils will go to reflections for what remains of the lesson followed by a subsequent day in 'Reflections'.	Responding positively to warnings and changing behaviour demonstrates co-operation, respect, and responsibility. Any disruption, defiance, refusal, or lack of work will be challenged so that the learning environment is protected.	C5+ a day in reflections.

Where there are patterns of persistent poor behaviour or regular verbal warnings, this is to be brought to the attention of the Curriculum Team Leader and/or the Pastoral Year Leader who will then take timely steps to address the repeated disruptive behaviour by the pupil. This also may include support and intervention sessions for individual pupils.

WHAT HAPPENS WHEN CHARACTER STANDARDS ARE NOT MET AROUND SITE?

Standards Expected – Conduct

To ensure the Academy environment remains positive and pupils feel safe and able to thrive, it is the responsibility of all pupils to conduct themselves in a positive manner and meet the expectations outlined. Where pupils fall short of these expectations the following will apply:

Standard	Reason	Sanction
Conduct - Bullying	Bullying is behaviour that makes people feel unsafe or threatened. This is through repeated incidences, usually persistent and often secretive and a conscious attempt to hurt, or cause distress. It is expected that pupils at the Academy show compassion and kindness towards others.	C4C 60-minute detention
Conduct - Defiance	Defiance or refusal to adhere to character virtues around the Academy. The 6 Character virtues underpin how we work together as an Academy as part of a wider community. These link to socially acceptable expectations and prepare pupils for life beyond the Academy.	C4C 30-minute Detention
Conduct – Boisterous and Unsafe behaviour	Conduct which could lead to possible injury to an individual pupil and/or other pupils and staff. All pupils have a duty to ensure a safe and positive environment within the Academy.	C4C 30-minute Detention
Conduct – Out of Bounds	Intentionally occupying areas of the Academy that are designated as out of bounds to pupils. This will also include accessing / disturbing teaching spaces during social times without permission. All pupils have a duty to ensure a safe and positive learning environment within the Academy.	C4C 30-minute Detention
Conduct – Late to the academy	Late into the Academy. Attending the academy and lessons on time demonstrates resilience, ambition, and duty. Being punctual and on-time is something that will be expected of pupils beyond the Academy, and specifically as they move on to employment.	C4C 30-minute Detention
Conduct – Late to lesson	Unreasonably late to lesson. Attending the Academy and lessons on time demonstrates resilience, ambition, and duty. Arriving late to lesson without an appropriate	C4C 30-minute Detention

	reason significantly disrupts learning. Being punctual and on-time is something that will be expected of pupils beyond the Academy, and specifically as they move on to employment.	
Conduct - Mobile phones and electronic devices –	Mobile phones, Smart watches, tablets, or other electronic devices should not be seen or heard in the Academy, unless at the specific direction of the teacher for the purposes of learning. The safeguarding of all members of the Academy community is paramount, allowing access to devices leads to disruption, distraction, potential bullying and can be detrimental to learning. Pupils using electronic devices with the approval of staff members for reasons such as monitoring health, are exempt.	Device Confiscated C4C 30-minute Detention

Standards of Success

To be prepared for the day and learning, pupils are asked to ensure several standards are upheld. Where an issue is identified by staff, pupils will be given two warnings to rectify any breaches of these standards, however, on the third occasion of breaching a particular standard where there is no excuse to do so, pupils will be issued with a C4 Standards Detention (C4S). Any further breaches of the same standard within the same week would be defiant in nature and result in an additional C4 Standards Detention (C4S) each time. All breaches of the standards below will be recorded through Bromcom and reset weekly.

Standard	Reason	Sanction
Standards - Uniform	Any deliberate breaches of the uniform policy, including jewellery. Uniform demonstrates a sense of pride, honour, duty, integrity, and responsibility. The Academy's policy on uniform is clearly set out and pupils are asked to meet specific standards as would be expected of them in employment.	Warning 1 Warning 2 Warning 3 = C4S 30-minute Detention
Standards - Homework	Incomplete or missing homework after agreed deadline. Homework demonstrates diligence, commitment, self-discipline, and ambition which are factors that lead to success within the Academy and beyond. The teacher may choose to set an alternative hand-in date following additional guidance if appropriate.	Warning 1 Warning 2 Warning 3 = C4S 30-minute Detention
Standards – 5-a-day / Equipment / Planner	It is important to ensure pupils are fully equipped for learning. Pupils have their 5 -a-day and planner shows a commitment and resilience to their learning.	Warning 1 Warning 2 Warning 3 = C4S 30-minute Detention
Standards - Movement	Safe movement around the academy is essential in ensuring a positive learning environment for all pupils and staff which shows a respect. Where designated systems are in place, pupils will be asked to follow specific arrangements in relation to movement around the Academy.	Warning 1 Warning 2 Warning 3 = C4S 30-minute Detention
Standards – Eating Outside / Litter	It is everyone's responsibility to maintain a clean and tidy environment, therefore pupils are encouraged to show respect and co-operation to eat in designated areas only and not to drop litter.	Warning 1 Warning 2 Warning 3 = C4S

		30-minute Detention
Standard – Chewing	Chewing gum often causes damage to Academy property and can when not disposed of correctly impact on other pupils and staff. Pupils are required to always be respectful of the Academy community and environment and not to chew gum on the premises.	Warning 1 Warning 2 Warning 3 = C4S30-minute Detention

6. DETENTIONS – C4

The Department for Education (DfE) Behaviour in Schools Guidance July 2024, states that teachers have authority to issue detentions to pupils, including same-day detentions and those detentions (including detention outside of school hours) can be used as a possible sanction.

Where pupils fall short of the Academy expectations outlined above a detention will be issued within one of the three categories: Standards for Education (C4E), Standards for Conduct (C4C) or Standards for Success (C4S). The detentions are hierarchical in relation to the nature and seriousness of the breach of expectations. Disruption to learning and bullying of others are considered serious breaches and therefore set as 60-minute detentions with the latter forming part of wider sanctions within the Anti-Bullying Policy.

All detentions will be communicated to parents / carers via the MCAS App. Notification of detentions for pupils will be via the MCAS Student Portal. All scheduled detentions will appear on the pupils' timetables which can be viewed live in the MCAS Student Portal, with pupils also available to access information in the Academy each day. If a pupil is absent from the Academy on the same day as a scheduled detention, the detention will be re-set for the next available day.

It is the pupil's responsibility to monitor the MCAS Student Portal to ensure they are aware of any scheduled detentions.

In all cases, where a 30- or 60-minute detention is set, and the pupil chooses not to attend without prior communication with the Academy or demonstrates poor conduct in the detention this will automatically escalate to time in 'Reflections' the next day. Detentions are a consequence of not following clearly set out expectations and therefore are not at the discretion of pupils, parents, or carers. The Academy has clearly set out the expectations placed on pupils, and parents are asked to support Academy policies in this respect, with an understanding that failure to complete a sanction successfully will lead to a further escalation within the consequence system.

7. REFLECTIONS – C5

Where pupil's fail to modify their behaviours and escalate from a C4 incident or for more serious breaches of Academy expectations pupils may receive a C5 sanction. Known as 'Reflections', this intervention can be used as a pre-suspension sanction and provides opportunity for restorative work, and for pupils to have time away from mainstream lessons to reflect on their chosen behaviours. The issuing of a C5 means that the pupil will spend half of their school day in reflections. For more serious incidents pupils maybe issued an immediate C5+ whereby pupils will spend the whole day in reflections.

Parents/carers will be informed, and pupils will be expected to spend either a half or full day with a supervised break and lunchtime. When possible, work will be requested from the classroom teachers or access to Microsoft Teams will be granted to continue with learning and progress whilst the pupil is in 'Reflections'. If a pupil is late arriving in 'Reflections' or is absent, it is expected that they will make up the time when they return.

Examples of the types of behaviours which could result in time in 'Reflections' include (although this list is not exhaustive and depending on the severity could escalate to suspension):

Reasons for Reflections	
Non-attendance to a detention.	Swearing or using foul or abusive language.
Escalation from Shadow room	Verbal aggression towards staff.
Refusing to comply with reasonable requests made by Academy staff.	Damage to Academy property.
Risk to health & safety or breach of health and safety rules and regulations.	Damage to property of a member of the community.
Bullying.	Truanting lessons.
Peer on peer abuse.	Theft.
Use of inappropriate language such as racist, homophobic, biphobic, transphobic, sexist or any other discriminatory language or comments.	Refusing to hand over prohibited items
Inappropriate use of technologies or social media.	Possession of cigarettes, lighters, matches, vapes or other smoking paraphernalia.
Fighting.	Part of a re-integration plan following a suspension or Step-Out.

Pupils may also be placed in 'Reflections' while investigations are undertaken, to ensure separation from peers where required.

8. OFF-SITE DIRECTION, MANAGED MOVES AND ALTERNATIVE PROVISION

The Academy is committed to maintaining high standards of behaviour whilst ensuring that all pupils receive appropriate support to remain engaged in education. In some circumstances, where concerns regarding behaviour persist or there is a need for additional intervention beyond that available within the Academy, the Head of Academy may consider the use of Off-Site Direction, a Managed Move or Alternative Provision.

These interventions are intended to support pupils, reduce the risk of suspension or permanent exclusion where appropriate and improve outcomes. They will always be considered in line with statutory guidance and with regard to the individual needs of the pupil.

OFF-SITE DIRECTION

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

Off-Site Direction may be used:

- As an intervention to address persistent behavioural concerns.
- To support a pupil at risk of suspension or permanent exclusion.
- As part of a planned reintegration strategy.
- To provide access to specialist behavioural support.

- To enable the pupil to continue engaging successfully with education whilst additional support is implemented.
- Before directing a pupil off-site, the Academy will consider:
- The individual circumstances of the pupil.
- Any Special Educational Needs and/or Disabilities (SEND).
- Any Education, Health and Care Plan (EHCP).
- Safeguarding concerns and vulnerabilities.
- The views of parents/carers and, where appropriate, the pupil.
- Whether the placement is suitable to meet the intended objectives.

Parents/carers will be informed in writing of:

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

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

MANAGED MOVES

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

Before a Managed Move is agreed, the Academy will:

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

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

ALTERNATIVE PROVISION

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

Alternative Provision may be used:

- As part of an Off-Site Direction placement.
- Following a suspension.

- As part of a support package designed to improve engagement.
- To provide specialist intervention not available within the Academy.
- For pupils requiring a personalised educational programme.

Where a pupil attends Alternative Provision:

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

REINTEGRATION FOLLOWING OFF-SITE PROVISION

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

9. REINTEGRATION TIMETABLE

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

10. SUSPENSION

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

A suspension may be issued where:

- There has been a serious breach of the Academy's Rewards and Consequences Policy.
- Allowing the pupil to remain in school would seriously disrupt the education of others.
- Allowing the pupil to remain in school would adversely affect the welfare or safety of pupils or staff.
- Previous interventions and support strategies have not secured the required improvement in behaviour.

Prior to making any decision regarding suspension, the Head of Academy will consider all available evidence and will apply the civil standard of proof, namely whether, on the balance of probabilities, it is more likely than not that the alleged behaviour occurred.

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

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

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

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

- Persistent or serious disruption to learning.
- Persistent or extreme defiance.
- Bullying, including discriminatory bullying.
- Child-on-child abuse.
- Fighting.
- Verbal abuse or threatening behaviour.
- Physical assault.
- Damage to property.
- Theft.
- Possession, use or supply of prohibited items.
- Inappropriate use of technology or social media.
- Sexual harassment, sexual misconduct or sexual violence.
- Behaviour that places others at risk.
- Behaviour on or off-site that brings the Academy into disrepute.
- Any behaviour that seriously undermines the safety, welfare or orderly running of the Academy.

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

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

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

After 45 days of suspension in one academic year, the Academy recognises that it is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by the pupil. In addition, the Academy recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point, the Head of Academy would review the suitability and level of provision available with a view to considering permanent exclusion. This consideration will be based on the

specific facts of an individual's case and not as an automatic consequence of reaching 45 days of suspension.

11. SUSPENSION PROCESS

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

Written notification will include:

- The reason(s) for the suspension.
- The length of the suspension.
- The arrangements for the pupil's education during the suspension.
- Information regarding parental rights to make representations.
- Information regarding any meeting of the governing body or Academy Education Committee where applicable.
- Details of the reintegration arrangements following the suspension.

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

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

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

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

- Review the circumstances leading to the suspension.
- Reinforce expectations and standards.
- Identify any additional support required.
- Consider reasonable adjustments where appropriate.
- Agree strategies to help the pupil successfully re-engage with learning.

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

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

12. PERMANENT EXCLUSION

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

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

Before making a decision to permanently exclude, the Head of Academy will:

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

Particular consideration will be given to:

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

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

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

13. SERIOUS BREACHES OF THE BEHAVIOUR POLICY

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

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

- Serious actual or threatened violence towards pupils, staff or others.
- Physical assault resulting in significant injury or risk of injury.
- Bringing, possessing, using or supplying a weapon or imitation weapon.
- Possession, use or supply of illegal drugs.
- Serious child-on-child abuse.
- Sexual violence, sexual assault or serious sexual harassment.

- Persistent bullying causing significant harm.
- Serious discriminatory abuse, including racist, homophobic, biphobic, transphobic, sexist, disability-related or faith-based abuse.
- Persistent extremist behaviour or the promotion of extremist views.
- Serious safeguarding breaches.
- Significant damage to Academy property.
- Arson or deliberate fire-setting.
- Malicious activation of fire alarms, lockdown systems or emergency evacuation procedures.
- Serious misuse of technology or social media.
- Making malicious or knowingly false allegations that result in significant harm.
- Behaviour that places members of the Academy or public at significant risk of harm.
- Serious criminal conduct.
- Any behaviour that seriously undermines the safe and orderly running of the Academy.

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

14. PERMANENT EXCLUSION PROCESS

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

The written notification will include:

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

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

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

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

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

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

15. DISCIPLINE BEYOND THE ACADEMY GATE

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

If a member of the public, Academy staff, parent/carer or pupil reports non-criminal poor behaviours or bullying, either offsite or online, actions can be considered in line with this policy. For reports of criminal behaviour, antisocial behaviour or a serious incident, the Head of Academy or a senior leader must be informed. Where necessary the police may be informed. In addition, if the Head of Academy or senior leader considers that the behaviour is linked to a child suffering or being likely to suffer significant harm, the Academy's Safeguarding Policy will be followed.

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

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

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

If pupils are found to be involved in poor conduct in the community that bring the Academy into disrepute the 'Standards for Success' system will be used.

16. MOBILE PHONES AND SMART DEVICES

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

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

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

EXPECTATIONS

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

Mobile phones and smart devices:

- Must not be seen, heard or used during the school day.
- Must remain switched off or in silent mode and stored securely out of sight.
- Must not be used during lessons, social times, movement around the Academy, assemblies, enrichment activities or other Academy-organised events unless specifically authorised by a member of staff.
- Must not be used to photograph, film or audio-record any member of the Academy community without permission.
- Must not be used in a manner that compromises the safety, privacy, dignity or wellbeing of others.

EXEMPTIONS

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

Examples may include:

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

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

BREACHES OF THIS POLICY

Where a mobile phone or smart device is seen, heard or used without permission during the school day, staff may confiscate the device in accordance with the Academy's Screening, Searching and Confiscation procedures.

A pupil found in breach of this policy will normally receive:

- Confiscation of the device.
- A Conduct Detention (C4C).
- Any additional sanction deemed appropriate, depending upon the nature of the incident.

Repeated breaches may result in additional behavioural interventions or sanctions in accordance with this policy.

REFUSAL TO HAND OVER A DEVICE

Pupils are expected to comply with reasonable instructions from staff regarding mobile phones and smart devices.

Refusal to hand over a device when requested by a member of staff may be treated as defiance and may result in an escalated sanction, including time in Reflections (C5) or other appropriate disciplinary action.

SUSPECTED MISUSE

Where there are reasonable grounds to suspect that a device contains evidence relating to:

- Bullying or cyberbullying.
- Child-on-child abuse.
- Sexual harassment or sexual violence.
- Safeguarding concerns.
- Criminal activity.
- Serious breaches of Academy rules.

Authorised staff may examine data on the device in accordance with relevant legislation, Department for Education guidance and the Academy's Screening, Searching and Confiscation procedures. Information may be shared with safeguarding leads, the police or other agencies where appropriate.

EDUCATIONAL USE

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

17. SCREENING, SEARCHING AND CONFISCATION

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

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

SEARCHING

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

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

PROHIBITED ITEMS

Prohibited items include:

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

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

CONDUCTING SEARCHES

When conducting a search, staff will:

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

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

The Academy may inform parents/carers of searches undertaken where appropriate and will do so where required by law or where safeguarding considerations indicate this would be beneficial.
Refusal to cooperate with a lawful search may result in further sanctions being applied in accordance with this policy.

CONFISCATION

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

Staff may confiscate any item that:

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

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

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

The Head of Academy will determine whether confiscated items should:

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

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

ELECTRONIC DEVICES

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

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

SCREENING

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

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

18. USE OF REASONABLE FORCE

The Academy is committed to maintaining a safe, calm and orderly environment in which all pupils and staff can learn and work successfully. The Academy recognises that, in exceptional circumstances, it may be necessary for staff to use reasonable force to prevent harm, protect individuals or maintain good order and discipline.

The Academy will ensure that any use of reasonable force is lawful, reasonable, proportionate, necessary and in the best interests of those involved. Physical intervention will always be regarded as a last resort and staff will seek to use de-escalation strategies and preventative approaches wherever possible.

LEGAL POWERS

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

Reasonable force may be used to:

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

PRINCIPLES GOVERNING THE USE OF FORCE

Any use of force must be:

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

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

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

SEND, DISABILITY AND VULNERABILITY

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

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

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

RECORDING AND REPORTING

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

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

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

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

POST-INCIDENT SUPPORT

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

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

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