Behaviour Policy

Academy Transformation Trust

Review Date

November 2026

Ratified

November 2026

Next Review Date

July 2027

Responsible Directorate

Safeguarding & Inclusion Team

About ATT

Our Values



ATT2030 sets a values-driven culture that is explicit about how we work and lead:

Belonging & Becoming: we meet each child where they are and refuse to leave them there - giving them both roots and wings.

Integrity & Excellence: we act ethically, celebrate excellence, and pursue high standards in all that we do.

High Trust, High Accountability: decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people - pupils and adults - that we are forming:

Capable: equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.

Competent: possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.

Confident: feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.

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1 Introduction

1.1 The Academy Transformation Trust's (the Trust's") behaviour strategy is aimed at creating a warm-strict culture with high expectations of behaviour and establishing calm, safe and supportive learning environments across its academies. We will model, explicitly teach and reinforce high expectations and routines to the young people in our care. Positive language an d reinforcement will be used to create a culture where all can thrive. Setting high behavioural standards is key to upholding our Trust's core values and mission statement of transforming lives. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for life beyond the academy gate.

1.2 This policy outlines the high behavioural standards the Trust expects from all our pupils, the support and interventions used to address poor behaviour and sets out the consequences that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust's Exclusions and Suspensions policy, Alternative Provision policy, Anti-
Child on Child Abuse policy, Drugs policy, SEND policy, Safeguarding policy, and Child Protection policy, all of which can be found on the Trust's website. It will be reviewed every year by the Board of Trustees.

1.3 This policy will be published on every academy's website and provided to staff, pupils and parents as required.

2 Aims and Objectives

2.1 By setting high standards of expected behaviour, the Trust and its academies aim to:

- Uphold the Trust's core values and commitment to transforming lives
- Promote a warm-strict approach to behaviour
- Implement a Behaviour Curriculum that explicitly teaches behaviour and codifies the expec tations
- Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment
- Maximise the quality of the learning experience for all pupils enabling everyone to learn effectively
- Enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour
- Ensure every member of the Trust community feels valued, respected and treated fairly
- Provide an ethos and environment within which everyone feels safe
- Foster discipline and mutual respect between pupils and their peers, and between staff an d pupils
- Raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety
- Raise awareness amongst pupils for the need to recognise and manage their emotions and reactions and
- Support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.
- Have full regard to the Public Sector Equality Duty (PSED) as set out in the Equality Act 2010 and our duties to:

➢ eliminate discrimination, harassment and victimisation
➢ advance equality of opportunity for all pupils, including those with protected characteristics

- foster good relations between individuals from different backgrounds

3 Application of Policy

3.1 This policy applies to all members of the Trust community. The Trust uses management information systems, to track behaviour data for each academy. Each academy within the Trust will apply consequences within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.

3.2 When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the academy, staff will consider:

- Whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing academy uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour; and/or
- The severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

4 Roles and Responsibilities

4.1 All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

Board of Trustees

4.2 The Trustees will work with the Central Team and the academy's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Principals to account for its implementation. Trustees will ensure that they and local governors receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

The Chief Executive Officer

4.3 The CEO will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

Local Governing Body

4.4 Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Principal on behavioural consequences and support put in place for pupils at the respective academy. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Principal. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from

classrooms is falling disproportionately on any group or groups, they will consider whether any actions should be taken to prevent this.

Principal

4.5 Each academy Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently; searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. To support this monitoring, the Principal and wider SLT will hold periodic reviews of behaviour-related data, at least termly. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

Staff

4.6 All staff will:

- Communicate the contents of this policy to all pupils and parents to ensure that the Trust's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this through the academy Behaviour Curriculum, assemblies, tutor time and Morning meetings, Reconnection programmes, PSHE lessons, pastoral programmes, induction to the academy including at non-standard entry points or reintegration.
- Apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- Make reasonable adjustments for disabled pupils as required
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- Model positive behaviour and mutual respect
- Not tolerate disruption to teaching, learning or academy routines and take proportionate a ction to restore acceptable standards of behaviour
- Challenge pupils to meet the academy expectations and maintain the boundaries of acceptable conduct through positive framing and de-escalation techniques
- Record incidents of poor behaviour and any given consequences in the pupil's behavioural log
- Provide simple affirmative, precise and positive praise, rewards and reinforce positive behaviour
- Deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively
- Focus on de-escalation and preventative strategies rather than being solely reactive
- Consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils
- Contribute to the development of systems which support and reinforce positive behaviour, such as The ATT way)
- Recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need whilst still maintaining high expectations for all.

- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
- More frequent engagement with parents
- Home visits
- Mentoring and coaching
- Report cards
- Time in a pupil support unit
- Engaging with local partners and agencies to address specific challenges
- Consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan
- Designing and implementing an Individual Behaviour Plan with set targets and support strategies embedded within.
- Contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour
- Set, mark and monitor homework and provide facilities for children to do homework in the academy if required
- Send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed
- Engage with and attend regular training and development sessions to continually improve behaviour management and learn from best practice, including sessions covering equality, safeguarding and SEND.

Parents

4.7 Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- Support the academy in the application and enforcement of this policy
- Sign and reinforce the Acceptable Use Policy and Home-Academy Agreement
- Inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour
- Ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped
- Work with the academy in support of their child's learning
- Attend virtual or in person meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place
- Inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy)
- Support their child in homework and other opportunities for home learning
- Attend Parents' Evenings and discussions about their child's progress, if reasonably possible
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

Pupils' Roles and Responsibilities

4.8 Pupils at our academy are expected to adhere to the following key principles: **Be Safe, Be Kind, Be Respectful, Be Responsible, and Be Inclusive**. These principles guide our behaviour policy and are integral to maintaining a positive and supportive learning environment.

- **Be Safe:** Pupils must ensure their own safety and the safety of others by following all academy rules and guidelines. This includes behaving responsibly in all areas of the academy and reporting any unsafe situations to a member of staff.
- **Be Kind:** Pupils should treat others with kindness and compassion. This means being considerate of others' feelings, offering help when needed, and promoting a friendly and welcoming atmosphere.
- **Be Respectful:** Pupils are expected to show respect to all members of the academy community, including peers, staff, and visitors. This includes listening to others, valuing different opinions, and taking care of academy property.
- **Be Responsible:** Pupils should take responsibility for their actions and their learning. This involves being punctual, prepared for lessons, completing assignments on time, and adhering to the academy's code of conduct.
- **Be Inclusive:** Pupils must strive to include everyone and ensure no one feels left out. This means celebrating diversity, embracing equality and being tolerant of different beliefs and faiths.

4.9 The rights and responsibilities of pupils are detailed in the Annex to this policy, along with a comprehensive list of academy rules. Reminders of these rules and the expected standards of behaviour are displayed in classrooms and around the academy.

4.10 Pupils are encouraged to maintain a positive attitude and set high expectations for themselves, contributing to a respectful and inclusive academy environment. By developing these skills, pupils will be well-equipped to achieve positive outcomes and wellbeing in later life.

5 Behaviour Curriculum

5.1 The academy will teach pupils about expected behaviours, promoting the values of the academy, readiness to learn, and respect for others. It will promote the following key principles: Be Safe, Be Kind, Be Respectful, Be Responsible, and Be Inclusive. This involves creating an environment where positive conduct is encouraged, and poor conduct is minimised. Pupils will learn what behaviours are expected and encouraged, and what is prohibited. Positive reinforcement will be used when expectations are met, while consequences will be applied when rules are broken.

5.2 The behaviour curriculum defines successful behaviours rather than just listing prohibited actions. It focuses on key habits and routines necessary for the academy. For example, pupils are expected to line up quietly outside a classroom.

5.3 The behaviour curriculum also supports the development of pupils' emotional literacy and self-regulation, explicitly teaching pupils to recognise emotions, understand the impact of their behaviour on others, and practise repair through approaches such as emotion coaching and restorative conversations.

5.4 Routines will be used to teach and reinforce expected behaviours, promoting the academy's values and clarity on the consequences of unacceptable behaviour. Adjustments will be made

for pupils with additional needs to ensure all can meet behavioural expectations, ensuring inclusivity.

6 Rewards

6.1 The academies believe that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour and reflecting the ethos of the academy. There will be opportunities in place for character development, as well as the issuing of rewards for exceeding expectations, overcoming challenges and adversity, attendance and making significant progress. Academies will recognise and celebrate individual success and significant personal achievements.

6.2 Academies across the Trust implement a scaled R reward scheme to recognise and celebrate pupil achievements. This system enables staff to appropriately scale the gravity of rewards, reflecting progress and acknowledging the varying stages of achievement.

6.3 The reward levels are as follows:

R1: Instant recognition
R2: Excellence
R3: Accumulative excellence
R4: Exceptional performance
R5: Sustained excellence

6.4 This inclusive reward scheme ensures that all pupils have the opportunity to be recognised for their efforts and achievements, fostering a positive and motivating environment within the Trust.

6.5 Academies will ensure that rewards are inclusive, reflecting reasonable adjustments and recognise individual achievements. Flexible criteria will be used to acknowledge incremental progress. For example, a child who has made exceptional progress with their attendance may be rewarded even if their overall attendance percentage remains below 90%, which is typically considered persistent absence.

7 Consequences

7.1 Consequences are used as part of an intervention to prevent escalation or repeated misconduct. Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety or pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include de-escalation techniques, non-verbal intervention, positive reframing, positive intervention, lightning quick public intervention and private intervention. The academy will impose consequences (also known as 'disciplinary penalties') in response to pupil misconduct. All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

7.2 The particular level of consequence will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The academy uses a range of consequences in response to incidents of poor behaviour. Consequences are meaningful, and relate to the outcome that is required, they are linked to the behaviour and not the child. Consequences often focus on education, support and prevention of future undesired

behaviours. Behaviour may communicate need and should prompt us to consider whether needs or additional support are contributing.

7.3 As part of the academy's response to behaviour, staff will use emotion coaching approaches to support pupils to regulate, understand the impact of their behaviour and develop more appropriate responses. This includes naming emotions, setting clear and consistent boundaries, and supporting reflection once a pupil is calm, recognising that pupils are unable to learn or reflect meaningfully while dysregulated. Emotion coaching forms part of the Trust's graduated, preventative approach to behaviour and is used alongside, not instead of, proportionate consequences where appropriate.

7.4 Consequences include:

- Verbal reprimand
- Regular reporting including early morning reporting; scheduled uniform and other behavio ur checks; or being placed "on report" for behaviour monitoring
- Structured reflective tasks linked to the behaviour, such as completing a reflection, restorative task, or learning-focused activity that supports understanding, repair and improved future choices.
- Reflection time (detention)
- A Restorative conversation
- Loss of social time
- Requiring a written apology
- Confiscation of a pupil's property
- Extra work or repeating unsatisfactory work until it meets the required standard
- Academy-based community service or imposition of a task to take responsibility for actions, although this must not be done in a way that is humiliating, such as picking up litter, weeding academy grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular academy events such as sports day or prom
- Internal exclusion – removal from classes or group
- Removal from a class or groups
- Education off-site for a designated period
- Suspension or permanent exclusion.

7.5 Academies across the Trust implement a scaled T Level system to address and manage pupil behaviour. This system allows staff to appropriately scale the consequences based on the severity and frequency of the behaviour, ensuring a fair and consistent approach. The consequence levels are as follows:

T1: Verbal Warning
T2: Second Warning
T3: Lesson Removal
T4: Internal Suspension
T5: External Suspension
T6: Permanent Exclusion

7.6 This structured consequence system ensures that all pupils understand the implications of their actions and promotes a respectful and orderly environment within the Trust.

7.7 Academy staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the Designated Safeguarding Lead, SENDCO, Attendance Lead, Teaching and Learning lead or Pastoral Lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the pupil, including explaining their choices and consequences, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.

7.8 The Academies recognise that behaviour is communication and may indicate an additional need. As part of the approach to support a pupil with their behaviour, a range of screening tools, assessments and observations may be used to effectively deploy and plan support for the pupil. This will usually follow the assess, plan, do, review cycle.

7.9 The Trust recognises the importance of effective home-academy communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children or social worker, where appropriate, regarding pupils' behaviour when necessary. When a consequence is imposed, parents will be informed through one of the Academy's communication methods, such as text message, MIS system, phone call, face-to-face conversation.

7.10 The academy encourages restorative justice and pupils are encouraged to apologise as part of this process for rudeness or a lack of respect, this will be conducted in a manner that promote s the dignity of all individuals involved and avoids humiliation.

7.11 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

7.12 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- Verbal abuse to staff and other adults
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Any form of bullying (to the extent not covered above)
- Indecent behaviour
- Damage to property
- Gambling on academy property
- Recording or taking images of pupils or staff without their express consent
- Consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substance s including "legal highs"
- Carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson

- Unacceptable behaviour which has previously been reported and for which academy consequences and other interventions have not been successful in modifying the pupil's behaviour
- Malicious allegations against staff or students
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent truancy/lateness
- Possession of items prohibited under the academy rules (see Appendix).

7.13 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are to:

- Maintain the safety of all pupils and to restore stability and the delivery of education to other students following an unreasonably high level of disruption;
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- Allow the pupil to emotionally regulate in a safe space.

7.14 Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of academy hours when it is reasonable after having considered whether:

- The detention may put the pupil at increased risk or compromise their safety
- The pupil has known caring responsibilities or religious requirements
- The detention timing conflicts with a medical appointment
- Parents ought to be informed of the detention
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.

7.15 Off-site direction, managed moves and Alternative Provision may be considered as part of a planned intervention to support a pupil.

- Off-site direction is used as a short-term measure to improve a pupils' behaviour where in-academy intervention and/or outreach have been unsuccessful or are deemed inappropriate
- A managed move takes place in agreement between the academy, parents and new school. It initiates the process which leads to the transfer of a pupil to another mainstream school permanently. The academy will follow the local authority's procedures.

7.16 Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remai n in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the Trust's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude. In the case of exclusions and suspensions, parents and carers have the right to make representations to the governing body and, in the case of permanent exclusion, to an independent review panel.

8 Pupils with SEND

8.1 In the context of this policy, a child is considered to have Special Educational Needs or Disabilities (SEND) if they:

- Have difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- Have a disability which prevents or limits them from accessing the curriculum; or
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

8.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective academy will do all it can to ensure that the pupil receives appropriate support.

8.3 The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers.

8.4 A reasonable adjustment that may be made would be to impose a more lenient consequence for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion. This is a question of judgement for the respective academy based on the facts of the situation.

8.5 When addressing pupil behaviour, staff will consider the Trust's "Waves of Provision" framework, which includes universal, targeted, and specialist support. It is crucial to ensure that reasonable adjustments are tailored to the individual needs of each pupil, as part of the graduated response to support their needs. Therefore, applying all listed reasonable adjustments indiscriminately is not appropriate. Adjustments must be suitable and specific to the pupil's requirements to provide effective support.

8.6 For some pupils with SEND or emerging needs, emotion coaching may be used as a reasonable adjustment within the graduated response, supporting emotional regulation, communication and executive functioning skills. Where behaviour is influenced by dysregulation, staff will prioritise coregulation and structured adult support before restorative reflection, while maintaining high expectations around safety, accountability and respectful behaviour.

8.7 An Individual Behaviour Plan may be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's SEND policy and SEND Information Report for more information.

8.8 The respective academy will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism.

8.9 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

8.10 Where relevant, and in accordance with the SEND Code of Practice, engagement with and referrals to external agencies, such as Educational Psychologists, counsellors and Mental Healt h Support Teams will be made to inform effective provision.

9 Disadvantaged Pupils

9.1 We recognise that some pupils, including those eligible for pupil premium, may face socio-economic challenges that can impact behaviour. These challenges may stem from factors such as unmet needs, external stressors, or barriers to engagement. As a trust, we are committed to supporting our academies in monitoring these factors and intervening early to promote inclusion and avoid exclusions.

10 Investigating Incidents

10.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that an appropriate adult is present at all times and will inform the pupil's parents of what is happening ahead of time, if possible.

10.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a consequence. Please see the Trust's CCTV policy and privacy notices for more information.

10.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

11 Search, Screening and Confiscation

Legal framework and principles

11.1 Searches, screening and confiscation will be carried out in line with the Education Act 1996 and the latest DfE guidance on Searching, Screening and Confiscation. The DfE guidance explains academies' powers to search pupils, screen pupils and confiscate items, and includes statutory guidance academies must have regard to. All searches must be lawful, reasonable and proportionate. Staff must have regard to the pupil's age, dignity, privacy, welfare and any SEND or additional needs. Reasonable adjustments must be made where required. Wherever possible, staff should use less intrusive approaches before a search takes place, such as asking the pupil to hand over the item or empty their own pockets or bag.

Prohibited items and banned items

11.2 Staff must understand the difference between prohibited items and banned items, as this affects what action can lawfully be taken. Prohibited items are items identified in law and statutory guidance. Where authorised staff have reasonable grounds to suspect that a pupil is

in possession of a prohibited item, they may use their powers under reasonable force to search the pupil or their possessions without consent. Banned items are items prohibited under academy rules. These items may be confiscated where found but searches for banned items should be carried out with the pupil's consent. Reasonable force must not be used to search for items that are banned only under academy rules.

Prohibited items

11.3 The following are prohibited items and may be searched for without consent where there are reasonable grounds to suspect that a pupil has them:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence
  - to cause personal injury to any person, including the pupil
  - to cause damage to property

11.4 Where a prohibited item is suspected or found, staff must consider whether this also indicates a safeguarding risk and inform the DSL, or deputy, without delay.

Banned items under academy rules

11.5 The following items are banned under academy rules. This list is not exhaustive, and the Principal may identify additional banned items where this is necessary to maintain safety, good order or an environment conducive to learning. Banned items include:

- Mobile phones and other internet-connected devices, including smart watches, tablets, headphones or earbuds, unless a reasonable adjustment has been agreed. All devices must be secured during the academy day in line with local academy procedures.
- Vapes, e-cigarettes and related paraphernalia, including vape liquids, chargers and cartridges.
- Nicotine products not covered by the prohibited list, including snus, nicotine pouches and similar products.
- Substances that are not appropriate for children, including products that may imitate or be used in connection with drug or nicotine use but are not included in the prohibited list.
- Energy drinks, high-caffeine drinks or other drinks banned by local academy rules.
- Aerosols, except where required for medical reasons and agreed with the academy.
- Laser pens, LED torches or similar items that may cause harm, alarm or disruption.
- Matches, lighters or fire-lighting equipment, where not already treated as prohibited or linked to a safeguarding concern.
- Correction fluid, permanent markers or other items that may damage property or be misused.
- Chewing gum.
- Large amounts of cash, valuable items or items intended for sale or exchange, unless agreed by staff.
- Offensive, discriminatory or inappropriate material, including material that is racist, homophobic, misogynistic, sexually explicit or otherwise harmful.

- Any item that disrupts learning, undermines safety, affects good order or is inappropriate for the age of the child or the academy environment.

11.6 If a banned item presents an immediate risk of harm, staff should treat the matter as a safeguarding or safety concern and seek support from senior staff.

Before a search takes place

11.7 Before any search, staff should consider whether a search is necessary and proportionate. Staff should first ask the pupil to hand over the item voluntarily and, where appropriate, ask the pupil to empty their own pockets or bag. If a search is still required, the member of staff should explain to the pupil:

- why the search is taking place
- what item they are looking for
- how and where the search will be carried out
- who will be present

11.8 The pupil should be given the opportunity to ask questions. Staff should remain calm, clear and respectful throughout.

Searches with consent

11.9 A teacher, or another member of staff who has lawful control or charge of the pupil, may search a pupil with their consent for any item banned by academy rules or included in the prohibited-items list. Searches with consent should usually be conducted by two members of authorised staff. Wherever possible, the search should be carried out by a member of staff of the same sex as the pupil, with another adult present. The search must be conducted in a way that protects the pupil's dignity and privacy. Staff must take account of the pupil's age, SEND, communication needs, trauma history or any other vulnerability. If a pupil refuses to consent to a search for a banned item, staff may issue a behaviour consequence for failing to follow a reasonable instruction. Staff must not use reasonable force to search for a banned item only.

Searches without consent

11.10 The Principal and staff authorised by the Principal may search a pupil or their possessions without consent where they have reasonable grounds to suspect that the pupil has a prohibited item. A search without consent must be reasonable and proportionate. Staff should consider:

- the seriousness of the concern
- the likelihood that the pupil has the item
- the risk of harm if the item is not recovered
- whether the search can be delayed until appropriate staff are available
- whether a less intrusive approach is available

11.11 Reasonable force may be used only where it is necessary and proportionate to search for a prohibited item. Before using reasonable force, staff should consider whether the search is necessary to prevent harm, damage to property, an offence or serious disorder. Reasonable force must not be used to search for items that are banned only under academy rules.

Who may conduct a search

11.12 Any search without consent must be carried out by a member of staff who is the same sex as the pupil, with another member of staff present as a witness. There is a limited exception where a member of staff reasonably believes that there is a risk of serious harm if the search is not

carried out immediately, and it is not reasonably practicable to summon another member of staff or a member of staff of the same sex.

Extent of a search

11.13 Pupils must not be required to remove any clothing other than outer clothing.

11.14 Outer clothing means clothing that is not worn wholly next to the skin or immediately over underwear. This includes items such as:

- coats
- hats
- shoes
- boots
- scarves

11.15 Staff must not conduct a search that requires the removal of more than outer clothing.

Strip searches

11.16 A strip search is a search involving the removal of more than outer clothing. Strip searches on academy premises can only be carried out by the police. The DfE guidance states that strip searches involving pupils must be conducted by police in accordance with the relevant Police and Criminal Evidence Act 1984 Code of Practice, and academy staff retain a safeguarding duty towards the pupil throughout. Before contacting the police in circumstances that may lead to a strip search, staff should, unless there is an immediate risk of harm:

- consult the Principal and DSL, or deputy
- Consider if there is an immediate risk of harm
- consider the risk to the pupil's mental and physical wellbeing
- balance the risk of not recovering the suspected item
- consider whether less invasive approaches have been exhausted
- consider whether police involvement is necessary and proportionate

11.17 An appropriate adult must always be made available for any formal police involvement with children or vulnerable adults including for a search. This should ideally be the parent unless there is an immediate risk of harm.

11.18 Where reasonably possible:

- The search should take place away from the academy site
- parents should be informed before the search takes place, even if they are not acting as the appropriate adult.

11.19 Staff must continue to advocate for the pupil's welfare and ensure that appropriate support is provided after any such incident.

Weapons and police involvement

11.20 The police must be contacted without delay where:

- a weapon is found
- a weapon is strongly suspected and there is a risk of harm
- the situation cannot be safely managed by academy staff
- there is any immediate risk to pupils, staff or others

Staff should not place themselves or others at unnecessary risk. Where there is any uncertainty, senior leaders and the DSL should be contacted immediately.

Confiscation

11.21 Staff may confiscate or seize items in a pupil's possession where the item:

- is prohibited by law
- is banned under academy rules
- poses a risk to pupils, staff or others
- is evidence in relation to an offence
- is likely to disrupt learning, good order or safety

11.22 Staff may confiscate, retain or dispose of a pupil's property as a disciplinary measure where it is reasonable in the circumstances. Any action taken must be proportionate and aimed at maintaining a safe and orderly environment in which pupils can learn.

11.23 Staff are protected from liability for loss of, or damage to, confiscated items where they have acted lawfully and reasonably. Guidance on how to deal with specific confiscated items must follow the latest DfE guidance.

Electronic devices

11.24 Staff may confiscate an electronic device and examine data or files on the device where they have good reason to do so. Where there is good reason, staff may also delete data or files before returning the device. However, if a member of staff suspects that the device may contain an indecent image of a child, they must not intentionally view the image and must never copy, print, share, store or save it.

11.25 In these circumstances, staff must:

- confiscate the device
- avoid viewing the content
- secure the device safely
- refer the matter immediately to the DSL, or deputy

11.26 The DSL will manage the incident in line with safeguarding procedures and UKCIS guidance on sharing nudes and semi-nudes.

Recording searches and informing parents

11.27 All searches must be recorded on CPOMS. The record should include:

- the date, time and location of the search
- the name of the pupil searched
- the name of the member of staff who conducted the search
- the names of any other adults or pupils present
- what staff were searching for
- the reason for the search
- whether consent was given
- what items, if any, were found
- what action was taken as a result

11.28 Parents should be informed that a search has taken place as soon as reasonably practicable, especially where a prohibited item has been suspected or found, reasonable force has been used, police have been contacted or a safeguarding concern has been identified.

Screening

11.29 Screening is the use of a walk-through or hand-held metal detector, knife arch or similar detection system to prevent weapons or harmful items being brought onto academy premises.

Screening may be used even where there is no suspicion that a pupil has a weapon or other item. A pupil's consent is not required for screening. If a pupil refuses to undergo screening, the academy may refuse entry to the premises. In these circumstances, the pupil's absence will be recorded as unauthorised. Where a need to introduce screening procedures is identified, the academy will consult with the police and central trust colleagues before implementation, unless urgent action is required to manage an immediate risk.

Leadership, authorisation and oversight

- The Principal is responsible for ensuring that searching, screening and confiscation are carried out safely, lawfully and proportionately.
- The Principal will:
- authorise appropriate staff to conduct searches
- ensure a sufficient number of staff are trained
- make sure staff understand the distinction between prohibited and banned items
- ensure searches are recorded and reviewed on CPOMS
- maintain oversight of searching practice with support from the DSL, or deputy
- promote a culture where searches are used appropriately to safeguard pupils and staff
- The DSL, or deputy, must be informed without delay where a search identifies a safeguarding concern, involves a prohibited item, or raises concerns about risk, exploitation, harm or pupil welfare.

12 Use of Reasonable Force

12.1 In line with the Department for Education's guidance *Restrictive interventions, including use of reasonable force, in schools (April 2026)*, the Trust recognises that reasonable force is one form of restrictive intervention. Restrictive interventions may include physical and non-physical actions that limit a pupil's movement, liberty or independence and may be used only where necessary to prevent harm, serious disorder or significant damage to property. All such interventions must be lawful, proportionate, time limited and used only as a last resort to keep pupils and others safe

12.2 The Trust strives to provide a safe learning environment for all pupils; consideration is given to the classroom environment to enable pupils to achieve and thrive.

12.3 Restrictive interventions, including the use of reasonable force, must never be used as a punishment, to enforce compliance, or as a routine response to behaviour

12.4 All members of staff (and anyone whom the Principal has given the responsibility to be in char ge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain go od order and discipline in the classroom.

12.5 This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on an academy trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

12.6 Wherever possible, staff will use communication strategies such as appropriate tone, empathy and de-escalation techniques, to prevent and avoid needing to use reasonable force. This may include using a range of additional strategies for children with SEND, where staff may deploy additional strategies for example: removing stimuli where it has been identified as causing distress, supporting pupils to manage their emotions.

12.7 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield

results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

12.8 When considering any restrictive intervention involving a pupil with SEND, staff must take into account the child's individual needs, known triggers, communication differences and medical considerations. Staff must avoid any intervention that could compromise breathing, circulation or dignity, and must be particularly alert to the increased physical and psychological risks that restrictive interventions may pose for pupils with SEND. Reasonable adjustments and preventative strategies must always be explored before restrictive interventions are considered.

12.9 All incidents where pupils need to be held to help them to calm down will be recorded on CPOMS, any Individual Behaviour Plan reviewed, and parents will be informed as a matter of course. Information recorded for incidents where reasonable force or positive handling have been used will be kept in line with the latest government guidance on Reasonable Force. Reasonable force data will be analysed to inform improvement planning. For further information see the Reasonable Force Policy.

12.10 Any significant incident involving the use of reasonable force must be recorded accurately and in line with statutory guidance. Records will include the reason for the intervention, the type and duration of force used, the individuals involved, any injury or medical support required and whether the pupil has identified SEND. Parents or carers will be informed in writing as soon as practicable following the incident, and normally on the same day, unless doing so would place the pupil or others at risk of serious harm. These records will be reviewed by senior leaders to inform safeguarding oversight, training and preventative practice.

12.11 Seclusion, defined as the supervised removal of a pupil from others for the purposes of emotional regulation and safety, may be used only as a protective, non-disciplinary measure. Seclusion must never be used as a punishment, must be time limited, continuously supervised and subject to the same recording and reporting expectations as other restrictive interventions.

13 Bullying

13.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. The Trust has a separate Anti-Child on Child Abuse Policy which should be read in conjunction with this policy. 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

13.2 The Trust wants to make sure that all pupils feel safe in the academies and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

13.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

13.4 If an allegation of bullying does arise, the respective academy will:

- Take it seriously
- Investigate as quickly as possible to establish the facts

- Record and report the incident; depending on how serious the case is, it may be reported to the Principal
- Provide support and reassurance to the victim
- Make it clear to the child that has engaged in bullying behaviour that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- Discuss the matter with both parties, bring them together and, where appropriate, educate the perpetrator on seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes consequences
- Ensure that if a consequence is used, it will correlate to the seriousness of the incident and the child that has engaged in bullying behaviour will be told why it is being used
- Consider whether suspension or exclusion is appropriate in light of the circumstances.

13.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account.

13.6 In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

14 Child-on-Child Abuse

14.1 Child-on-Child Abuse (COCA) refers to all forms of abuse perpetrated by children towards other children. This can include, but is not limited to bullying, physical abuse, emotional abuse, sexual violence, sexual harassment, coercive behaviour and harmful online behaviour. The Trust's response to all forms of COCA is safeguarding led and inclusive. Further information can be found in our Anti Child on Child Abuse Policy.

14.2 In supporting pupils involved in child-on-child abuse, the Trust takes a neuroinclusive and trauma informed approach, recognising that neurodiverse children are disproportionately affected by COCA, both as victims and, at times, through dysregulated behaviour that causes harm to others. Responses will consider individual communication needs, emotional regulation, sensory sensitivities and social understanding, and reasonable adjustments will be made to ensure all pupils can engage safely and meaningfully with safeguarding processes. Dysregulation will be understood as a driver of behaviour rather than an excuse for harm, and pupils will be held accountable in developmentally appropriate ways that prioritise safety, learning, repair and inclusion, in line with the Trust's Anti-Child on Child Abuse Policy.

15 Suspensions and Exclusions

15.1 The academy is committed to creating a safe, calm and inclusive environment where all pupils can learn, belong and thrive. Positive relationships, high expectations, reasonable adjustments and early intervention are central to our approach and are used to minimise the need for suspensions and permanent exclusions.

15.2 Suspensions and permanent exclusions will only be used where necessary, lawful, reasonable and proportionate. They are a serious intervention and will generally be considered only after appropriate support and behaviour strategies have been explored, unless there has been a serious breach of the Behaviour Policy requiring an immediate response. Permanent exclusion will only be used as a last resort.

15.3 The Trust will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2026) *School suspensions and permanent exclusions - GOV.UK* when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

15.4 Each academy within the Trust will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

Types of Exclusion and Suspension

15.5 Suspensions and Permanent exclusions are different:

Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year.

Permanent exclusions are where, subject to a decision of the governing body to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Roles and Responsibilities

15.6 **All** members of the Trust community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust community are set out in detail below.

Attendees:

- Governors, with one Governor acting as Chairperson (Exclusion & Suspension Hearings)
- Central Executive Leaders (15 Day Suspension Hearings)
- Clerk
- Principal
- Staff members
- Parents/Carer/Pupil - may submit their own statements
- Representatives (on behalf of the Parent/Carer)
- Local Authority - only attend if invited by the Pupil's family as an observer only
- Witnesses

Roles:

- **The Principal -** All decisions to suspend or permanently exclude a pupil will be taken by the Principal after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour. The Principal will consider whether a pupil's behaviour may have been influenced by unmet needs such as SEND, safeguarding concerns, or external vulnerabilities before deciding to suspend or exclude. The Principal may invite members of staff who can provide expertise or specialist knowledge on the Pupil, such as SEND or Behaviour Leads and Heads of Year.
- **Governors and Central Executive Leaders -** The Trust Board has delegated responsibility for establishing Governor Discipline Committees (GDCs) to review suspensions and exclusions

where required by law, or where a review of a suspension is requested by a parent. GDCs will be constituted from appropriately appointed Governors and Central Executive Leaders. An appointed Chair will be responsible for managing the conduct and procedure of the hearing. The role of the GDC is to consider the circumstances of the suspension or exclusion and determine whether the Pupil should be reinstated in accordance with statutory guidance.

Responsibilities:

- **Central Executive Leaders and Governors –** conduct review panels for suspensions, including suspensions totalling 15 school days or fewer in a term where a review has been requested by a parent, and any suspension reviews required under statutory guidance.
- **Governors from across ATT and Central Executive Leaders –** conduct Governor Discipline Committee (GDC) hearings for suspensions exceeding 15 school days in a term, suspensions that would result in a pupil missing a public examination or national curriculum test, and permanent exclusions. In each case, the outcome will be to either uphold the suspension or exclusion, or direct the reinstatement of the pupil in accordance with statutory guidance.
- **Parents -** Parents will be notified of suspensions or exclusions without delay, including the period and the reason for the action. Parents are able to make representations in regard to any suspension or exclusion decision and may be accompanied by a friend of representative at any meeting convened.
- **Pupils -** All pupils in the academies of ATT are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively.
- **The Governance team -** schedule the hearing, prepare and circulate the information, clerk the hearing, advise the GDC, and act as the main point of contact for the panel, the Principal, and the family/representatives of the Pupil. Overall responsibility for clerking arrangements lie with the Governance team. The Clerk's role in a GDC is to take minutes of the hearing and provide any procedural advice on matters that may arise.

Meeting Format

15.7 Any GDC hearing may be conducted remotely at the parent/carer's request providing the meeting can be fairly held. All participants must have access and be able to make representations.

15.8 A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.

15.9 In addition, where a child's Social worker or the Virtual School Head are due to attend a meeting, they may join an in-person meeting remotely as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.

CCTV, Witness Evidence and Pupil Views

15.10 ATT uses Closed Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for pupils, staff, and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any Governor Discipline Committee. Please see our *CCTV and Data Protection Policies* and privacy notices for more information.

15.11 Where witness evidence is relied upon, whether from a pupil or a staff member, the statement(s) will be provided at any GDC. For GDPR purposes information that could lead to the identification of other individuals will be redacted.

15.12 Before making a decision to suspend or exclude the Principal will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how

their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents/carers or, if the pupil has one, a Social worker. The Principal will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

Suspensions before a Permanent Exclusion

15.13 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the principal will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where for example, further evidence has come to light, a further investigation has revealed that the behaviour is more serious than first thought or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

Directing Off-Site and Managed Moves

15.14 Before taking any decision to permanently exclude a pupil, the Principal will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention is a reasonable alternative that should be considered.

15.15 In the case of directing a pupil off-site to alternative provision, it is intended to be used as a short-term measure, forming part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents/carers to feed in their views about the options. The requirements in relation to any off-site direction will be followed.

15.16 On some occasions it may be deemed inappropriate or not the best option of intervention to arrange/offer a managed move for a pupil, particularly where the pupil may pose a serious risk in an educational setting. The Principal will take this into consideration on a case-by-case basis.

15.17 For a managed move to take place there must be agreement between the academy, the parents/carers and the new school that the managed move should occur. Before a managed move is agreed to, the pupil will often attend the new school as part of a direction off-site, but any managed move will need to comply with the new school's admissions procedures. The academy will share relevant information with the new school and check that they have an integration strategy. At the end of the off-site direction, the relevant parties (including the parents/carers) will review how it has gone before a decision is taken about whether it becomes a permanent managed move. A managed move will only be agreed to where it is in the pupil's best interests.

Reintegration Strategy Meetings following Suspension or Off-Site Direction

15.18 Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start,
- help them understand the impact of their behaviour on themselves and others,
- teach them to how meet the high expectations of behaviour in line with the school culture,
- foster a renewed sense of belonging within the school community, and
- build engagement with learning

15.19 so that further suspensions are not needed. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

15.20 The school uses various measures to support a pupil's successful reintegration.

15.21 Whilst reintegration meetings are highly encouraged by the Trust, pupils will not be prevented from being admitted to the academy or being put in mainstream classes because a meeting has not taken place.

Cancelling a Suspension or Exclusion

15.22 A suspension or exclusion can be cancelled by the Principal as long as the suspension or exclusion has not been considered by the governing body. An exclusion cannot be cancelled if the total time the pupil was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.

15.23 Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Principal in accordance with the Statutory Guidance on Suspensions and Exclusions.

Independent Review Panels (IRPs)

15.24 Requests for an IRP can be made when a permanent exclusion has been upheld/overturned and the parent/carer wishes to appeal the decision. The parent/carer must make the request to the Head of Governance and Assurance, by email to exclusions@attrust.org.uk within 15 school days of the hearing. The email should outline the reasons for the IRP request, the date the hearing took place, the name of the school and the pupil.

15.25 Further details on the role and powers of IRPs can be found in Part Ten of the DfE Guidance *School suspensions and permanent exclusions - GOV.UK*

15.26 Where an IRP either recommends reconsideration or quashes the initial decision of the GDC, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the academy and parents or may be a reconsideration with only the governors and the clerk present.

Monitoring arrangements

15.27 The academy, governors and trustees review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored to ensure the processes and support for pupils are appropriate:

- the interventions put in place for pupils at risk of suspension and permanent exclusion
- the processes in place for determining and reviewing directions off-site and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it.
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension; in particular, checking the provision is suitable and quality assured to ensure that:
  - Any previous placements have been evaluated, including support for any applicable SEND.
  - There is a process in place to monitor the pupil's attendance and behaviour at the provision.
  - The correct attendance code is being used.
  - The pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible.

- Whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils.
- The cost implications of directing children to be educated off site in alternative provision and whether there are any patterns to the reasons or timing of moves.
- Whether the school register and absence codes have been recorded correctly.
- How the behaviour policy is applied and, specifically, its consistency.
- The circumstances in which pupils receive repeat suspensions.
- Whether personal education plans for looked after children have been reviewed on a termly basis.

Equality Impact

15.28 Our Trust does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act (2010) protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

Useful Links

15.29 These arrangements are based on statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: *School suspensions and permanent exclusions - GOV.UK*

16 Complaints

16.1 If parents have any concerns or complaints over the application or implementation of this policy or feel they are being pressured into a managed move, they should raise their concerns with a staff member or the Principal in accordance with our Complaints Policy. If the concern relates to an exclusion, the statutory procedure set out in the *Statutory Guidance on Suspensions and Exclusions* will be followed.

17 Appendices

Appendix 1 - Rights and Responsibilities of Pupils

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any consequences that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the academy rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

Each academy will publish and display its rules, all of which will align with the principles of this central policy.

Academy Rules Example

1. Attend the academy and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
2. Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the day.
3. Keep your uniform smart and tidy, and adhere to academy uniform expectations
4. Follow the academy's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
5. Do not use rude, derogatory, racist or defamatory language.
6. Do not bully, belittle, or intentionally harm other pupils or staff.
7. Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
8. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
9. Complete academy work and homework on time and to the very best of your ability.
10. Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.
11. Take care of academy equipment.

12. Follow staff instructions (including, moving around the academy site in accordance to specific i nstructions).
13. Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
14. Report to the academy office if you arrive late, feel unwell or need to leave for an appointmen t.
15. Follow the academy expectations for break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.
16. Do not bring into the academy under any circumstances:
    - Alcohol and drugs including “legal highs”;
    - Vapes, e-cigarettes, cigarettes, matches, and lighters;
    - Chewing gum;
    - Weapons of any kind or instruments/substances intended to be used as weapons;
    - Material that is inappropriate or illegal for children to have such as racist or pornographic material;
    - Non-authorised electronic or recording devices;
    - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;

    - Any article which a staff member reasonably suspects has been, or is likely to be, used to c ommit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).