Glenmoor & Winton Academies
High Achievement – High Standards
Part of United Learning

Behaviour and Rewards Policy

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1. Introduction

We are an Academy where all children belong. High expectations apply to every pupil, and we recognise that some pupils may need additional teaching, support or reasonable adjustments to meet those expectations. Our approach is built on the belief that inclusion and clarity go hand-in-hand: all pupils should understand what is expected, and all pupils should receive the support they need to meet those expectations.

The way pupils behave within schools reflects the school's culture and ethos. We want all pupils at Glenmoor and Winton Academies to feel a sense of belonging, to want to do the right thing because it is the right thing to do, which helps make the school a positive place for all students.

This policy sets out how Glenmoor and Winton will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying in any form will not be tolerated, including online or outside of school. Glenmoor and Winton Academies is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously, including through making appropriate reasonable adjustments for pupils with disabilities.

2. Policy Implementation

All staff will:

- implement this policy consistently and fairly throughout the school
- set and uphold the standards required to promote positive behaviour.

The senior leadership team will:

- ensure all staff adhere to this behaviour policy
- implement effective systems for keeping records of all reported incidents
- report to governors and parents when required
- communicate expectations to students, including through daily roll call, assemblies, tutor time and regular conversations with individual students.

In applying this policy, Glenmoor and Winton Academies will:

- take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability.
- take an anticipatory, proactive approach to supporting pupils with additional needs, ensuring staff understand how inclusive practice and reasonable adjustments help pupils meet the same high behavioural standards.
- take into account the needs of pupils with special educational needs, ensuring adaptations support access rather than reduce expectations, so that all children can participate fully in school life.
- have regard to its safeguarding policy where appropriate.
- Ensure all decisions regarding behaviour and sanctions prioritise the safety and welfare of pupils and staff.

3. Behaviour Model and Expectations

At Glenmoor and Winton Academies, we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all pupils deserve disruption-free learning in their classes, to ensure that all subject content can be delivered in the most effective methods by our teaching staff and that pupils are encouraged to have ambitious academic aspirations.

Glenmoor and Winton Academies takes a positive approach to managing behaviour. Reward and recognition are at the centre of our strategy. All students and parents receive a home-school agreement when they join the school and the importance of collaborative relationships between school, students and parents is critical.

Pupils are inducted into our behaviour policy when they join the school through assemblies, line up and roll call announcement, practice sessions and tutor time presentations. In all year groups pupils are reminded regularly about our standards and expectations through assemblies, roll calls and tutor sessions. Children who join us as in-year admissions are inducted through a meeting with their Head of Year and written material in the welcome booklet and journal (planner). Some children are given re-induction sessions each half term to reinforce and practice the expectations.

The role of parents is crucial in helping any school develop and maintain good behaviour. To support Glenmoor and Winton Academies, we encourage parents to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture. We place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school.

In particular, we expect parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extracurricular activities, and homework/private study.

These expectations apply to all pupils. Most pupils will meet them without additional support; some may need these expectations taught, rehearsed or adapted through reasonable adjustments so they can succeed. This is part of our inclusive approach and is always planned case-by-case. High expectations remain the same for all pupils; reasonable adjustments simply ensure every pupil is able to access and practise those expectations successfully.

<u>At all times in school, pupils should:</u>

- ensure that all electronic devices such as phones and tablets are out of sight (at the bottom of a school bag) and switched off in school and that headphones are out of sight[1]. Unless in Year 7 where all smart devices are banned and prohibited on site at all times.
- Refrain from bringing items of high value into school (the school does not accept responsibility for loss, damaged or stolen items)
- Ensure that standards of uniform and appearance are excellent and meet expectations set out in the Parent Handbook

[1] *If seen, these will be immediately confiscated. Following the instance of confiscation they will be returned to the pupil at the end of completed sanction. If confiscated again in any half term they will only be returned to the parent/carer.*

- never engage in ‘play fighting’ or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- never engage in any behaviour which could be detrimental to their own or any other individual’s health or wellbeing, including bullying
- never use a phone or other electronic device to record another student and never forward any photo or film of another student they receive
- ensure that toilet visits are taken during break or lunch

When moving around the school site, pupils should:

- at changeover, walk on the left, with pace and purpose, not blocking the way of any other members of the school community
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately
- be silent and receptive when lining up as a year group and being addressed by member of staff

In class and in relation to homework, pupils should:

- enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and commencing the Starter activity immediately
- listen to the best of their ability when a staff member is addressing the class
- refrain from shouting or calling out
- refrain from consuming any food or drink (apart from water); this includes soft drinks, sweets and chewing gum
- take the necessary care and time to ensure that homework and classwork in books is well presented – titles underlined, feedback in red/green pen, dates and handwriting clearly legible
- work to the very best of their ability showing focus and diligence
- ensure that all homework tasks are attempted and completed to the best of their ability
- seek a teacher or other adult’s help if any aspects of homework or classwork presents serious difficulty.

In the community and when representing the school in public settings, pupils should:

- demonstrate an appropriate standard of conduct on their journey to and from the school and in any situation where they are ambassadors for the school
- arrive at and leave the school in full uniform
- demonstrate politeness and courtesy at all times, using polite and appropriate language and communication
- use public transport, cycle lanes/pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public/wider community and ensure that public areas and property are treated respectfully.

4. SEND and Safeguarding Considerations in Behaviour Responses

Glenmoor and Winton Academies maintains high expectations for the behaviour of all pupils, including those with SEND. We recognise our duties under the Equality Act 2010 and will make reasonable adjustments to the way expectations are taught, supported or reinforced so that pupils with SEND are not placed at a substantial disadvantage.

Where sanctions are required, we will not lower our expectations of behaviour for pupils with SEND. Instead, we may adapt the format, timing or delivery of a sanction where this is necessary to ensure fairness, while still holding pupils accountable for their actions.

Staff will always consider whether a pupil's behaviour may reflect an underlying need, unmet SEND, trauma or safeguarding concern. The SENDCo and, where appropriate, the Designated Safeguarding Lead, will be consulted before significant sanctions are applied. Any reasonable adjustments made will relate to access (not the standard expected) and will be recorded and reviewed.

Examples of Reasonable Adjustments

Examples of reasonable adjustments may include providing short breaks during a longer sanction; adapting the environment; allowing regulation time before completing restorative work; offering supported reflection with a familiar adult; or tailoring instructions or materials for clarity. These adjustments relate to access, not to the standard expected. We are committed to providing early intervention to ensure students are supported in improving their behaviour and are able to thrive.
Reasonable adjustments may include, but are not limited to:

- An on-call request enabling a pupil to be escorted to the inclusion base, avoiding escalation.
- Allowing a pupil to report directly to the inclusion base rather than the Reflection Room.
- A planned, staged return to lessons after time in inclusion, agreed with relevant staff and parents/carers.
- Small-group or supported provision within inclusion where appropriate.
- Use of visual supports or simplified instructions.
- Providing advance warning before transitions.
- Issuing a medical pass for regulated breaks.
- Temporary, supervised movement or regulation breaks led by inclusion staff or Pastoral staff.
- Adjustments advised by the SENDCo.

These considerations help ensure that our behaviour responses are lawful, proportionate and supportive, and that all pupils are able to thrive within our school community.

Additional Support and Understanding Behaviour

Additional support may be used to help pupils meet behaviour expectations, such as positive and or pastoral mentoring, targeted interventions, or external agency involvement.

Staff will consider whether behaviour on a particular occasion may have been affected by SEND or unmet need, and where it is appropriate and lawful to apply a sanction, will also consider whether any adaptations are required to ensure the sanction is fair and accessible.

Identifying Unmet Needs

Where behaviour gives rise to concerns that a pupil may have unidentified SEND, staff will follow the school's referral and identification pathways, aligned to the Graduated Approach. This may include meetings with the SENDCo, liaison with parents/carers, or screening/assessment by inclusion staff.

Safeguarding Considerations

Staff always consider the context and motive of a pupil's behaviour and whether it raises concerns for the pupil's welfare. Any concerns that a pupil may be at risk of harm will be referred to the Designated Safeguarding Lead without delay.

5. Behaviour policy: specific matters

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at Glenmoor and Winton Academies. Pupils who feel they are being bullied either in or outside school by another pupil can report it to any member of staff. This also applies to parents/carers, who are encouraged to report any incidents of bullying.

A thorough investigation will take place of any reported incidents of bullying. Any pupil seen to be the perpetrator of bullying will be sanctioned in line with this policy and the Anti-Bullying Policy. Sanctions range from restorative justice meetings to permanent exclusion. Please also see our Safeguarding Policy.

We recognise that pupils with SEND may be more vulnerable to bullying or may find it harder to report concerns. Staff will take particular care to ensure safe reporting routes and appropriate follow-up for these pupils.

Social Media

The same standards of behaviour are expected online as apply offline – everyone should be treated with kindness, respect and dignity. This applies to all forms of social media and the use of social media both for school purposes and for personal use that may affect the school, pupils or staff in any way.

Responsible use of social media policy.
Actions and inappropriate behaviour committed using social media whilst not at school may be considered as a breach of the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, and/or could adversely affect the reputation of the school.

Pupils must not use social media to:

- cause damage to the school or its reputation (directly or indirectly)
- defame academy staff or any third party
- harass, bully or unlawfully discriminate against staff, other pupils or third parties
- make a false or misleading statement
- impersonate staff, other pupils or third parties
- express opinions on the school's behalf
- make use of the school's logos or trademarks

All staff are aware of the dangers of social media and pupils. Parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff. Where an incident raises a safeguarding concern (for example, the sharing of nudes or semi-nude images and/or videos) the member of staff should refer the incident to the designated safeguarding lead (or deputy) in accordance with the school's Safeguarding Policy. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the Academy is in place.

Mobile Phones and Personal Devices

Mobile phone and Smart Devices policy

Glenmoor and Winton Academies operates as a mobile-phone and Smart Device-free environment. Pupils are not permitted to use mobile phones or other personal devices with communication or internet capability at any point during the school day.

In Year 7 students are prohibited from being in possession of a smart mobile phone. In Year 8 and above mobile phones and personal devices must be switched off and kept out of sight from the moment pupils enter the school site until they leave at the end of the day. This includes before school, during lessons, between lessons, at breaktimes and lunchtimes, during transitions, and after enrichment activities while pupils remain on site.

Any mobile phone or personal device that is seen, heard, or used in breach of this policy will be confiscated and managed in line with the school's behaviour, sanctions and confiscation procedures. Confiscation will be lawful, reasonable and proportionate, and devices will be stored securely until they are returned.

There is no entitlement for pupils to access mobile phones during the school day. Silent mode, airplane mode, or use for learning activities is not permitted unless explicitly authorised by the school.

Reasonable adjustments will be made for pupils with disabilities, medical needs or exceptional circumstances where access to a device is essential (for example, where a pupil with diabetes requires a smartphone-linked glucose monitor). Any such adjustments will be agreed in advance and documented.

Improper use of mobile phones or personal devices, including refusal to comply with confiscation, is treated as a behaviour matter and will result in sanctions in line with the school's behaviour policy.

Procedure:

- We operate a 'See it, Hear it, Take it' policy. This simply means that the phone/device will be confiscated if it is seen or heard in school grounds. Please note that if a member of staff does not physically see the phone it can still be confiscated if they are sure the student has a device in their possession.
- For all Year 7 students, if a smart device is confiscated parents will be contacted be a text and the smart device will only be returned at the **end of the half term.**
- Non-smart devices confiscated in Year 7 or devices that are confiscated from a Year 8 or above will be returned to once the same day sanction has been completed. A text will be sent to the parent/carer to notify them. The phone will be stored in a secure place until it is collected.
- Devices must be put away before students enter the school gates and not accessed until they have left the site. This applies at all times students are in the grounds of the school, this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished.
- Students will be able to contact home by approaching Heads of Year/Pastoral staff/Student reception/staff on duty/staff running clubs if they need to speak with their parent/carer.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception.

- Students who refuse to hand the phone over to a member of staff will be placed in Reflection for the rest of the day until 3.15pm and the phone will still be confiscated. Refusal to go into reflection will result in a Fixed Term Suspension followed by 1 day in reflection.

Drugs

The Academies operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors. The Academies policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from the academies. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The Academies will take into account guidance issued by the Department for Education. The Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the academy will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors and United Learning Regional Director for their consideration.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the academies behaviour policy. The sanction is likely to include permanent or fixed term suspension from the Academies. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important (using is for that student's use only found with the illegal drugs, dealing is classed as the intention to supply others with illegal drugs both for profit and non-profit purposes). Sometimes, it will also be necessary to involve the police. The Academies will discuss this and take advice as necessary.

Prohibited Items and Searches

Searches Without Consent

The school may search a pupil without their consent, and without parental consent, only for items that the law permits. These statutory prohibited items are:

- knives or weapons
- alcohol
- tobacco or cigarette papers
- controlled drugs and associated paraphernalia
- so-called "legal highs" or substances purporting to be drugs
- stolen items
- fireworks
- pornographic images
- any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property

Where a prohibited item is found, it will be confiscated immediately. The school will apply an appropriate sanction in line with this policy and will inform parents/carers as soon as practicable.

Searches With Consent

The school may search a pupil or their belongings with the pupil's consent for any item. Consent must be freely given; staff will explain the reason for the request and what is being sought.

Searches with consent may be conducted for any item banned under school rules (e.g. mobile phones, smart watches, electronic devices, aerosols, chewing gum, fizzy drinks). These items cannot be searched for without consent unless they meet the statutory threshold (e.g. an electronic device reasonably suspected to contain an illegal image or to be stolen).

A member of staff authorised by the Headteacher will conduct the search, with another member of staff present except in exceptional circumstances. Pupils must not be required to remove clothing other than outer garments (coats, blazers, gloves, scarves).

Staff will ensure the pupil's dignity is respected and that searches are calm, proportionate, and safe. Staff will attempt to resolve concerns through discussion before conducting a search.

Items found that are banned under school rules may be confiscated in accordance with this policy. Parents/carers will be informed where appropriate, and the school will determine any necessary educational or disciplinary response.

A pupil's possessions may only be searched in the presence of the pupil and another member of staff, except where there is a risk of serious harm if the search is delayed.

Police Strip Searches
School staff must not conduct strip searches under any circumstances. Strip searches can only be carried out by the police. This is explicit in the DfE guidance.

Confiscation
Glenmoor and Winton Academies may confiscate any prohibited item found during a search and may confiscate any item, however found, that is harmful, unsafe, or detrimental to school discipline. Confiscation will always be lawful, reasonable and proportionate, taking account of the pupil's age, SEND needs, the nature of the item, and the circumstances in which it was brought into school.
Confiscated items will be stored securely and returned within a reasonable timeframe unless they are illegal, unsafe or required as evidence. Illegal items (such as weapons or controlled drugs) will be handed to the police. Items raising safeguarding concerns may be shared with external agencies following consultation with the DSL.

Where it is appropriate for an item to be returned, the school may require a parent/carer to collect it where this reinforces expectations or ensures safety. Confiscation will never continue longer than necessary, and pupils' property rights will always be considered.

Parents/carers will be informed of confiscations where appropriate, particularly where the item is dangerous, illegal, repeatedly brought into school, or where its removal is likely to have a significant impact on the pupil.

Restrictive Interventions, including Use of Reasonable Force

Reasonable Use of Force
Staff may use reasonable force as a last resort to prevent a pupil from causing harm to themselves or others, committing a criminal offence, damaging property, or seriously disrupting the safe order

of the school. Any use of force will always be proportionate, time-limited and the minimum necessary to reduce risk.

Our priority is prevention and de-escalation. Staff use calm, respectful communication and seek to support pupils to regulate before situations escalate. Restrictive interventions are never used as a sanction.

Where a pupil has known needs or vulnerabilities, reasonable adjustments and personalised strategies (outlined in behaviour support plans or positive handling plans) will be followed wherever possible before physical intervention is considered.

All significant incidents involving the use of force will be recorded by staff on the same day, and parents/carers will be informed as soon as practicable, unless doing so would place the pupil at risk of significant harm.

Glenmoor and Winton Academies ensures that staff who may need to use restrictive interventions receive appropriate training and follow the statutory DfE guidance.

Suspected Criminal Behaviour

Where there is reasonable suspicion that a student has engaged in criminal behaviour, the Academy will consider whether the matter should be reported to the Police. Staff will take all reasonable steps to preserve any potential evidence and will avoid actions that could compromise a subsequent investigation. This may include securing items, recording factual accounts, and limiting access to relevant information until appropriate advice has been received.

Where the incident also raises safeguarding concerns, a referral may be made to Children's Social Care alongside any report to the Police. In all cases involving safeguarding considerations, the Designated Safeguarding Lead (DSL) will take the lead in determining the appropriate course of action, in accordance with Keeping Children Safe in Education (KCSIE), and will work with external agencies as required to ensure the safety and welfare of the child.

6. Rewards

At the heart of any successful behavioural policy there has to be a system that recognises, reinforces and rewards positive behaviour and achievement. At Glenmoor and Winton Academies we have a very clear rewards system run through our Arbor management information system. Students can be awarded House Points for a number of different reasons:

- ✓ acting with integrity (a positive role model for others)
- ✓ speaking with compassion (random and planned acts of kindness to another individual, politeness, courtesy and good manners)
- ✓ working with courage (excellent classwork, homework of a consistently high standard, high attainment
- ✓ positive progress
- ✓ excellent attitude to learning
- ✓ services to the school community
- ✓ services to the wider community
- ✓ full and outstanding participation in school-based events

- ✓ continuous improvement across all aspects of the school

Each of these rewards carries one achievement point and all Academies staff can award these to any student throughout the course of the academy day. Accumulation of House Points will result in students being rewarded certificates, letters home, special lunches/rewards trips and nominal prizes each term. We are academies committed to rewarding at all levels as a means of celebrating achievement across the entire community. All reward systems will be kept under review to ensure that no group of students is significantly under-represented or disadvantaged by the reward criteria.

Postcards of Excellence

Postcards of excellence are a way of recognising the achievement of a student which goes beyond that of most students. They are awarded to students for:

- ✓ significant achievements both inside and outside the academy
- ✓ an outstanding piece of classwork, project work or homework
- ✓ significant contribution or effort within a subject or over a sustained period of time

Postcards of excellence are posted home by the academies after being awarded by a member of staff. Staff are encouraged to send at least 3 postcards a week to recognise student success.

7. Consequences or Sanctions

The consequences of not adhering to the academy's behaviour standards and expectations should be detailed in the Policy, including detentions if used, and the different tiers of sanctions, where these exist. The emphasis should be on the importance of staff regularly recognising and describing the behaviours they want to see pupils display, so that wherever possible, pupils are encouraged through school culture and ethos to make the right choices. Where they do not do so however, there will necessarily be consequences in response to those choices.

In applying consequences, or sanctions, especially those with serious consequences, the school must undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010. Schools should maintain high standards while ensuring all pupils are supported to meet them. Sanctions should never be lowered for pupils with SEND, but the route to success - including pre-teaching, scaffolding, or reasonable adjustments - may differ.

Detentions

Detentions / Community Service detention

Detentions are set for a number of reasons which may include:

- failure to submit homework to the required standard / on the required date
- arriving late after 08:30am
- confiscation of electronic devices (for example phone/smart watch)
- consumption of food around the academy site / chewing gum and or anti-social behaviour.
- wearing uniform incorrectly

These detentions are run centrally each day and are up to 120 minutes in length. Parents and carers will be informed of such detentions via SMS.

A **Lunchtime Detention** lasts up to 25 minutes and can be set for truancy of HW / CS / Late / Phone Confiscation Detentions, negative impressions ticks for uniform and inappropriate transitions or for negative behavioural incidents.

A **Senior Leadership Team (SLT) detention** lasts 90 minutes (Year 7 – 11). The SLT detention can be set for:

- lateness to the academy or lessons in a week (2 or more lates to the academy or to lessons over a 5-day period)
- failed or lost negative impressions card (receiving 3 ticks)
- talking during line-up (outside and pre-exam) following the routine procedure (two whistles).
- talking in an assembly
- failed break/lunch/period 5 in reflection
- Truancy of P5 lesson
- Any other serious behaviour stipulated by Head of Year or senior member of staff

A **Principal Detention (PDT)** lasts 90 minutes (Year 7 -11). The Principal detention can be set for:

- Truancy of detentions
- Failed break/period 5 in reflection
- Truancy of P5 lesson
- Repeated negative behaviours (listed within reasons for SLT detention)
- Any other serious behaviour stipulated by Head of Year or senior member of staff

When setting detentions staff at the Academy will consider:

- the welfare of the child
- access to food drink and toilet facilities during any detention
- whether the child has caring responsibilities
- whether parents/carers should be informed of the detention and any travel arrangements. Inconvenience to the parents/carers does not matter as long as the child has a means to get home safely which will be the Academies underlying priority when setting and deciding on when the detention is to be completed.

The permitted times for detentions at the Academies are:

- any school day when the student does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training day

<u>Reflection Rooms</u>

At Glenmoor and Winton Academies we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all students deserve disruption-free learning in their classes, to ensure that all subject content can be delivered in the most effective methods by our teaching staff and that students are encouraged to have ambitious academic aspirations of themselves.

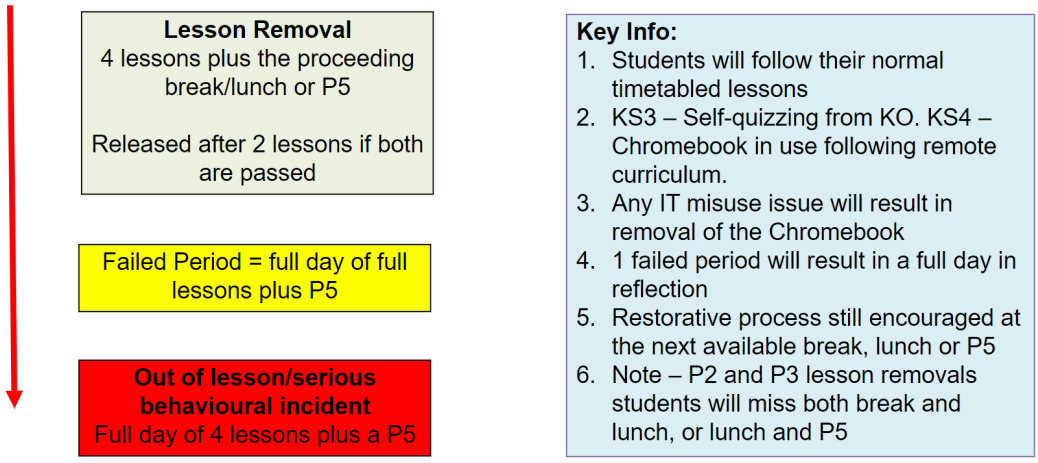
Students who fail to meet clear, consistent and reasonable classroom expectations will be issued a formal warning by a member of staff, followed by having their name written on the board. The

warning should be brief and specific – simply outlining that the student has been issued a warning and what it is for. If the student fails to meet the behavioural expectations in class for a second time, they are asked to report to the reflection room for a period of time (2 lessons plus a break, or lunch or period 5 afterschool). Failure or refusal to go to the reflection room when sent by a member of staff may result in a one-day fixed-term suspension, with a day spent in reflection completed upon their re-admittance to the academies.

The member of staff who sent the student to the reflection room will meet with the student for a restorative conversation (may need to include an additional adult in the mediation depending on need) where they will outline what about the student's behaviour was disruptive and what would be an appropriate action/response in the future. The staff member will then reset the expectations for their next lesson.
There are a number of things that happen once a student has been referred to the reflection room. Below is a brief synopsis.

The student arrives at the reflection room:

a) The student signs in with the member of staff in the top floor of the Gateway (Brundle building)
b) The student is asked to sit and complete a reflection sheet
c) Once the reflection sheet is completed the student will follow their timetabled lessons and complete the relevant work in all subjects.
d) At the end of their time in reflection the student is expected to engage in a restorative conversation with the referring teacher
e) Reflection Process:



*Please note, P5 = 1530 finish (1600 if student has P5 lesson)

During the period a student is in reflection they are expected to complete work silently and not engage in any behaviour which is defiant or disruptive.
Parents/carers will be contacted via text by a member of staff in the Gateway at the academies to inform them that their child has been referred:

- The teacher will complete a restorative conversation with the student who they sent to the reflection room
- The teacher will contact home to explain/discuss the incident

In any whole-school based behaviour system it is important for all stakeholders to recognise the importance of making **reasonable adjustments** for students who may be unable to comply with the rules and expectations set out above for very legitimate reasons. The academies would seek to make reasonable adjustments for students who have a clear, diagnosed and underlying special educational need / disability as well as students who have identified additional needs, which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

For those identified students a number of strategies may be employed to try and ensure ongoing success at the academies (the list below is not exhaustive, but an indication of the reasonable adjustments the academies is able to implement):

- An email can be issued by the relevant member of staff (form tutor, HOY, SENCO, Vice Principal) which will allow the non-teaching Pastoral Staff an opportunity to escort the student from the lesson and to the inclusion base at the school, preventing the need to attend the reflection room
- When a referral to the reflection room is made, the named student would report straight to the inclusion base and complete work under the care and guidance of inclusion trained staff. Parents and carers would then be informed by the staff in the inclusion team
- A decision as to when the student would return to mainstream lessons after a period in Inclusion would be made at the end of the academy day and not after 24 hours as per the main academy policy. All relevant stakeholders would be involved in this decision (parent/carer, inclusion staff, form tutor, Head of Year and senior member of staff)
- On a needs basis, and at the discretion of inclusion-trained staff, small group support would be available to these students who access the inclusion base to ensure their needs are best met whilst not in mainstream lessons
- A medical pass may be issued to ensure access is quickly gained when needed and leaving the classroom is done in a sensible and discreet manner
- Temporary removal from the classroom by a member of staff to allow movement / rest break. This would be facilitated by a member of the inclusion team or member of the Pastoral non-teaching support staff team

Students who accumulate 2 fixed-term suspensions or 5 referrals to the reflection room in one academy term will be considered for a Behavioural Improvement Plan alongside other relevant and available support, this will include:

- a meeting with HOY/Assistant Principal to review behaviour and attitude across academic subjects
- a meeting with Inclusion team to ascertain possible impact of a Behavioural Improvement Plan – this would involve a 3-week period working on key aspects of behaviour in target-driven workshops
- a review of the Behavioural Improvement Plan after 3 weeks to ascertain impact
- referral to the academies outreach and pastoral support service where help and support can be sought. This is particularly important for students who may require reasonable adjustments to be made to their provision
- Inclusion team undertaking any relevant testing that may indicate an undiagnosed need which would lead to reasonable adjustments and additional support being offered by the academy

Serious Breaches of the School's Behaviour Policy

Certain behaviours constitute a serious breach of this Behaviour Policy. Where a serious breach is alleged or suspected, the school will undertake a thorough investigation of the circumstances, consider all available and relevant evidence, and take account of any safeguarding, SEND, equality or other contextual factors before determining an outcome.

Glenmoor and Winton Academies will ensure that all decisions are lawful, reasonable, fair and proportionate. Where appropriate, pupils will be given the opportunity to share their views, and these will be considered as part of the decision-making process.

No sanction is automatic. Each incident will be considered on its individual merits and decisions will be made on a case-by-case basis. In determining the most appropriate response, the school will consider:

- The nature, severity and circumstances of the behaviour.
- The pupil's age, level of understanding and individual needs.
- Any relevant safeguarding, SEND, medical, equality or contextual factors.
- The actual or potential impact on pupils, staff and the wider school community.
- Any previous behaviour history and the effectiveness of prior interventions.

Both during and following its investigation, the school will determine the most appropriate response, which may include one or more of the following:

- Placement in the Reflection or afterschool sanctions such as detention.
- Cluster based off-site directions or other school-based sanctions.
- Suspension.
- A meeting with a member of the Local Governing Body.
- Permanent Exclusion in the most serious circumstances.

Any suspension or permanent exclusion will only be authorised by the Headteacher and will be implemented in accordance with the school's Exclusion Policy and relevant statutory guidance.

In addition to, or instead of, disciplinary sanctions, the school may implement supportive interventions designed to improve behaviour and secure positive outcomes for the pupil. These may include pastoral support, mentoring, behaviour support plans, targeted interventions, involvement of external agencies, alternative provision, off-site direction or a managed move where appropriate.

Off-site direction, managed moves and placements in alternative provision are not disciplinary sanctions and will not be used as punitive measures. They are planned educational interventions intended to support a pupil's needs, improve behaviour and maintain access to suitable education.

While the school will normally consider a range of support strategies and interventions before exclusion is considered, this will not prevent the use of suspension or permanent exclusion where there has been a serious or one-off incident, or where the safety, welfare, learning or discipline of the school community is significantly compromised. In such circumstances, the Headteacher may determine that exclusion is the necessary and proportionate response.

Allegations against staff

Glenmoor and Winton Academies takes all allegations concerning the conduct of staff seriously. Any allegation of improper behaviour, unprofessional conduct or safeguarding concern involving a

member of staff will be managed promptly and appropriately in accordance with the school's Child Protection and Safeguarding Policy and other relevant procedures.

Where concerns relate to the conduct of a member of staff, the school will ensure that they are dealt with fairly, sensitively and in line with statutory safeguarding requirements. The school also reserves the right to apply sanctions where it is found that a pupil has deliberately invented or made a malicious allegation against another pupil, member of staff or any other individual.

Such behaviour is taken seriously and may result in sanctions up to and including suspension or permanent exclusion.

Supporting pupils following a sanction

Following significant sanctions, Glenmoor and Winton Academies will take reasonable steps to support pupils in successfully reintegrating into school life. This may include a reintegration meeting involving the pupil, their parent/carer and an appropriate member of staff to discuss the circumstances, reinforce expectations and agree any support required moving forward.

Where appropriate, additional interventions, reasonable adjustments or support strategies may be put in place to help the pupil achieve sustained success. For pupils with SEND, relevant members of the SEND team, including the SENDCo where appropriate, will be involved in planning and reviewing support arrangements.

Behaviour causing concern

Glenmoor and Winton Academies recognises that persistent behavioural difficulties may sometimes indicate unmet educational, social, emotional, mental health or safeguarding needs. Staff will therefore consider whether further assessment, intervention or support is required.

Support strategies may include parental meetings, report cards, mentoring, behaviour support plans, targeted interventions, literacy support, SEND assessment referrals, counselling or mental health support, bespoke reward systems, involvement from external agencies, or other tailored interventions designed to help the pupil succeed.

Where appropriate, the school may also consider off-site direction or alternative provision as part of a planned package of support. Such measures are not sanctions and will only be used where they are considered necessary, proportionate and in the pupil's best interests.

8. Supporting Students with additional needs

Glenmoor and Winton Academies is committed to identifying and supporting pupils who may have additional needs that affect their learning, social development or well-being. Where behaviour gives rise to concerns about an underlying need, staff will follow the school's processes for raising concerns with the SENDCo. This may include gathering information, observing the pupil in different contexts, meeting with parents/carers, or initiating the Graduated Approach (assess–plan–do–review).

Where a pupil requires additional support, the school will work closely with parents/carers and, where appropriate, external professionals to ensure that the right support is identified and implemented.

The school's wider approach to SEND identification, assessment and provision is set out in the SEND Policy and SEND Information Report. These documents outline the full range of support available at SEN Support and for pupils with Education, Health and Care Plans (EHCPs), including curriculum adaptations, targeted interventions and access to external agencies.

Staff will ensure that any concerns about unmet needs are raised promptly with the SENDCo so that additional assessment or support can be considered in line with the Graduated Approach.

9. Alternative Behaviour Arrangements and Interventions

Regulation and Time Away from the Classroom

Some pupils may require a short period of supervised time away from the classroom to support emotional regulation, wellbeing or readiness to learn. This may form part of a planned support strategy, reasonable adjustment or behaviour support plan.

Where regulation support is used, it will be designed to help the pupil successfully return to learning and will not be treated as a sanction. The school will ensure that any such arrangements are proportionate, supportive and tailored to the needs of the individual pupil.

Separation for Safeguarding or Safety Reasons

In exceptional circumstances, the school may put arrangements in place to keep pupils apart where this is necessary to protect the safety, welfare or wellbeing of pupils or staff, or to support safeguarding processes.

Decisions about separation arrangements, including any decision to temporarily prevent a pupil from attending the school site for safeguarding reasons, will be made on a case-by-case basis. The Designated Safeguarding Lead (or a deputy) will play a central role in decision-making, and the school will work with external agencies where appropriate.

These arrangements may include changes to timetables, movement around the site, social times, or supervised placement in an alternative location within the school. Separation arrangements are not sanctions and will only be used where necessary and proportionate.

Parents/carers will be informed of the reasons for any separation arrangement, and the school will keep such arrangements under regular review.

Where separation is used, pupils will continue to receive appropriate supervision and education. The school will put in place appropriate plans to support successful reintegration as soon as it is safe and appropriate to do so.

Off-Site Direction

In some circumstances, the school may direct a pupil to attend education at another setting for a temporary period as part of a planned intervention to improve behaviour and support successful reintegration.

Any off-site direction will have clear objectives, defined timescales, review arrangements and a planned reintegration process. Parents/carers will be informed of the arrangements in accordance with statutory guidance.

Off-site direction is not a sanction and will only be used where it is considered necessary, appropriate and in the pupil's best interests. Further information is available in the school's Exclusion Policy and the Trust's guidance on Off-Site Direction.

Managed Moves

In some circumstances, a managed move to another school may be considered where it is believed that a fresh start in a new setting would be in the best interests of the pupil.

Managed moves are voluntary and require the agreement of the pupil's parents/carers, the current school and the receiving school. They are carefully planned and supported to maximise the likelihood of success.

A managed move is not a sanction and will only be considered where all parties agree that it is the most appropriate way of supporting a pupil's future education and wellbeing.

10. Reintegration Following Significant Behaviour Interventions

Reintegration arrangements may include a meeting with the pupil, parents/carers and relevant staff, alongside any agreed support or intervention strategies. The purpose of reintegration is to help the pupil return successfully to learning, understand expectations and access any support required to achieve future success.

Where appropriate, individual reintegration plans, behaviour support plans, mentoring, reasonable adjustments or external agency support may be put in place. The school will regularly review these arrangements to ensure they remain effective.

Annex A - The Graduated Approach

Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale Glenmoor and Winton Academies is fully inclusive and recognises that additional needs, in some cases, are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practices may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Support Pass	Shorter length for homework detention (45 minutes rather than 60 minutes)
SR Pass (Self-regulation)	Access to keyworker support in the Reflection room, when required
Attendance to homework club	Support Pass use whilst in the reflection room
Seating Plan adjustment	Shorter time spent in the reflection room
Short and repeated instructions	Higher frequency of failed homework to be set a detention (2x rather than 1x)
Use of a visual checklist on student expectations	Reflection room time does not roll over to the following day
Private notification of warnings, including post it notes on desks	Restorative discussion with the teacher to take place immediately, rather than the end of the day
Use of a fidget toy	Access to behavioural and emotional regulation via BOOST Inclusion
Chunked tasks	
Zones of Regulation support	

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.

Annex B: Restrictive Interventions, including Use of Reasonable Force

This guidance reflects the statutory DfE guidance, effective from 1 April 2026: Use of reasonable force and other restrictive interventions guidance

Purpose

The Academy is committed to maintaining a safe, orderly and inclusive environment for all pupils, staff and visitors. Restrictive interventions will only be used when absolutely necessary, when no less restrictive alternative is available, and for the shortest time required to maintain safety. The Academy seeks to minimise the need for restrictive interventions through effective behaviour management, support, prevention and de-escalation strategies.

This annex should be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, Health and Safety Policy, Exclusion Policy and any individual Behaviour Support Plans or Positive Handling Plans.

Definitions

Restrictive Intervention refers to any action that restricts a pupil's freedom of movement. This may include physical restraint, physical intervention, seclusion or other actions which prevent a pupil from acting freely.
Reasonable Force is the term used in legislation and includes a range of physical interventions. Reasonable force means no more force than is necessary and is applied for the minimum duration required in the circumstances.
Seclusion is the supervised separation of a pupil from others for the purpose of preventing harm. Seclusion will never be used as a punishment or disciplinary sanction.
Significant Incident refers to any incident where force, restraint, seclusion or another restrictive intervention is used beyond normal physical contact between staff and pupils.

Principles

The Academy will ensure that all restrictive interventions are:

- Lawful, reasonable, necessary and proportionate.
- Used only when required to prevent harm or maintain safety.
- Applied for the minimum time necessary.
- Consistent with statutory guidance and safeguarding requirements.
- Recorded, reviewed and reported in accordance with this policy.

The use of restrictive interventions will never be used to punish, intimidate, humiliate or coerce a pupil.

Circumstances in Which Reasonable Force May Be Used

Members of staff may use reasonable force where it is necessary to prevent a pupil from:

- Injuring themselves.
- Injuring another person.
- Committing a criminal offence.
- Damaging property.
- Engaging in behaviour that seriously disrupts the good order and discipline of the Academy.

The level of force used must always be proportionate to the risk presented and must be the least restrictive option available to achieve a legitimate aim.

Searches

The Headteacher and authorised staff have the statutory power to search pupils and their possessions where there are reasonable grounds to suspect the presence of prohibited items. Reasonable force may be used where necessary to conduct a search for prohibited items permitted under legislation. Force will not be used solely to search for items prohibited under Academy rules unless otherwise permitted by law.

Prevention and De-escalation

The Academy's primary approach is to prevent situations from escalating to the point where restrictive intervention becomes necessary.

Whole-School Approaches

The Academy will:

- Promote an inclusive and positive culture where all pupils feel safe, valued and supported.
- Maintain high expectations for behaviour and conduct.
- Provide staff with training in behaviour management and de-escalation techniques.
- Use effective communication strategies to reduce conflict and anxiety.
- Ensure environments are organised to promote positive behaviour and minimise known triggers.
- Monitor and analyse behaviour and restrictive intervention data to identify patterns and inform improvement.

Individual Approaches

Where pupils are identified as being at increased risk of dysregulation or crisis behaviour, the Academy may implement:

- Individual behaviour support strategies.
- Pastoral and mentoring support.
- Reasonable adjustments for pupils with SEND.
- Multi-agency involvement where appropriate.
- Positive Handling Plans or Behaviour Support Plans.
- Structured opportunities for pupils to regulate emotions and de-escalate situations before behaviour escalates.

SEND and Vulnerable Pupils

The Academy recognises that some pupils with SEND or other vulnerabilities may experience difficulties in regulating their emotions, communication or behaviour. The Academy will make reasonable adjustments where required and ensure that any identified risks are considered when planning support and interventions.

Where the risk of restrictive intervention is foreseeable, individual risk assessments and Behaviour Support Plans or Positive Handling Plans will be developed, implemented and reviewed regularly in partnership with parents, carers, relevant professionals and, where appropriate, the pupil.

The existence of a Behaviour Support Plan does not in itself justify the use of restrictive intervention. Any intervention must remain lawful, necessary and proportionate in the circumstances at the time.

Behaviour Support Plans and Positive Handling Plans

Where appropriate, Behaviour Support Plans or Positive Handling Plans will:

- Identify known triggers and risk factors.
- Outline preventative and de-escalation strategies.
- Define agreed approaches to supporting the pupil.

- Specify any circumstances where increased physical contact may be appropriate.
- Identify staff training requirements.
- Set out arrangements for review and evaluation.

Plans will be reviewed periodically and following any significant incident to ensure they remain effective and appropriate.

Recording and Reporting

Recording Requirements

Every significant incident involving force, restraint, seclusion or another restrictive intervention will be recorded as soon as practicable and normally on the same day.

Records will include:

- Names of the pupil and staff involved.
- Date, time, location and duration of the incident.
- Relevant pupil information, including SEND status where applicable.
- The events leading up to the incident.
- Any known triggers or contributing factors.
- Preventative and de-escalation strategies used.
- The nature of the intervention used.
- The rationale for the intervention.
- Details of any injury, distress or adverse impact.
- Any follow-up support provided.

The Academy may record additional information where it is necessary to support safeguarding, investigation, review or future planning.

Reporting to Parents and Carers

Parents or carers will be informed of every significant use of force, restraint or seclusion as soon as reasonably practicable and normally on the same day.

Written communication will include:

- The date, time and location of the incident.
- The reason the intervention was considered necessary.
- The type of intervention used.
- Any injury sustained by the pupil or others.
- Any follow-up actions taken by the Academy.

Where informing a parent or carer may place a pupil at risk of significant harm, the Academy will follow safeguarding procedures and seek appropriate advice before making contact.

Post-Incident Review

Following any significant incident, the Academy will review:

- Why the intervention was necessary.
- Whether alternative approaches could have been effective.
- The impact on the pupil, staff and others involved.
- Any lessons learned.
- Whether amendments are required to support plans, risk assessments or practice.

Where appropriate, pupils and staff involved will be provided with opportunities to reflect on the incident through a structured debrief process. The purpose of this process is to support wellbeing, improve understanding, repair relationships and reduce the likelihood of recurrence.

Any injuries resulting from an incident will be managed and recorded in line with Academy health and safety procedures.

Monitoring and Governance

The Headteacher will maintain oversight of the use of restrictive interventions and will ensure that incidents are regularly analysed to identify trends, patterns and any areas of disproportionality.

The Local Governing Body and Trust will receive regular reports relating to the use of restrictive interventions, including analysis of frequency, pupil groups, outcomes and training needs. This information will be used to ensure compliance, improve practice and reduce the need for restrictive interventions across the Academy.

Staff Training

Staff who may be required to use restrictive interventions will receive appropriate training in:

- Behaviour management and de-escalation.
- Safe and lawful use of reasonable force.
- Safeguarding responsibilities.
- SEND-aware approaches.
- Recording, reporting and post-incident procedures.

Training will be refreshed regularly and monitored by senior leaders to ensure staff remain competent and confident in meeting the needs of pupils safely and effectively.

Annex C – Managed Moves and Off Site Direction (including Cluster Off-Site Direction)

Introduction

Managed moves, off-site direction, and cluster cross-site direction can all play an important part in approaches to behaviour management. They can help maintain high standards of behaviour and ensure a safe and supportive learning environment for all students. This guidance outlines the principles, processes, and best practices for implementing these strategies effectively.

Schools must ensure they follow the DFE's Suspension and permanent exclusion guidance when using any of these strategies as well as the ensuring compliance with the School Attendance (Pupil Registration) Regulations as set out in Working together to improve school attendance.

Purpose

The Academy may use Managed Moves, Off-Site Direction and Cross-Site Direction as planned interventions to support pupils whose behaviour is placing their successful inclusion, safety or education at risk. These interventions are not sanctions and will not be used to avoid suspension or permanent exclusion where the legal threshold for exclusion has been met.

Managed Moves

A Managed Move is a voluntary and permanent transfer to another school, agreed by the pupil, parents/carers, the current school and the receiving school.

Managed Moves will only be considered where:

- Previous interventions have been implemented and reviewed.
- The move is in the pupil's best interests.
- All parties agree to the arrangement.
- The move is not being used as a sanction or as a means of off-rolling.

The Academy will ensure that safeguarding, attendance, SEND and educational information is shared appropriately to support a successful transition.

Off-Site Direction

Off-Site Direction is a temporary placement at another educational setting, including another school or alternative provision, to support behaviour improvement and successful reintegration.

Off-Site Direction will:

- Have clear behavioural objectives.
- Be time-limited and regularly reviewed.
- Include a reintegration plan.
- Not be used as a punishment or disciplinary sanction.
-

Parents/carers will be informed of the placement and review arrangements. The Academy will retain responsibility for safeguarding, attendance monitoring and oversight of the pupil's education throughout the placement.

Cluster Off-Site Direction

Cluster Off-Site Direction is a form of Off-Site Direction in which a pupil attends another school within the Trust or local partnership for a temporary period.

All arrangements, safeguards and review processes that apply to Off-Site Direction apply equally to Cluster Off-Site Direction.

Safeguarding and Review

Before any Managed Move or Off-Site Direction is implemented, the Academy will consider safeguarding, SEND and the individual circumstances of the pupil.

All arrangements will be recorded, monitored and reviewed by senior leaders to ensure they remain appropriate, proportionate and in the best interests of the pupil.

Annex D – Behaviours considered serious breaches of the Behaviour Policy

PART A: Behaviours Considered Serious Breaches of the Behaviour Policy

The behaviours listed below are illustrative examples of incidents that would constitute a serious breach of the school behaviour policies across the Trust, whether or not the incident occurred on school premises. Any such breach will lead to consideration of permanent exclusion. This list is not exhaustive. Every incident will be assessed individually, taking account of the specific context, intent, severity and impact.

1. Deliberate pushing, hitting, striking or any other use of force against a member of staff, which will typically be considered assault.
2. Serious actual or threatened violence towards another pupil or adult, including group assaults.
3. Possession, use or supply (or intent to supply) of prohibited substances, including illegal drugs, so called 'legal highs' (including edible variants), and alcohol.
4. Sexual violence, sexual assault, or serious sexual harassment.
5. Creating or sharing indecent images (including nudes or semi-nudes) or other illegal pornographic material.
6. Possession, use or threatened use of a knife or other offensive weapon.
7. Possession, use or threatened use of other dangerous items (e.g., fireworks, corrosive substances) that pose a significant risk.
8. Arson, deliberate activation of the fire alarm or tampering with safety equipment in a way that creates significant risk.
9. Deliberate and significant damage to school property that creates danger (e.g., smashing glass, flooding areas, disabling safety systems).
10. Repeated refusal to follow safety instructions where this creates significant risk (e.g., refusing evacuation during a fire alarm).
11. Bringing a trespasser onto the school site, or deliberately facilitating unauthorised entry (e.g., opening secure doors/gates).
12. Persistent and severe bullying, including discriminatory or hate motivated harassment.
13. Deliberate misuse of ICT systems or online platforms, on or off site, where this creates a safeguarding risk, serious harm, or involves criminal behaviour.
14. Stealing from the academy, from staff, or from other students.
15. Any behaviour amounting to a criminal offence, on or off site, or conduct that brings the school into serious disrepute, including harassment or intimidation of staff (e.g., waiting outside school, following them, spreading harmful allegations).

This list is not exhaustive; behaviours outside this list may also constitute a serious breach depending on the circumstances.

PART B: Deciding Whether Permanent Exclusion Is Appropriate

Permanent exclusion is the most serious sanction available to a school and must be used only in line with the statutory test set out by the Department for Education in the statutory guidance on exclusions.

Principles Headteachers must apply

Decisions must be:

- Lawful
- Reasonable
- Fair
- Made on the balance of probabilities
- Consistent with SEND and equality duties
- Consistent with safeguarding responsibilities

Headteachers must also consider:

- Any mitigating factors (including contextual and underlying factors, evidence of vulnerability or additional needs)
- Likelihood of recurrence (including a review of the pupil's behaviour during their time at the school)
- The prospect of any available interventions mitigating the identified impact on the safety, learning and wellbeing of the pupil or others (i.e. whether a PEX is the last resort).

A serious breach of the behaviour policy, such as but not limited to the examples listed in Part A, will normally result in consideration of permanent exclusion.

The statutory threshold for Permanent Exclusion

Statutory guidance is clear that a Headteacher may only permanently exclude a pupil if **both** of the following conditions are met:

1. ***There has been a serious breach, or persistent breaches, of the school's behaviour policy.*** This may be a single serious incident or a sustained pattern of misconduct. Where behaviour is similar to the examples listed in Part A, this will normally indicate that the first condition has been met, subject to individual assessment. Heads are highly likely to consider permanent exclusion in these cases as the behaviours are deemed serious breaches of policy (notwithstanding an assessment of individual context and other factors such as those covered above). The duty on the Headteacher is then to consider the second condition.

2. ***Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.*** Having established that there has been either a serious breach of the behaviour policy (or persistent breaches of the school's policy), the Headteacher must consider the safety, learning and well-being of the wider school community. This includes whether keeping the pupil in school would undermine the ability of school leaders to continue to hold high standards of behaviour for others, the likelihood of recurrence, whether any reasonable intervention or reasonable adjustment could mitigate the risk, and any other contextually relevant factors. If, having considered all relevant factors, the Head is not satisfied that the school can maintain safety, order or wellbeing were the pupil to remain, a permanent exclusion may be justified as a last resort.

   In making a final decision, the Principal will always take account of the wider considerations outlined above before deciding whether the statutory threshold for permanent exclusion has been met.

Document Control	
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Summary of Changes from Previous Version:	▪ Revised document to clarify this is guidance for **Secondary Academies only** in producing their own Behaviour Policy ▪ Revised to ensure full compliance with the updated DFE Guidance on Exclusions, July 2026 ▪ New section on separation for safeguarding reasons ▪ Updated Annex on Managed Moves to reflect new DFE guidance on waiting lists ▪ Updated Annex on Off-Site Direction to reflect new DFE guidance ▪ New section on Reintegration to support schools planning for reintegration from the outset ▪ Annex to reflect changes to DFE guidance on Reasonable Use of Force
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