



LEADING
SUCCESS



SECURING
SUCCESS



DEVELOPING
SUCCESS



STANDARDS FOR
SUCCESS



SUPPORTING
SUCCESS



ACHIEVING
SUCCESS



REWARDS and CONSEQUENCES POLICY (including Suspensions and Permanent Exclusions)



A MEMBER OF

Accord

MULTI ACADEMY TRUST

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<u>Approvals</u>			
Name	Position	Signature	Date
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Document History

Version	Date	Author	Note of Revisions
1	February 2023	S Gibbs	<p>Entire re-write of Behaviour Policy to create Rewards and Consequences Policy.</p> <p>Review of standards for success in response to stakeholder views.</p> <p>Include Accord Character Virtues linked to behaviours to replace 3R's.</p> <p>Update on Mobile phones and SMART devices.</p> <p>Removal of 'Purple Line'</p> <p>Graduated response to attendance and truancy.</p> <p>Reference to new Managed Placements protocols.</p>

1. Context

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



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

2. Inclusive Approach

The Trust believes all pupils have the right to the best education possible and in ensuring this, we adopt an inclusive approach for all, and ensure that we are trauma informed across the Trust.

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

Teaching and Support staff

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

Curriculum Team Leaders (CTLs)

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

Pastoral Year Leaders (PYLs)

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

Senior Leaders (SLT)

Will support whole academy strategies in relation to rewards and consequences and will act upon any incidents of escalated behaviours.

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

3. Relationships with Parents / Carers

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

- Ensuring effective communication via the pupil planner, the My Child at School App (MCAS) and other sources individual to each academy;
- Ensuring parents / carers read and respect the Home / Academy agreement, in support of the academy's high expectations;
- Involvement in regular progress checks, via reports, Parents' Evenings and contact with teachers;

- Working effectively with the academy to support any interventions provided;
- Ensuring pupils attend daily and on time.

4. Positive Recognition and Rewards

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

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

Examples of the reasons for awarding positive points are:

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

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

- Via the MCAS App,
- Phone calls home,
- Parent meetings,
- Certificates,
- Postcards,
- Stamps,
- Gold Stars,
- Special mention in newsletters;
- Social media posts;
- SharePoint;
- Assemblies;
- Queue Jump Passes;
- Afternoon Tea;
- Praise Breakfast;
- Golden Ticket Events;
- Presentation Evening;
- Book Vending Machine.

Reward events are timetabled throughout the year and celebrate pupils' successes in achievement, attendance, punctuality, and behaviours linked to our Character Virtues. Reward events can be in the form of termly celebration assemblies, onsite events and trips.

	6 Key Character Virtues	Virtue Partners	Year Group	Activity	Requirements
A	Ambition The desire and determination to achieve success	Confidence Enthusiasm Excellence	7,8,9,10,11	End of half term onsite activity	Individual requirements for each reward trip or event are shared with pupils in advance.
C	Compassion A showing of deep understanding and care of those who are suffering	Respect Kindness Empathy	7,8,9,10,11	End of term activity / visit	
C	Courage Doing what must be done, even when it is difficult or risky	Integrity Justice Honour	7,8,9,10,11	End of half term onsite activity	
O	Open-minded A willingness to gain new knowledge, try new experiences and accept others	Curiosity Tolerance Humility	7,8,9,10,11	End of term activity / visit	
R	Resilience A willingness to accept difficulty and keep going when faced with challenge	Diligence Commitment Self-discipline	7,8,9,10,11	End of half term onsite activity	
D	Duty The act of working together and doing your part to make a positive contribution to the community	Cooperation Responsibility Generosity	7,8,9,10 11	End of Year Event Year 11 Prom	

5. Standards for Success:

Pupils may, on occasion, make poor choices regarding the way they behave in the academy, which could be the byproduct of several reasons, including challenging home circumstances, child protection

and safeguarding issues and various serious family issues. The Trust will always try to support pupils in making the right choices and improving their behaviour by implementing appropriate interventions at various stages starting within the classroom and could include restorative practices. However, where pupils make poor choices and threaten their own learning, or that of others this will not be tolerated. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage pupils to comply with the academy rules and re-engage with learning.

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

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

What happens when Character Standards are not met around site?

Standard	Reason	Sanction
Character Standard – Defiance or refusal to adhere to character virtues around the academy	The 6 Character virtues underpin how we work together as an academy as part of a wider community. These link to socially acceptable expectations and prepare pupils for life beyond the academy.	30 minute Detention (Yellow)
Uniform - Any deliberate breaches of the uniform policy, including jewellery.	Uniform demonstrates a sense of pride, honour, duty, integrity, and responsibility. The academy's policy on uniform is clearly set out and pupils are asked to meet specific standards as would be expected of them in employment.	30 minute Detention (Yellow)
Mobile phones and electronic devices – Mobile phones, Smart watches, tablets or other electronic devices should not be seen or heard in the academy, unless at the specific direction of the teacher for the purposes of learning.	The safeguarding of all members of the academy community is paramount, allowing access to devices leads to disruption, distraction, potential bullying and can be detrimental to learning. Pupils using electronic devices with the approval of staff members for reasons such as monitoring health, are exempt.	Device confiscated 30 minute Detention (Yellow)

Late – Up to 30 minutes late into the academy or up to 10 minutes late to lesson	Attending the academy and lessons on time demonstrates resilience, ambition, and duty. Being punctual and on-time is something that will be expected of pupils beyond the academy, and specifically as they move on to employment.	30 Minute Detention (Red)
Late – after 30 minutes late into the academy or over 10 minutes late to lesson	Attending the academy and lessons on time demonstrates resilience, ambition, and duty. Being punctual and on-time is something that will be expected of pupils beyond the academy, and specifically as they move on to employment.	60 Minute Detention (Red)
Verbal Warnings	Responding positively to warnings and changing behaviour demonstrates co-operation, respect, and responsibility and would defer any immediate consequence where pupils are responding positively and not being defiant.	Log on Bromcom and MCAS message

What happens when Character Standards are not met in a classroom?

Standard	Reason	Sanction
Character Standard - – Defiance or refusal to adhere to character virtues	The 6 Character virtues underpin how we work together as an academy as part of a wider community. These link to socially acceptable expectations and prepare pupils for life beyond the academy.	30 minute Detention (Yellow)
Uniform Any deliberate breaches of the uniform policy, including jewellery.	Uniform demonstrates a sense of pride, honour, duty, integrity, and responsibility. The academy's policy on uniform is clearly set out and pupils are asked to meet specific standards as would be expected of them in employment.	30 minute Detention (Yellow)
Subject Equipment - Missing items such as books, calculator and PE kit	Not bringing these items hinders learning and participation in the lesson. Learning and engagement in lessons are pivotal to pupils' success. Expectations in relation to being organised and prepared are important habits to establish for life beyond the academy.	30 minute Detention (Yellow)

Homework – incomplete or missing homework after agreed deadline.	Homework demonstrates diligence, commitment, self-discipline, and ambition which are factors that lead to success within the academy and beyond. The teacher may choose to set an alternative hand-in date following additional guidance if appropriate.	30 minute Homework Detention (Yellow)
Mobile phones and electronic devices – Mobile phones, Smart watches, tablets or other electronic devices should not be seen or heard in the academy, unless at the specific direction of the teacher for the purposes of learning.	The safeguarding of all members of the academy community is paramount, allowing access to devices leads to disruption, distraction, potential bullying and can be detrimental to learning. Pupils using electronic devices with the approval of staff members for reasons such as monitoring health, are exempt.	Device confiscated 30 minute Detention (Yellow)
Late – Up to 30 minutes late into the academy or up to 10 minutes late to lesson	Attending the academy and lessons on time demonstrates resilience, ambition, and duty. Being punctual and on-time is something that will be expected of pupils beyond the academy, and specifically as they move on to employment.	30 minute Detention (Red)
Late – after 30 minutes late into the academy or over 10 minutes late to lesson	Attending the academy and lessons on time demonstrates resilience, ambition, and duty. Being punctual and on-time is something that will be expected of pupils beyond the academy, and specifically as they move on to employment.	60 minute Detention (Red)

A warning can be given in a classroom environment where behaviours do not represent our Character Virtues. However, it may be the case in more serious incidences that the C1-C3 steps of the consequences system are bypassed and an immediate C4 or C5 will be issued commensurate to the incident.

Action	Reason	Sanction
Verbal warning given with a reminder of expectations; this is recorded by the teacher on the board.	The 6 Character virtues underpin how we work together as an academy as part of a wider community. These link to socially acceptable expectations and prepare pupils for life beyond the academy.	C1 – Verbal Warning

2 nd warning given with a reminder of expectations and recorded by the teacher on the board.	The 6 Character virtues underpin how we work together as an academy as part of a wider community. A verbal warning has already been given as reminder of the expectations.	C2 – Verbal Warning
3 rd and final warning recorded by the teacher on the board and on Bromcom. The pupil is moved within the classroom (where possible / appropriate).	The 6 Character virtues underpin how we work together as an academy as part of a wider community. Verbal warnings have already been given but have not been positively responded to.	C3 – Logged on Bromcom
Sent to a ‘shadow’ room for the remainder of the lesson with a blue C4 detention sticker issued by the teacher and logged on Bromcom	Learning and engagement in lessons are pivotal to pupils’ success. Any disruption, defiance, refusal or lack of work will be challenged so that the learning environment is protected.	C4 – 60 minutes (Blue)
Failure to meet expectations at C4, will result in a C5 sanction for the remainder of the day followed by a subsequent full day in ‘Reflections’ being logged on Bromcom	Responding positively to warnings and changing behaviour demonstrates co-operation, respect, and responsibility. Any disruption, defiance, refusal or lack of work will be challenged so that the learning environment is protected.	C5 – Remainder of the day and full day

Where teachers and leaders notice patterns of persistent poor behaviour or regular verbal warnings, this is to be brought to the attention of the Pastoral Year Leader who will then take timely steps to address the repeated disruptive behaviour by the pupil. This may lead to a pupil being given a Subject Tracker, reporting to the Pastoral Year Leader or to the C4 or C5 sanctions room allocated.

6. Detentions

The Department for Education (DfE) Behaviour in Schools Guidance July 2022, states that teachers have authority to issue detentions to pupils, including same-day detentions and those detentions (including detention outside of school hours) can be used as a possible sanction.

Late Detentions (Red sticker)

If a pupil arrives late to the academy, that pupil will be given a detention on the next available session at the end of the day. These detentions are recorded electronically and where possible shared with pupils and parents / carers via their planner and / or a MCAS message home.

If a pupil arrives late to the academy (up to 30 minutes) a 30-minute detention is issued

If a pupil arrives late to the academy (after 30 minutes) a 60-minute detention is issued

If a pupil arrives late to lesson (up to 10 minutes) a 30-minute detention is issued

If a pupil arrives late to lesson (after 10 minutes) a 60-minute detention is issued

Academy Standards Detention (Yellow sticker)

Where pupils fall short of the expectations around the academy pupils will be issued with a standards detention sticker. Standards detentions run every night after school for 30 minutes. Where a detention is set for homework, the pupil is expected to complete the outstanding homework in the detention. These detentions are recorded electronically and where possible shared with pupils and parent / carers via their pupil planner and / or a MCAS message home.

Classroom Standards C4 Detention (Blue sticker)

As a consequence of using warnings in a lesson, failure to complete or submit homework or a significant incident warranting an immediate C4, a C4 sanction is issued to pupils with an expectation to attend a detention which are run every night after school for 60 minutes. These detentions are recorded electronically and where possible shared with pupils and parents / carers via their pupil planner and / or a MCAS message home.

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

7. Reflections – C5

For more serious breaches of academy expectations pupils may receive an immediate C5 sanction . Known as 'Reflections', this intervention can be used as a pre-suspension sanction and provides opportunity for restorative work and for pupils to have time away from mainstream lessons to reflect on their chosen behaviours. Parents / carers will be informed, and pupils will be expected to spend either a half or full day, plus an additional hour in 'Reflections' with a supervised break and lunchtime. When possible, work will be requested from the classroom teachers or access to Microsoft Teams will be granted to continue with learning and progress whilst the pupil is in 'Reflections'. If a pupil is late arriving in 'Reflections' or is absent, it is expected that they will make up the time when they return.

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

Reasons for Reflections
Part of a re-integration plan following a suspension or Step-Out.
Not attending a detention.
Truancing lessons.
Bullying.
Fighting.
Peer on peer abuse.
Theft.
Refusing to comply with reasonable requests made by academy staff.

Refusing to hand over prohibited items
Inappropriate use of technologies or Social Media.
Possession of cigarettes, lighters, matches, vapes or other smoking paraphernalia.
Risk to health & safety or breach of health and safety rules and regulations.
Use of inappropriate language such as racist, homosexual, or sexist comments.
Swearing or using foul or abusive language.
Verbal aggression towards staff.
Damage to academy property.
Damage to property of a member of the community.

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

8. Managed Placements

Occasionally a minority of pupils may repeatedly breach academy expectations or behave in a way that warrants a suspension. The academy seeks to prevent the need for suspensions where possible and as such the academy may decide to employ any of the following Managed Placements.

Step-Out.

Directing the education of the pupil for a period of time to a partner or local academy, this may include (although this list is not exhaustive):

- 1 or 2 days in a designated area;
- 6 or 12 weeks on an agreed timetable;
- A trial placement for a full transfer.

On these occasions' parents / carers will be informed and it is then the parents / carers and pupils' responsibility for the pupil to arrive at the designated academy on time, dressed in full academy uniform, equipped for learning and follow the expectations of the provider of the placement / Step-Out.

Following the successful completion of a 1 or 2 day Step-Out, parents / carers will be asked to meet with Pastoral Year Leaders on return to the academy to discuss how such sanctions can be avoided in the future. The Academy will seek to support the pupils and families with any intervention / actions deemed necessary.

Alternative Provision (AP)

This is where pupils access other provisions off the academy site. Pupils are identified for alternative provision through analysis of pupil information and progress, part of Attendance, NEET or Suspension / Permanent Exclusion processes or as part of support strategies such as Pastoral Support Plans (PSPs) or parent requests through other meetings. Each alternative provision package is unique to the pupil.

9. Partial or Reintegration Timetable

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

10. Suspension

The Trust implements fixed term exclusions which are now commonly renamed as suspensions in line with Department for Education (DfE) guidance July 2022. This guidance has been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment.

All decisions to issue a suspension are serious and only taken as a last resort where the breach of the academy behaviour policy is significant. The following are examples.

Reasons for Suspensions
Persistent or extreme defiance or disruption
Bullying
Fighting
Peer on peer abuse
Theft
Refusing to comply with reasonable requests made by academy staff
Refusing to hand over items which are not allowed in the academy.
Inappropriate use of technologies or Social Media.
Possession of cigarettes, lighters, matches, vapes or other smoking paraphernalia.
Risk to health & safety or breach of health and safety rules and regulations.
Use of inappropriate language such as racist, homosexual, or sexist comments.
Damage to academy property.
Damage to property of a member of the community.
Violence or threatening behaviour towards others.
Verbal Assault (Pupil).
Verbal Assault (Adult).
Physical Assault (Pupil).
Physical Assault (Adult).
Possession of any drugs or drug related items.
Possession of alcohol.
Making a false allegation against a member of staff.
Making a false allegation against a pupil.
Persistent or extreme expression of intolerant or extremist views.
Persistent or extreme homophobic, biphobic, transphobic, racist or sexist actions.
Sexual misconduct.
Indecent exposure.

Sexual abuse, harassment or assault.
Consumption of drugs or alcohol or being under the influence of drugs or alcohol while on academy site.
Supplying prohibited items to other pupils.
Any actions on or off site that bring the academy into disrepute.
Making comments (including on Social Media) or displaying actions that bring the academy or partners into disrepute.
Any action which seriously disrupts the smooth running of the academy, lessons or exams.
Other serious breaches of academy rules deemed serious in nature.

The Principal will decide the length of a suspension. A re-integration meeting with parents / carers and Pastoral Year Leader takes place on or prior to the first day back from the suspension.

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

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

11. Suspension Process

The process for issuing a suspension is outlined as follows:

- The academy should inform the parents / carers without delay, preferably on the day of suspension, of the specific reason for it, and the length of the suspension. Formal notification in writing may be later if the first notice is by telephone. The formal letter will set out:
 - the full circumstances of the suspension;
 - the length of the suspension;
 - the right of appeal to the Governing Body and the Local Authority (LA), and the need to inform the LA in writing of their intention to make representation.
- The Local Authority is informed of the suspension by filling in the relevant forms without delay.
- If during a fixed period of suspension further evidence comes to light, the fixed period of suspension will not be extended. Instead, a further suspension will be issued, not exceeding 15 days total in one term, or in very exceptional circumstances a permanent exclusion may be issued to begin immediately after the fixed period. The parent / carer should again, and without delay, be informed of the decision, and to their right of appeal. The LA and AEC must also be informed.

- A pupil who is suspended for a fixed period of up to 5 days should access work through Microsoft Teams. Parents / carers are responsible for ensuring that pupils remain at home or appropriately supervised up to the 6th day of suspension.
- Suspensions over 5 days in duration will be covered by the Trust's provision or in agreement with another provider and a pupil would be expected to attend.

12. Permanent Exclusion

In extreme cases the decision will be made to permanently exclude a pupil. Permanent exclusion will only be used if all reasonable steps have been taken to avoid excluding the pupil, and where allowing the pupil to stay would be seriously detrimental to the education or welfare of the pupil or others at the academy. A permanent exclusion will be pursued if a one-off serious incident occurs or a continuum of poor behaviour and failure to adhere to academy expectations.

The July 2022 DfE Guidance for Suspensions and Permanent Exclusions states:

- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
- The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and / or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

13. Serious Misbehaviour

The following are never acceptable, and the Principal could make a judgment to permanently exclude a pupil for offences which may include (not an exhaustive list):

Reasons for Permanent Exclusions
Persistent or extreme defiance or disruption.
Bullying or peer on peer abuse.
Inappropriate use of technologies or Social Media.
Risk to health & safety or breach of health and safety rules and regulations.
Damage to academy property.
Damage to property of a member of the community.
Physical Assault (Pupil).
Physical Assault (Adult).
Making a false allegation against a member of staff.
Making a false allegation against a pupil.

Persistent or extreme expression of intolerant or extremist views.
Persistent or extreme homophobic, biphobic, transphobic, racist or sexist actions.
Sexual misconduct.
Indecent exposure.
Sexual abuse, harassment or assault.
Consumption of drugs or alcohol or being under the influence of drugs or alcohol while on academy site.
Supplying drugs, alcohol or prohibited items to other pupils.
Making comments (including on social media) or displaying actions that bring the academy or partners into disrepute.
Any actions on or off site that bring the academy into disrepute.
Malicious use of the fire alarm or invacuation alarm.
Placing members of the public in significant danger or at risk of significant harm.
Placing members of the academy in significant danger or at risk of significant harm.
Any action which seriously disrupts the smooth running of the academy, lessons or exams.
Other serious breaches of academy rules deemed serious in nature.

Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- Promoting, among pupils, self-discipline, and proper regard for authority,
- Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- Securing that the standard of behaviour of pupils is acceptable,
- Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- Otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

14. Permanent Exclusion Process

The parent / carer should be informed without delay, in writing, of the specific reason for the exclusion. The detailed notification may be in a follow-up letter:

- Within 15 days, and more quickly if possible, giving details of previous warnings, suspensions, or other disciplinary measures taken, prior to permanent exclusion;
- Containing details of the events surrounding the exclusion;
- Giving information to the parent / carer about their rights, including to have access to curricular information on the pupil, and to request other educational information from the Governors.

Further procedures will be as follows:

- The LA must be informed at once and by completion of the relevant form. This enables it to react within 20 school days from notification. Part B of this form must be sent to parents / carers at the same time it is sent to the LA, within 5 days of the exclusion;
- The AEC must be informed immediately, so that it can meet within 15 days to consider the exclusion and any representation. If it does not meet the LA will consider the case without its comments.

15. Discipline Beyond the Academy Gate

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

If a member of the public, academy staff, parent / carer or pupil reports criminal behaviour, antisocial behaviour or a serious incident to an academy member of staff the Principal or a senior leader must be informed. Where necessary the police may be informed. In addition, if the Principal or senior leader considers that the behaviour is linked to a child suffering or being likely to suffer significant harm the academy's Safeguarding Policy will be followed.

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

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

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

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

16. Mobile Phone and SMART Device Etiquette

"Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning." – Behaviour in Schools DfE July 2022.

Mobile phones and devices such as Smart watches and tablets should not be seen or heard anywhere in the academy unless in a lesson at the specific direction of the teacher, for the purposes of learning.

Pupils who require the use of a mobile device to monitor any medical issues should seek authorisation for exemption.

Any pupils found in breach of mobile phone and SMART Device etiquette, will have their device confiscated until the end of the day and a detention for 30 minutes will be issued. Failure or refusal to hand over the item will result in an immediate C5.

17. Screening, Searching and Confiscation

The academy exercises the right to screen, search and confiscate items prohibited in accordance with the DfE guidance '[Screening, Searching and Confiscation - Advice for Schools](#)' July 2022

School staff can confiscate, retain, or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

The key points from the guidance include:

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The academy reserves the right to sanction for refusal to comply with a search and is permitted to contact external agencies for support and guidance.

Principals, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons, 3-D printed weapons or anything that can be regarded as a weapon into the academy e.g. a blade, air gun, BB gun, hammer, sharpened object, etc;
- Alcohol;
- Illegal or prescription drugs;
- Stolen items;
- Cigarettes, lighters, matches, vapes or other smoking paraphernalia;
- Fireworks or explosive items;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence;
- Any article that the member of staff reasonably suspects to cause personal injury to, or damage to the property of, any person (including the pupil);
- Any item listed in a specific Risk Assessment for an individual pupil.

Authorised staff can also search for any specific prohibited items which have been identified as part of a pupil risk assessment.

In addition to the practice identified in the DfE guidance, Accord Multi Academy Trust Academies also ban the following items and as a result are able to search pupils for them:

- Any item brought into the academy with the intention of the item being sold or passed on to other pupils which, in the Principal's opinion will cause disruption to the academy or be detrimental to academy practice.

When searching, the guidance is that:

- The member of staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched;
- There is a limited exception to this rule. A member of staff can carry out a search of a pupil of the opposite sex to them and / or without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. Any member of staff can carry out a search of a pupil who does not identify with a specific gender;
- The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed;
- The parent / carer should be informed of the outcome of the search.

Confiscation

The academy's general power to discipline, as set out in the DfE guidance "[searching, screening and confiscation advice for Principals/ Headteachers, school staff and governing bodies January 2018](#)" enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

Staff should hand the confiscated item to the relevant member of staff, reception, etc., as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e., drugs must be brought to the attention of a senior member of staff immediately.

The academy reserves the right to sanction a pupil for refusal to comply with a confiscation and is permitted to contact external agencies for support and guidance.

Where appropriate, items confiscated by the academy can be collected by the parent / carers. These items will be returned to parents / carers at the end of the academy day or a subsequent day (please note that reception closes at 4pm Monday to Thursday and 3.30pm on Fridays). Items deemed inappropriate for return will be disposed of.

The Principal will use their discretion to confiscate, retain and / or destroy any item found as a result:

- Where alcohol has been confiscated, the academy will retain or dispose of it. This means that the academy can dispose of alcohol as they think appropriate (or return it to a parent / carer but this should not include returning it to the pupil).
- Where the academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there a good reason is to do so.
- Where the academy finds other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers and vape devices or liquids they may retain or dispose of them. As with alcohol, this means that the academy can dispose of tobacco or cigarette papers and vape devices or liquids as they think appropriate, but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e., it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item, which is banned under the academy rules they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the academy carries out its own investigation.

Screening

Schools and academies have a statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening if required.

Any member of academy staff can screen pupils if this course of action is required.

18. Use of Reasonable Force

Please refer to the DfE guidance '[Use of reasonable force - Advice for Principals / Headteachers, staff and governing bodies](#)'.

In accordance with the DfE guidance and the academy 'Reasonable Restraint' Policy:

- The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers, cover staff or parents / carers accompanying pupils on an academy organised visit.