



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

# **Behaviour, Suspensions and Exclusion Policy**

## **Glenmoor Academy**

## **Behaviour Policy**

### **Expectations**

- 1.1** This policy sets out how Glenmoor Academy will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work and regulate the conduct of students. In applying this policy, Glenmoor Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of students with special educational needs. Glenmoor Academy will also have regard to its safeguarding policy where appropriate.
  
- 1.2** At Glenmoor Academy, learning is at the centre of everything we do and we are a Values based Academy; Integrity, Compassion and Courage. We believe that, in order to equip our students with the skill and experience required to fulfil their ambitions in the real world, we must ensure that we provide a learning environment at school where every person in the school community feels safe, secure and free to focus on their own learning. We believe that every single student has the ability to be exceptional – but to achieve this every student needs a safe, structured working environment where expectations are clear, and every individual is held accountable for their actions. To ensure this is possible we have implemented a framework that sets clear expectations, promoting a culture where everyone is encouraged to take responsibility for their actions and feels safe, valued, and respected. Our policy aims to:
  - promote positive behaviour
  - promote self-esteem, self-discipline, and positive relationships
  - provide a safe environment where learning is disruption-free
  - ensure a consistent approach to tackling poor behaviour
  - make **reasonable adjustment** for those students with special educational needs and/or disabilities. This will include those students with a medical diagnosis or **Education Health Care Plan (EHCP)** in place as well as students with identified additional needs who may require more SEND / pastoral support

### **Policy Implementation**

- 2.1** **All staff** are responsible for implementing the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.
  
- 2.2** **The Senior leadership** team of the academies are responsible for ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

**2.3 Students** are responsible for:

**Punctuality and attendance**

**Students should:**

- arrive on time to the academy each day
- arrive at their lessons on time
- aim for 100% attendance and punctuality

**Behaviour and conduct**

**Students should:**

- ensure that all electronic devices such as mobile phones, tablets, watches are out of sight and switched off and in their school bag at all times. Electronic items should not be used until after exiting the Academies gates.
- refrain from bringing items of high value into the academy (the academies does not accept responsibility for loss, damaged or stolen items)
- ensure that standards of uniform and appearance are excellent -  
Students must wear appropriate outdoor shoes (no boots, trainers or steel-capped footwear); no excessive jewellery - 3mm stud earrings – silver or gold, 1 per ear. Facial piercings, make-up, (including semi-permanent make up) or unorthodox hair styling or colours are not permitted – only natural hair colours are acceptable. Beard or moustache length and styling must be short and conventional. Extreme shaven hair / eye-brow lines are not permitted, and nails should not be false or painted. Hair should be an acceptable length and for smartness should be tied back / placed in a bun if longer than collar length.
- not wear non-uniform items in and around school, including baseball caps, jumpers, hoodies or outdoor coats
- limit eating and drinking to the designated area and dispose of litter and food waste in the bins provided
- never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- use polite and appropriate language and communication when addressing members of the academy community and in public settings representing the academy community, taking account of all students' needs across the Academies
- follow reasonable instructions respond first time or as quickly as possible
- never engage in any behaviour which could be detrimental to any other individual's health or wellbeing (i.e. bullying)

**Moving safely around the school site**

**Students should:**

- walk quietly on the left, with pace and purpose ensuring they are not blocking the way of any other members of the academy community
- ensure they are in full uniform whilst moving around the site, arriving and departing from the academy
- be courteous to staff, other students, visitors, and all members of the public
- 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 quiet and receptive when lining up as a year group and being addressed by member of staff
- never behave in a manner or indulge in any behaviour which could seriously be detrimental to their own or others' health/wellbeing

### **Behaviour for Learning**

#### **Students should:**

- line up quietly outside a classroom prior to the start of a lesson
- enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and immediately commencing the starter activity
- listen to the best of their ability when a staff member is addressing the class
- refrain from shouting or calling out
- be equipped: student planner, appropriate bag, PE kit, pens, pencils
- refrain from consuming any food or drink (apart from water) purchased from any external establishments in or around the academy site; this includes soft drinks, sweets and chewing gum
- ensure that toilet visits are taken during lesson transition, break or lunch unless the student has a medical condition, in which case a medical pass will be issued by the appropriate Head of Year (**reasonable adjustment**)
- take the necessary care and time to ensure that homework and classwork in books is presented appropriately – titles underlined, feedback in red/green pen, dates and handwriting clearly legible
- work to the very best of their ability in each lesson showing focus and diligence
- ensure that all homework tasks are attempted and completed to the best of their ability
- record all homework in planners and ensure it is 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

### **Representing the Academy**

Students are expected to demonstrate an appropriate standard of conduct on their journey to and from the academies and in any situation where they are ambassadors for the academies. Students are expected to:

- arrive at and leave the academies in full uniform
- demonstrate politeness and courtesy at all times
- 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.

## **2.4 Behaviour Expectations**

There are some behaviours which fall outside the academy's expectations and would be dealt with by senior members of staff at the Academy. In such circumstances, an investigation will take place and all relevant parties will be informed at the earliest convenience. Subsequent sanctions will be decided upon by the relevant senior

member of staff or the Principal. An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- being verbally abusive to a member of staff
- bringing illegal substances or items into the academies
- bringing a weapon or tool which could be used to injure another person in the academies (including BB guns, etc.)
- the use of racist, sexist, homophobic or transphobic language
- persistent levels of defiance or aggressive behaviour
- persistent bullying
- a physical assault on another student or member of staff
- behaviour which may bring the reputation of the academies into disrepute
- sexual relationships of any kind
- intentionally setting off the academy's fire alarm
- gambling or any behaviour designed to extort possessions or funds from others
- knowingly bringing a trespasser onto the academies site
- a significant breach of health and safety
- any behaviour which discriminates against the nine characteristics protected under the Equalities Act

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate sanction/s which could include:

- community service
- referral to the Academies reflection room
- liaison with outside professional agencies to gain further support
- meeting with members of the Local Governing Body
- internal exclusion at a cluster school
- fixed-term suspension
- permanent exclusion

All incidents of this nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon. The SENDCO will be involved for all children with an EHCP and one of the SENDCO team for all children on SEND Support.

Students will also be commended for acts of positive behaviour that are to be celebrated and recognised at the Academies. These behaviours can range from simple acts of kindness to hard work being demonstrated in and out of lessons over a period of time. Students are also encouraged to demonstrate positive behaviours beyond the Academies and support the local community through their actions and attitudes. Student rewards at the Academies are extensive and include house points, postcards of excellence, end of term celebration assemblies and end of term / year reward trips and graduation events.

### **Prohibited Items / Searching Students**

Failure to remove the banned items will result in the student being placed in the 'Reflection room' for a minimum of a day. Failure of the 'Reflection room' will result in

a fix term suspension. A Risk assessment may then be put in place and the student 'uninvited'

3.1 The following items are banned from the Academies premises and school visits:

- any item that could be used with the intention of causing harm
- alcohol / drugs
- fireworks
- cigarettes or any smoking paraphernalia including vapes, e-cigarettes or shisha-type devices
- stink bombs / water bombs
- electronic devices such as mobile phones or headphones (immediately confiscated if seen or heard and returned to the student at 4pm following a same day detention. A second confiscation in an academic year will lead a parent/carer being asked to collect the item.
- electronic devices which can be heard or are visible
- aerosols
- bandanas, masks or anything which could be utilised to conceal identity (unless for medical purposes)
- hooded sweatshirts
- jewellery
- scarves
- make-up
- nail varnish
- chewing gum
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind.

Items such as the above (this is not an exhaustive list) will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity. Parents/carers will also be informed to ensure effective lines of communication are maintained.

### **The law relating to searches**

3.2 Glenmoor Academy has the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object e.g. a weapon or illegal drug, or any other item on the prohibited items list above which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 22 of the DFE's **Behaviour in Schools Guidance**, with more detailed information provided in [Searching, screening and confiscation in schools - GOV.UK](https://www.gov.uk/government/publications/searching-screening-and-confiscation-in-schools)

Only the Principal or a member of academies staff officially authorised by the Principal, can undertake the search of a student, and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student

of the opposite sex and / or without a witness) only where the Principal or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student's own person or of their possessions will be carried out with due consideration for the student's personal dignity, health and safety, the Academies Safeguarding policy, United Learning staff-student relations guidance, and the Academies own Equal Opportunities policy. Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the Academies may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity, which means that, a search may significantly escalate a situation. In such circumstance, the Academies would deal with the situation in a different way, bespoke to the needs of the child to ensure all students remained safe.

### **Searches without Consent**

3.3 Students may be searched for the following items without their consent and without the consent of their parents/carers:

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

Members of staff at the Academies can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for items that are not on the list above. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the academies rules. The Academies also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The Academies is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the academies rules. Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to academy discipline. When deciding what to do with a prohibited item, the Academies will act in line with statutory guidance issued by the Department for Education.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the **Child Protection / Safeguarding Policy**.

The Academy may erase any data or files from the device if the Academy considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the Academy Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the Academy can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the Academy Policy, and may then punish the pupil in accordance with this policy, where appropriate.

Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

## **Searches with consent**

3.4 The Academies may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

## **Extent of search**

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in the academies that the student gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the Academies latest complaints policy.

## **Confiscation of articles**

3.5 Academies staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

## **Disposal or retention of articles confiscated from students**

3.6 The Academies will follow the Department for Education guidance 'Screening Searching and Confiscation –advice for headteachers, staff and governing bodies '[Screening Searching and Confiscation - advice for headteachers, staff and governing bodies](#)' in deciding what to do with confiscated items.

## **Drugs**

3.7 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.

### **Confiscation of drugs**

3.8 Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The Academies may carry out searches for drugs in accordance with this policy. Usually the Academies will inform parents/carers when their child has been found to be involved with drugs, but where there are potential safeguarding issues the academies must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

### **Parental involvement**

3.9 Usually the Academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the Academy must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

### **Sanctions**

#### **4.1 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 (phone/smart watch)
- consumption of food around the academy site / chewing gum and or anti-social behaviour.

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 other 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

**Internal exclusion (off-site direction - placement at an alternative site such as TCA and ABA/AGA)**

Internal exclusions are used as an alternative to a formal fixed term suspension where a student has broken the Academy behaviour code of conduct. The decision to use an internal exclusion is at the discretion of the Academies. Students will complete a fixed period of time off-site at one of the neighbouring United Learning schools and will complete their learning in their reflection room.

The Academies will make **reasonable adjustments** for the thresholds outlined above for accumulating behaviour referral points as we recognise students' needs are very different and may be due to an underlying or diagnosed special educational need / disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the Academy's SENCO and inclusion team will be involved throughout in trying to ensure the student's needs are being met whilst still adhering to the high standards the school sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of student need and in collaboration with all relevant stakeholders.

### **Glenmoor Behaviour Model**

4.2 At Glenmoor Academy 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.

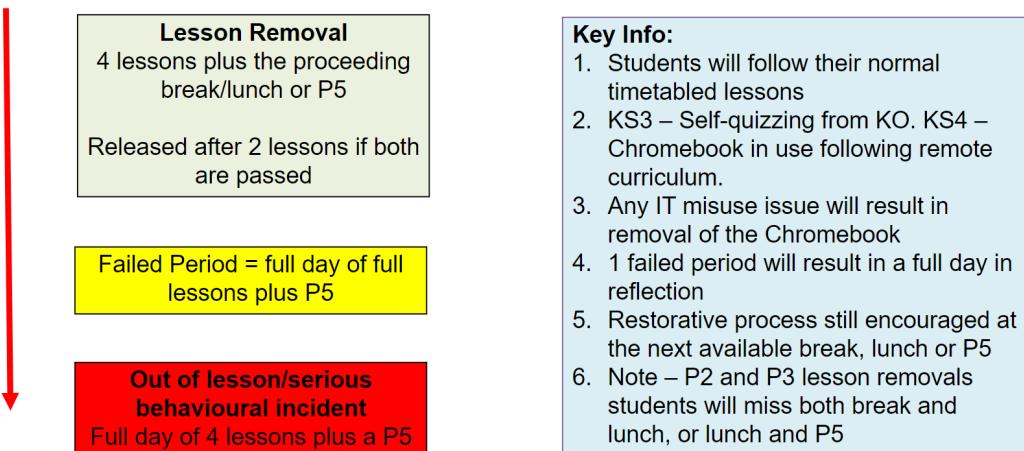
The member of staff who sent the student to the reflection room will meet with the student for a restorative conversation (may need to include an additional adult in the mediation depending on need) where they will outline what about the student's behaviour was disruptive and what would be an appropriate 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 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

## **Bullying**

4.3 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 the Academies. Students who feel they are being bullied either in or outside the Academies can report it to any member of staff. This also applies to parents/carers who are encouraged to report any incidents of bullying to the Academies where a thorough investigation will take place. Any student seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour and anti-bullying policy at the Academies.

## **Social Media**

4.4 This applies to all forms of social media and the use of social media for both academy purposes and personal use that may affect the academies, students or staff in any way. All staff are aware of the dangers of social media and students; 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 at the Academies.

Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate student sanctions:

- damage to the academies or its reputation even indirectly
- use that may defame academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the academies behalf
- using academy logos or trademarks

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 Academies is in place.

The Academies has a responsible use of social media policy and any breach of that policy on the use of social media will result in disciplinary sanctions.

## **Use of reasonable force**

4.5 The Academies will follow the Department of Education advice 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools).

Members of staff at the Academies have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force will only be used when absolutely necessary and as a last resort.

Where the use of force has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the Academies will write a positive handling plan (an annex to the Behaviour Plan) and share this with the parents.

## **Rewards**

5.1 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 Academy we have a very clear rewards system run through our Arbor

management information system. Students can be awarded positive 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 positive 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**

5.2 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.

### **Suspensions**

6.1 At Glenmoor Academy we believe that learning is the most important reason for being at school and that every child deserves disruption-free learning. In order to support this ethos, it may be necessary to consider suspension when all other strategies have been exhausted, as a consequence of behaviour which may threaten these core principles.

## **Sections**

- 1 Guidance framework
- 2 Links to other policies
- 3 Principles
- 4 The decision to suspend
- 5 Fixed-term suspension
- 6 Permanent exclusion
- 7 Investigation
- 8 The Principal's Decision
- 9 Notification
- 10 The Governors' Behaviour Committee and the Appeal Process
- 11 Informing parents / carers
- 12 Behaviour Outside the Academy Gates

### **1 Guidance framework**

The Academies Exclusion Policy is written in line with the following areas of guidance:

- Suspension and permanent exclusions – DfE Guidance
- United Learning Exclusions Policy
- 2010 Equalities Act
- SEND Code of Practice: 0 to 25

### **2 Links to other policies**

This policy should be read in conjunction with 2. Policy implementation and 4.2 Behaviour expectations.

### **3 Principles**

- 3.1 The Academies is a learning institution which aims to provide positive life chances for all of its students. We view suspension as a last resort when all other possible methods of managing student behaviour have been exhausted and all reasonable adjustments made. The decision to suspend is never taken lightly and careful consideration is taken of all the facts and the surrounding circumstances before reaching a decision to suspend. The only person able to suspend is the Principal or in the absence of the Principal, the next most senior member of staff on site
- 3.2 We recognise the detrimental impact on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from fixed-term or permanent exclusion of a student and will try hard to avoid this
- 3.3 Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate

- 3.4 We take account of the Equality Act and our duty not to discriminate against students for any reason
- 3.5 We also take account of our statutory duties in relation to SEND and the reasonable adjustments the school makes to ensure all students' needs are met to the best of the academy's ability
- 3.6 We aim to ensure parents and carers are kept up to date and suitably informed at all times

#### **4 The decision to suspend**

- 4.1 The decision to suspend is made solely by the Principal, or the Vice Principal in his/her absence
- 4.2 There are five circumstances where a student may be required to leave the Academy site with the authorisation of the Principal / Vice Principal:
  - (a) where a decision has been made to suspend
  - (b) where a student has committed a serious criminal offence outside the jurisdiction of the Academy and it is determined by the Principal or Vice Principal that it is in the interests of the community for the student to be educated off-site while investigations take place. (This is not necessarily an exclusion although fixed term suspension may be deemed appropriate by the Principal in such circumstances)
  - (c) where, for medical reasons (such as contagion, risk to an unborn child), the presence of a student represents a serious risk to the health or safety of other students or staff. This not an suspension
  - (d) if a student is given permission by the Principal or Vice Principal to leave the premises briefly to remedy a breach of the academy rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence
  - (e) where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an suspension but an unauthorised absence in the first instance, which could lead to suspension following a full investigation
- 4.3 The decision to suspend a student is not taken lightly and the Principal or Vice Principal will:
  - ensure that a thorough investigation has been carried out
  - consider all the evidence available to support the allegations
  - allow and encourage the student to give their version of events (with appropriate support to do so when needed)
  - keep a written record of the actions taken including the signed statements of witnesses
  - be confident that the procedures detailed later in this policy have been carried out

- ensure SEND expert advice has been taken into account, with appropriate and reasonable adjustment made if deemed appropriate
- ensure that parents/carers have been kept informed throughout the process and consulted where appropriate

4.4 The standard of proof applied when deciding to suspend is ‘balance of probabilities’. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be

4.5 Suspension will not be used as a consequence for the following:

- minor incidents such as a failure to complete homework
- poor academic performance
- lateness or truancy
- breaches of academies rules on uniform or appearance except where these are persistent or in open defiance of such rules
- as a punishment for the behaviour of a parent / carer

4.6 Once the decision has been made to suspend, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection

## **5 Fixed-term Suspension (Level 1: Fewer than 15 school days in any term / Level 2: 15 school days or more during term)**

5.1 The decision to suspend a student for a fixed term may be taken in response to breaches of the academies behaviour for learning policy

5.2 Examples of behaviour that may lead to a fixed-term suspension include the following:

- verbal abuse of staff or students
- physical abuse of staff or students
- indecent behaviour
- damage to property
- misuse of illegal drugs or other substances
- theft
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- carrying and / or supplying an illegal substance
- carrying an offensive weapon\* or banned item
- arson
- persistent poor behaviour contrary to acceptable behaviour outlined in the school behaviour policy
- bullying, including cyber-bullying

\*A weapon is defined as any item made or adapted for causing injury

This is not an exhaustive list and there may be other examples of behaviour where the Principal or Vice Principal judges that suspension is an appropriate sanction. Where a student is suspected of carrying an offensive weapon, or misusing / carrying / supplying an illegal substance, or being part of a group involved in such activity but the evidence is not sufficient, they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of suspension. Suspension will always be applied for the shortest time deemed possible as the academies recognise the impact missed days has on the long-term educational progress of the student/s involved.

- 5.3 The Principal may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year
- 5.4 During a fixed-term suspension of 5 or fewer days, work will be set by the academies for the student to complete at home. This work should be returned completed at the end of the suspension for marking
- 5.5 For an suspension of longer than 5 days, the academies will arrange full-time alternative educational provision from the sixth day of suspension
- 5.6 Before the end of any fixed-term suspension, parents / carers will be invited to attend a reintegration meeting at the academies with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The academies will consider all further support if needed to help the student, including referral to the behavioural/pastoral support team within the academy for a behaviour support programme / positive intervention or to external agencies if appropriate
- 5.7 During the first five days of any suspension, the parents of a suspended student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued
- 5.8 Repeated use of fixed-term suspension for children with an EHCP (and potentially those on SEN Support, especially those undergoing statutory assessment and likely to get an EHCP), could be considered ineffective or failing to meet a child's needs. The Academies will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues and specialists such as an educational psychologist, speech and language therapist etc.

## **6 Permanent Exclusion (Level 3 Exclusion)**

- 6.1 Permanent exclusion is an extremely rare sanction at the academies and always avoided wherever possible. The decision to permanently exclude is taken only:

- (a) in response to serious breaches to the academies behaviour for learning policy
- (b) if allowing the student to remain would seriously harm the education or welfare of that student or others at the academies

6.2 A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the academies have exhausted all available strategies for dealing with the student and is a last resort

6.3 There may be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a student for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- serious bullying, including cyber-bullying
- possession of an illegal substance and/or supplying an illegal substance
- carrying an offensive weapon

**Again, this is not an exhaustive list and there may be other examples of behaviour where the Principal judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.**

6.4 The Academies operates a zero-tolerance approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies and in the student planner

6.5 Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance or banned item on site will be permanently excluded. A student found in possession of these items on site also runs the risk of permanent exclusion

6.6 The Principal will communicate with the parent/carers before reaching a decision to permanently exclude a student from the academies

## **7 Investigation**

7.1 Any investigation of the incident will be carried out in accordance with DFE guidance. The student at risk of exclusion will be given the opportunity to have his / her say wherever possible

7.2 Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence
- The student's previous behavioural record

- Contributory factors (eg: recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment)
- Support provided
- The wider Behaviour Policy, SEND Policy and Equality Law obligations

## **8 Principal's Decision**

The decision to exclude will be made after a review of the evidence available (including that gathered during any investigation) and will be on the balance of probabilities – i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breach of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the Academies

## **9 Notification**

Once a decision to exclude has been made, parents will be contacted at the earliest opportunity, by telephone if possible. See section 6.6 for more information

## **10 Governors' Behaviour Committee and the Appeal Process**

- 10.1 The academies have a Local Governing Body (LGB) which has responsibility for reviewing decisions in relation to exclusions. The Behaviour Committee consists of at least 3 members of the LGB, all of whom should be involved in reviewing Level 2 and 3 exclusions. For Level 1 suspensions the Behaviour Committee need not meet in person and decisions can be delegated to one member of the Committee
- 10.2 The Behaviour Committee of the Governing Body will automatically review any suspension which results in a student being suspended for more than 15 school days in any term, or any permanent exclusion
- 10.3 The Behaviour Committee will automatically review all fixed-term suspensions of children with EHCPs where this is the second or subsequent suspension for that child during their time in the school (not just in a given academic year)
- 10.4 Parents / carers have the right to appeal the decision to exclude their son/daughter. This process is common across United Learning and is different for different levels of suspension
- 10.5 Full details of how these meetings operate can be found in the following appendices and also within the DFE Guidance (2022) and the United Learning Suspension Policy – Academies (2018) but the summary is contained below

### **Level 1 suspension (less than 15 days)**

A parent / carer may request that the Behaviour Committee review the process within 50 school days of receiving notice of the suspension. The request should be made in writing and should set out the question(s) which they wish the

Behaviour Committee to consider. The committee will respond in writing within 15 school days

The Committee will automatically review all fixed-term suspension of children with EHCPs where this is the second or subsequent suspension for that child during their time in the school (not just in a given academic year).

**Level 2 Suspension (more than 15 days fixed-term or where the suspension would result in a student missing a public examination or national curriculum test)**

Principal meets with parents to discuss suspension. Behaviour Committee meets to review the suspension within 15 days of receiving notice of the exclusion

**Level 3 exclusion (permanent)**

The investigating officer presents their findings to the Principal in regard to the alleged incident that has taken place. The Principal meets with parents/carers to discuss having completed the process fully and having consulted with others including the SEND expert if appropriate. If the decision is made to permanently exclude the student, parents/carers will be informed by the Principal both verbally and in writing

Following the Principal's decision to permanently exclude, the Behaviour Committee meets to review the decision within 15 school days of receiving notice of the exclusion

- 10.6 If the Behaviour Committee upholds the Principal's decision to permanently exclude, parents/carers may appeal to an Independent Review Panel. In addition, the Principal must consult with the Regional Director of United Learning and the Chair of the LGB (or his/her nominated Deputy as delegated) before the decision is implemented
- 10.7 An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two independent members, one with governance experience, the other with headship experience. This panel will decide whether to uphold the decision to exclude a student
- 10.8 The Independent Review Panel can either uphold the decision to exclude the student or recommend that the Academy reconsiders the matter. They cannot, however, direct the reinstatement of the student
- 10.9 Parents/carers have a legal right to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination)

**11 Informing parents / carers**

- 11.1 Following any decision to exclude, the Principal must inform parents/carers, putting the decision to exclude in writing and stating the date the exclusion takes effect

The letter must also explain:

- the circumstances leading up to the decision to exclude
- why the Principal decided to exclude the student
- if relevant, what steps were taken to try and avoid the exclusion, details of any relevant previous warnings, fixed period suspensions or other disciplinary measures taken before the present incident
- the arrangements for enabling the student to continue his/her education including setting and marking the student's work
- the parent's right to see and have a copy of their child's record
- the parent's responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion
- if the suspension is for a fixed period, the length of the suspension and the date and the time the student should return to the academy
- the arrangements for a parent interview at the end of the suspension to discuss the process of reintegration
- for Level 2 and Level 3 exclusions, the parent's right to appeal to the Independent Appeals Panel and the appropriate timescales and mechanism for that to happen as well as the fact that the governors will meet to review the decision
- for Level 1 suspensions, that if parents are concerned about the way in which the suspension was managed, they may write to the Behaviour Committee to ask it to review the process. This may be done by just one member of the Committee. The Committee cannot overturn the decision to exclude but may put a note on file

## **12 Behaviour outside the Academy gates**

12.1 Our suspension and behaviour policy covers behaviour not only within the Academies but outside the Academies. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- taking part in any academy-organised or academy-related activity
- travelling to or from the academies
- wearing our Academy uniform, or in some other way identifiable as a Glenmoor Academy student
- or for behaviour which at any time:
  - could have repercussions for the running of the Academies, or
  - poses a threat to another student or member of the public, or
  - could adversely affect the reputation of the academies

12.2 Even where the conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the academies, pose a threat to another student, or member of the public or could adversely affect the reputation of the academies

## Appendix 1

### Behaviours that will be sanctioned under the current behaviour policy

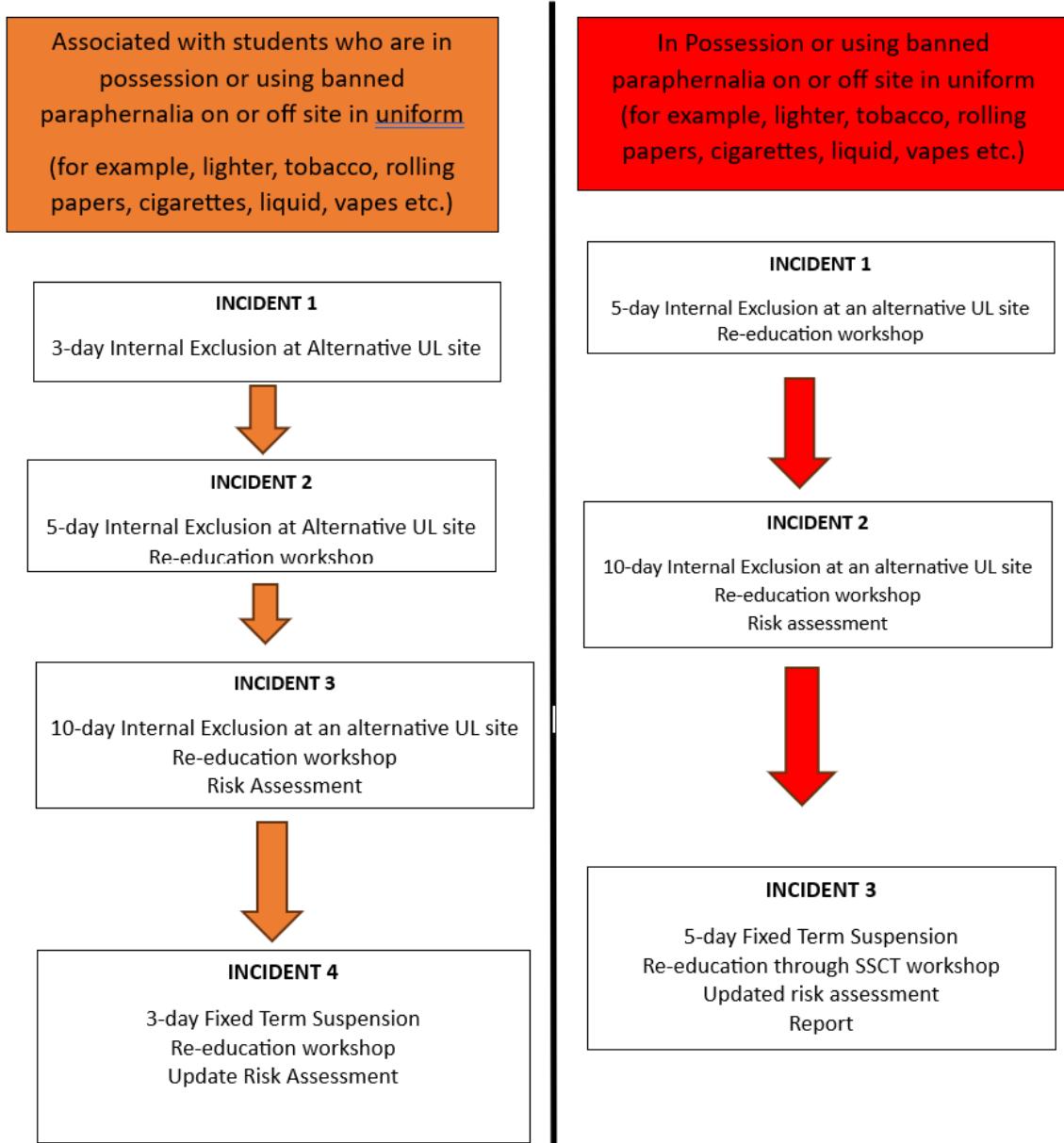
Warnings given for	Immediate referral to Reflection
Lateness Low-level disruption Calling out Off-task chatter Talking over a teacher (or after a countdown) Distracting others Bickering or unkindness Rudeness Physical contact Refusal to follow instructions Shouting Refusal to work Throwing an object Leaving seat without permission Eating in class (including chewing gum) Damaging equipment or property Swinging on chair Turning around on seat Failing to sit up straight and pay attention Head on the desk or in your arms Coughing unnecessarily Using an electronic device (and confiscated) <b>Anything that slows down learning</b>	Questioning why a warning has been given Fighting Abusive or offensive language (swearing indirect or directly) Dangerous or violent behaviour Highly disruptive behaviour Extreme haircut and unnatural colour Lines cut into hair or eyebrows Failing SLT detention (including repeating the SLT detention) Truanting on or off-site Lack of uniform trainers, trousers, skirts, tie Piercings (nose studs) Throwing an object intent to hurt Walking away from a member of staff Refusing to follow instructions <b>Anything that is dangerous or causes risk</b>  <b>One or more days in Reflection until 15:30/Internal Exclusion (Cluster School) or Fixed Term Suspension (FTS):</b> - Truanting SLT detention <b>Friday</b> (picked up or not) - Refusing to go to Reflection when instructed - Vaping/smoking on or off site including being in the presence of someone when smoking - Walking away from a member of staff (behaviour or GW card) - Failing to hand in their mobile phone (when in Reflection)

**This is not a definitive list but provides guidance for students and staff**

## Appendix 2



### Banned Paraphernalia Sanction



## **Appendix 3** **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** Winton Academy 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.**

**UNITED LEARNING BEHAVIOUR, SUSPENSION & PERMANENT  
EXCLUSIONS POLICY  
WINTON ACADEMY**

Date of last central office review:	Autumn 2024	Review Period:	1 year
Date of next central office review:	Autumn 2025	Owner:	Winton Academy Principal Vice Principal – Behaviour & Safety
Date of next school level review:	July 2026		
Type of policy:	United Learning Policy	Local Governing Body	Ratified – July 2025
		Group Board:	Regional Director ratified – July 2025

Written in accordance with the updated guidance from the DfE on Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022

<https://www.gov.uk/government/publications/school-exclusion>