CONSILIUM ACADEMIES

Behaviour

Policy

2026

EXCELLENCE AND EQUITY WITH INTEGRITY

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Consilium Academies

Introduction: 3
Aims: 3
The behaviour curriculum: 4
Student Expectations: 4
Student responsibilities: 5
Parental Expectations: 5
Legislation and Statutory Guidance: 5
Recognition and rewards: 6
Responding to poor behaviour: 6
Removal from classrooms: 7
Detention: 8
Improving student behaviour 8
Special educational needs and disabilities (SEND) 9
Suspension and Permanent Exclusion 9
Breaches of the behaviour policy: 10
Behaviour beyond the school gate 11
Abuse and threatening behaviour towards staff 11
Suspensions 11
Permanent Exclusion 12
Duty to inform parents 12
Screening, Searching and confiscation 13
Confiscation 13
Banned items 13
Valuable Items 14
Bullying and Anti-social behaviour 15
Use of reasonable force 15
Monitoring and Evaluation 15

Introduction:

At Consilium, we recognise that educators play a vital role in shaping confident, successful, and well-rounded young adults. We are committed to creating a culture where every member of the academy community feels valued, respected, and supported. This policy sets out the principles and practices that underpin our approach to behaviour across all our academies.

This policy provides a common framework for behaviour across all Consilium academies, including alternative provision (AP) settings. While the core principles remain the same, our AP academies apply these principles in ways that are tailored to meet the individual needs of their students.

Each academy will include local adaptations to the behaviour policy to reflect context-specific practices. These adaptations are aligned with our Trust-wide principles and developed through ongoing evaluation and collaboration.

Aims:

Our specific aims are to ensure that every child in our care enjoys school, where they are learning and developing in an environment that is safe, where they are valued and treated fairly giving them a strong sense of belonging, and where they are tolerant and respectful towards others.

At Consilium, we are committed to fostering an environment where young people are empowered to make positive choices. We believe this is best achieved through a culture led by caring professionals who consistently reinforce, recognise, and reward positive behaviour. Alongside encouragement, it is equally important that staff provide clear, direct guidance when behaviour falls short of expectations or presents a risk to the individual or others.

Recognising that students spend only a limited portion of their time in our academies, we understand the critical importance of instilling confidence, resilience, and a strong sense of self-worth. To support this, we advocate for a whole-academy cultural approach that integrates behavioural expectations across the curriculum, leadership, and everyday academy life.

When this approach is applied consistently it nurtures thoughtful, compassionate and empathetic individuals who are prepared for life beyond academy to thrive as citizens in the wider world

Consilium's Specific Aims Are to:

- Prioritise the safety, wellbeing and dignity of all students, staff, and the wider community.
- Provide clear, consistent guidance to staff, students, and families regarding the behaviour we expect across our academies.
- Teach students to respect and care for themselves, others, and their environment, both within and beyond the academy community.
- Actively promote and uphold behavioural standards, ensuring these are understood and embraced by all.
- Apply rewards and sanctions in a way that is fair, proportionate and effective, supporting learning and growth.
- Embed and promote fundamental British values, such as democracy, the rule of law, and mutual respect.
- Support students to develop positive character, attitudes and dispositions that prepare them for life beyond academy.
- Foster self-awareness, self-regulation and personal accountability in all students.
- Clearly distinguish between minor and serious behavioural issues, ensuring appropriate and consistent responses.
- Provide students with meaningful opportunities to take responsibility and make a valuable contribution to academy and community life.

Consilium recognises that, despite positive encouragement and clear expectations, some students may occasionally make choices that disrupt their own learning or that of others. In such cases, a range of carefully considered strategies will be implemented to support positive behavioural change. These strategies are designed to help students understand the impact of their behaviour, re-engage with their learning, and ensure that all students can learn in a safe, respectful environment.

Where necessary, appropriate action will be taken to prevent the behaviour of a small number of individuals from negatively impacting the wider academy community. Our priority is to safeguard the wellbeing of all and to maintain a learning environment where every student can succeed.

Consilium academies have access to a broad range of responses and interventions, which may include (but are not limited to): detentions, internal or external withdrawal from the academy community, restorative approaches, suspensions, behaviour and inclusion panels, local authority fair access panels, offsite directions between academies, placement in alternative provision, or, where unavoidable, permanent exclusion.

The behaviour curriculum:

Our academies behaviour curriculum includes:

- The values and expectations of the academy;
- An understanding of British values, why they are important and what they look like in practice;
- What appropriate behaviour looks like;
- What behaviours are not acceptable;
- What positive reinforcements will be used to encourage excellent behaviour;
- What sanctions will be used where rules are broken;
- The key habits and routines required in academy.

Repeated practices will be used to promote the values of the academy, behavioural expectations, and communicate certainty on the consequences of unacceptable behaviour.

Any aspect of behaviour expected from students will, wherever possible, be part of a commonly understood routine, simple for everyone to understand and follow.

Adjustments will be proactively made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet behavioural expectations. These adjustments may be temporary.

A 'reasonable adjustment' means that some students need additional support for their development, wellbeing and to ensure that they meet the high expectations required of all students. The academy will consider, in line with the requirements of the Equality Act 2010, making reasonable adjustments for students with special educational needs and disabilities where it is deemed appropriate. A range of factors that influence the reasonableness of an adjustment will be considered in any specific case including, for example, (but not limited to) the impact on other students, the resources of the academy, health and safety requirements and the effectiveness of the adjustment.

Where students do not meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not also be applied, alongside learning and support.

Student Expectations:

- Arrive in the academy and at lessons punctually and be prepared to learn. have the correct equipment for lessons; such as planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, and a suitable bag to carry books and any equipment needed during the school day;
- engage actively and positively in lessons and work hard; listen actively and respectfully to other people when they are speaking; present their work to the best of their ability;
- demonstrate respect for others in their general speech;
- wear the academy uniform correctly.
- be polite, courteous and respectful to everyone in the academy. They are also expected to comply with reasonable requests or instructions made by staff at the first time of asking. These expectations extend to their journey to and from the academy.
- have regard for their own safety and that of others.
- leave promptly at the end of the day unless engaged in wider activities.

- not to be on site any earlier than 30 minutes before the start of the school Day, unless attending a breakfast club or appropriate activity
- treat adults and other students with respect, kindness and dignity; be polite, courteous and respectful to everyone in the academy. These expectations extend to their journey to and from the academy.

Student responsibilities:

- Contributing to a culture of calm, safe, supportive learning where everyone is treated with dignity, kindness and respect;
- Ensuring they are aware of the academy behaviour standards, expectations, pastoral support, and consequence processes;
- Following the behaviour policy and upholding the academy rules;
- Feeding back in a respectful, constructive manner about their experience of behaviour and providing feedback on the academy's behaviour culture;
- Taking responsibility for their own conduct and the welfare of others in the academy community.

Parental Expectations:

- Parents/ carers are asked to support their children to make positive choices by signing the academy home school agreement which includes but is not exhaustive of agreeing to:
- Getting to know the academy's behaviour policy and, where possible, taking part in the life of the academy and its culture by supporting and co-operating with the academy and its policies;
- Inform the academy of problems and concerns and in partnership try to solve them; Updating the academy with any information that may affect a student's ability to follow the academy rules and expectations or impact on their mental or physical health and wellbeing.
- provide a suitable environment for the completion of homework and ensure that homework is completed;
- ensure full attendance and punctuality;
- not take holidays in term time as these will not be authorised
- ensure a student is appropriately presented, dressed and equipped for the Academy in accordance with academy policy, procedures and requirements
- attend parent/carer interviews and appropriate meetings;
- support the academy rules about behaviour in our academies
- Supporting the academy's behaviour policy and reinforcing it at home as appropriate; and where necessary, take appropriate actions or sanctions with their child to support staff at the academy.
- Where a parent has a concern about management of behaviour, they should raise this directly with the academy while continuing to work in partnership with them;

Where parents have a concern, they are asked to follow the complaints policy.

Legislation and Statutory Guidance:

Relevant Legislation:

- Equalities Act 2010
- Sections 90 & 91 of the Education and Inspections Act 2006 detailing the general power to discipline
- Section 94 of the Education and Inspections Act 2006 detailing powers of confiscation
- Education Act 2002.

This policy is also based on advice and guidance, contained in the following documents from the Department for Education (DfE) – referring to the most up-to-date version of each document:

- Behaviour in schools: advice for headteachers and academy staff
- Suspension and Permanent Exclusions
- Keeping Children Safe in Education (KCSIE)

- Working Together to Safeguard Children
- Searching, screening and confiscation: advice for schools
- Equality Act 2010: advice for schools
- Use of reasonable force in schools
- Supporting students with medical conditions at academy
- Special Educational Needs and Disability (SEND) code of practice 0-25 years
- Exclusion from maintained schools, academies, and student referral units: A guide for those with legal responsibility for exclusion, September 2017
- Section 52 of the Education Act 2002, as amended by the Education Act 2011.
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012 In addition, the policy is based on: Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded students
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014

This policy complies with our funding agreement and Articles of Association.

Recognition and rewards:

Wherever possible academy staff should seek out opportunities for praise and reasons to encourage this is critical in setting the culture in our academies

We aim to use positive reinforcements and rewards for efforts and achievements both within and outside the academy, clearly and fairly, to reinforce the routines, expectations, and norms of the academy's behaviour culture. Examples of rewards may include but are not exhaustive of:

- verbal praise;
- written praise;
- communicating praise to parents as appropriate
- reward points, prizes or merits;
- certificates, prize ceremonies and special assemblies;
- positions of responsibility (such as prefect status or being entrusted with a particular decision or project);
- whole-class or year group rewards (such as a popular activity, trip or privilege).

Responding to poor behaviour:

Sometimes a student's behaviour will be unacceptable, and students need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

- The first priority with any issue is to ensure the safety of students and staff and to restore a calm environment.
- De-escalation techniques should be used to help prevent further behaviour issues arising and recurring.

Responses are used by the academy to achieve one or more of the following three outcomes:

Prevention: Consequences can often serve as effective measures to discourage students from engaging in undesirable behaviour.

Wellbeing: Ensuring the welfare of students is a fundamental responsibility of all staff members. Protective actions, such as removing a student from a classroom, are typically implemented after evaluating potential risks.

Development: Helping students comprehend and meet the behavioural expectations of the academy, while re-establishing their involvement in productive learning. Students may push limits, struggle with emotional regulation, or misunderstand the rules. Whenever feasible and suitable, students are guided to recognise and adhere to the expectations. This can be done through consequences, constructive discussions, or focused support from pastoral teams.

In order to ensure that all students – including those with protected characteristics and students with special educational needs and/or disabilities (SEND) – are given every opportunity to be successful and thrive, staff will carefully consider the use of sanctions, ensuring that they:

- are proportionate, reasonable and fair;
- are constructive in promoting excellent behaviour in line with our values;
- take account of the potential for a student's unmet educational or other need.

Where possible, we will remind students about behaviour expectations and potential sanctions and consequences if the behaviour is not remedied. In instances of more extreme or unsafe poor behaviour this will not always be possible.

Examples of sanctions may include but are not exhaustive of:

- a verbal reminder of the expectations of behaviour;
- a verbal warning setting out the consequence of poor behaviour;
- loss of privileges – for instance, the loss of a responsibility; removal from a trip or visit
- detention;
- academy based community service, such as tidying a classroom;
- regular reporting including early morning reporting to staff after being placed 'on report' for behaviour monitoring;
- internal community exclusion (ICE)
- suspension; and in the most serious of circumstances, permanent exclusion.

Removal from classrooms:

Removal is where a student, for serious disciplinary reasons, is required to spend a period of time out of the classroom that allows for continuation of the student's education in a supervised setting.

The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the student and will be located in a suitable place to learn and refocus.

Removal is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal will only be used for the following reasons:

- to maintain the safety of all students and to restore stability following an unreasonably level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment;
- to allow the student to regain calm in a safe space.

Removal should be distinguished from the use of wider inclusion spaces that are used for non-disciplinary reasons. For instance, where a student is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. Or a student has access to wider learning provision as part of their individual education plan

We will make every effort to inform parents on the same day if their child has been removed from the classroom.

Academies will determine the length of time a student is removed from a lesson, based on the specific circumstances. This should always be kept to a minimum, as far as possible, and students will have access to continuity of curriculum and learning during this time.

When dealing with individual removal cases, staff will:

- Consider whether the sanction is proportionate, the age of the student and whether there are any relevant special considerations such as special educational needs or disability (SEND). This should include considering where there may be an unidentified unmet SEND need.
- Consider whether any assessment of underlying factors of disruptive behaviour is needed;
- Where possible, facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- Ensure that students are never locked in the room of their removal.

- If a student has a social worker, including if they have a child in need plan, a child protection plan or are looked-after, notify their social worker. If the student is looked-after, ensure their personal education plan is appropriately reviewed and amended and notify their virtual academy head.
- Consider whether the sanction is proportionate, the age of the student and whether there are any relevant special considerations such as SEND. Where necessary reasonable adjustments should be made to support these students

Detention:

Detentions are supervised by a member of academy staff and may be issued on the same day as the poor behaviour.

Parents will be notified as soon as reasonably possible of the issuing of a detention.

Staff will take into consideration whether the sanction is proportionate, the age of the student and whether there are any relevant special considerations such as SEND, and whether suitable travel arrangements cannot be reasonably made irrespective of inconvenience to the parents.

Improving student behaviour

A range of strategies can be used to improve student behaviour; this may vary depending on the context of the academy. Examples include those below, but this is not exhaustive and will be bespoke to the needs of the individual

Wave 1 *What every child can expect from the academy*	**Wave 2** *Targeted support*	**Wave 3** *Personalised/Individualised Longterm interventions and those students who may have a statement of special educational needs or be under assessment for additional support*
- A consistent, fair and appropriate response to behaviour for learning - An Inclusion Policy - Equality Objectives Accessibility Plan - An ADP which outlines current and future developments for all staff and students - Transition Plan - An accessible curriculum for all learners - Quality first Teaching	Where appropriate, we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means that some students need additional support to ensure that they meet the high expectations that we have for all of our students.	Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy will consider what appropriate steps are needed to address this concern.
Disciplinary Panel – escalating cause for concern	Trust Disciplinary Panel/ 15-day review– in line with exclusion guidance process or further escalating concerns	Meeting with Principal or appropriate senior staff
Re-integration meeting – discuss incident and how to avoid escalation in future.	Meeting with SLT member or an appropriate member of staff - discuss concerns and explore support strategies.	Report Card – A variety of reports which are monitored and reviewed by a member of staff in consultation with teachers and parents. These may be used when an improvement in students' attitude, behaviour, homework or organisational skills is required and where appropriate will focus on positive reinforcement
Monitor data	IEP - curriculum adjustment to include a review of curriculum and banding Consider change of class /group	IEP in place - Personalised timetable as appropriate and reviewed at appropriate points
Detentions/interventions	Discussion with SENDCO where appropriate	Referral for specialist support where appropriate

Telephone call home – consider what will have most impact. Weekly / daily etc	Reasonable adjustments	Offsite Direction Managed move
Academy to home communication via the student planner	Staff spotlight meeting – focussed on what works well, strategies for intervention and sharing good practice.	Respite package to another academy where appropriate
	Access to internal alternative provision	Each individual academy may use other additional provision, depending on the resources available, to support a student's ability to access their learning, this includes, but isn't limited to, small group work, additional adult support, support of external agencies and programmes etc
	Student profile – one page written with student (student passport)	Alternative Provision (external providers) - Where an assessment is made which determines that a student may require more specialist provision, a referral will be made to appropriate providers. When we do this, we ensure that the setting is safe and adheres to the statutory guidance. We only take this decision if it is in the student's best interest.

Special educational needs and disabilities (SEND)

Our culture of conduct is designed to consistently uphold the highest standards of behaviour, while ensuring that all students—including those with Special Educational Needs and Disabilities (SEND)—receive the necessary support to achieve their full potential and thrive both within and beyond the classroom.

The SEND Code of Practice outlines the concept of "reasonable steps" in relation to the provision of education and support for children and young people with Special Educational Needs and Disabilities (SEND). These "reasonable steps" are a key part of the Equality Act duty to make reasonable adjustments, ensuring disabled children and young people are not at a substantial disadvantage compared to their peers.

Where a student has an Education Health Care Plan (EHCP), it is recognised that a student MAY need some reasonable steps to be put into place to further support the student with meeting the expectations set out in the behaviour policy. It may also be necessary to put such reasonable steps in place during the interim period when an Academy is currently supporting an application for an EHCP (up to 20-week timescale). Wherever possible "Reasonable adjustments" should be noted. This does not mean we lower our expectations; however, some behaviours can be associated with particular types of SEND. Students' behaviour will be considered in relation to this, although it does not follow that every incident of poor behaviour will be connected to a student's SEND.

Suspension and Permanent Exclusion

We follow the guidance from the Department for Education (DfE) on school suspensions and permanent exclusions.

All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Principals can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-academy sanctions, support and interventions.

Suspensions and permanent exclusions will only be used as a last resort, and:

- in response to a serious breach or persistent breaches of the Trust's behaviour policy, and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or students in the school

Any decision to suspend or permanently exclude a pupil will be made when it would be lawful, reasonable and procedurally fair.

When establishing the facts in relation to a suspension or permanent exclusion decision the principal must apply the civil standard of proof ('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 principal should accept that something happened if it is more likely that it happened than that it did not happen.

Wherever possible, we will ensure the student's potential unmet educational and other needs have been explored and will actively avoid policies and practices that discriminate against students by unfairly increasing their risk of suspension.

If a principal suspends or permanently excludes a student in social care or a looked after child (LAC), they will, without delay, notify the social worker and the virtual school head, if a student has one. These individuals should also be invited to attend any panel review meetings.

Breaches of the behaviour policy:

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious.

No policy can cover every circumstance, and each case will be judged on its merits. The following list provides examples of what may constitute a breach (inside or outside of the academy).

Students' behaviour outside of the academy can be considered as grounds for suspension.

The following are examples, but the list is not exhaustive:

- Repeated removal from lessons for persistent breaches of the academy's code of conduct;
- Serious violence, actual or threatened, against a student or member of staff;
- Bringing onto academy premises or being found in possession of anything that constitutes an offensive weapon, banned item or illegal or banned substance;
- Bullying/cyberbullying or other harmful online behaviour;
- Sexually inappropriate behaviour, sexual abuse or assault;
- Threatening others physically or verbally;
- Deliberate involvement in or instigation of conflict;
- Verbal aggressiveness towards a peer or adult;
- Failure to follow instructions from staff;
- Stealing;
- Knowingly possessing stolen property;
- Vandalism and destruction of property;
- Consistently disrupting learning;
- Endangering others through deliberate behaviour;
- Smoking (including shisha pens or e-cigarettes) or drinking alcohol, using or distributing drugs or other illegal or banned substances;
- Cheating in a test or exam;
- Wearing, displaying or graffiti of 'gang' affiliated items and phrases;
- Or any other one-off behaviour event considered by the principal to be exceptionally serious.

Behaviour beyond the school gate

We believe that developing strong personal and social skills is essential for young people to lead fulfilling and successful lives as adults. As such, we expect all individuals to demonstrate respectful and responsible behaviour both within and outside of our organisation.

This expectation extends to their conduct while travelling to and from our premises, as well as during any off-site activities.

If an individual's actions are deemed to bring the organisation into disrepute—whether during working hours or outside them, on or off the premises—or if their behaviour outside the premises is considered to pose a risk to the safety and wellbeing of others or disrupt the organisation's operations, we reserve the right to apply appropriate disciplinary measures in accordance with our policy

Abuse and threatening behaviour towards staff

The academy has a duty of care to its staff as well as its students. Incidents of abuse, harassment and threatening behaviour will at all times be taken seriously whether these occur in or out of school. Targeting of staff through electronic modes of communication including the use of social media will also be taken seriously. In serious cases these may lead to permanent exclusion.

At Consilium academies, we are committed to ensuring a safe and respectful environment for all staff, students, and parents. We believe that everyone has the right to interact with the school community without fear of abuse, intimidation, or harassment.

In line with Section 157 (Banning Orders), we have a zero-tolerance policy towards any form of abusive behaviour, including verbal, physical, or emotional abuse. This applies to all interactions with staff, students, and other parents.

If any parent or visitor is found to be abusive, they may be issued with a Banning Order, which may prevent them from accessing academy premises or participating in school activities. This measure is in place to protect the safety and wellbeing of all individuals within the school community.

Parents who experience or witness any form of abuse are encouraged to report it to academy leadership immediately. We take all concerns seriously and will take appropriate action to ensure a safe and supportive environment for everyone.

Suspensions

The maximum number of suspension days per academic year is 45.

If a student incurs 15 days or more of suspension in a term, this will trigger a referral to the pupil disciplinary committee (PDC) for review

A suspension cannot be extended or converted into a permanent exclusion.

However, in exceptional cases (for example, if new evidence comes to light), a new suspension (or, if appropriate, based on the evidence, a permanent exclusion) can start at the end of the preceding suspension.

If a student is suspended for part of the academy day (for example, at lunch time) this will be recorded as half a day's suspension.

Where students have multiple suspensions, or the 45-day limit is being approached, it could be that the sanction of suspension is not effective in helping a student to behave well. In these cases, we will explore different ways of supporting a student to behave well.

Whilst a suspension may still be an appropriate sanction, the principal should take account of any contributing factors or mitigating circumstances that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, mental health issues or has been subject to bullying or provocation.

Work should be set for students. We will take all reasonable steps to provide work in the first five days of a suspension using our high-quality virtual learning platform and resources.

The principal may also consider other alternatives to a suspension

The academy recognises the need to keep suspensions short wherever possible. It is therefore anticipated that suspensions would not exceed 5 days fixed term

Permanent Exclusion

A decision to exclude a student permanently should only be taken:

- in response to serious or persistent breaches of the behaviour policy; and
- where allowing the student to remain in the school would seriously harm the education or welfare of the students or others in the school

The principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence.

These offences might include:

- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- sexual harassment, sexual violence or sexual misconduct;
- supplying an illegal drug or medicines;
- possession of an illegal drug with intent to supply;
- carrying an offensive weapon and / or weapon of offence*
- bringing onto academy premises or being found in possession of anything that constitutes an offensive weapon, banned item or illegal substance;
- making a malicious serious false allegation against a member of staff;
- potentially placing members of the academy community or wider public in significant danger or at risk of significant harm.
- Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network or do harm to others
- Persistent disruption and defiance such as repeated verbal abuse of staff
- Deliberate activation of the fire alarm without good intent

This list is not exhaustive but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

* In addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and / or weapon of offence and should not be brought into the Academy. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons and / or weapons of offence. Other types of offensive weapons or weapons of offence will include lengths of pipe, bats, other blunt instruments, or any items judged to be carried with the intention to do harm to others or inflict injury on another individual – this would include blades removed from pencil sharpeners, etc. But it is not exhaustive.

In cases where a principal has permanently excluded a student for:

- one of the above offences; or
- persistent disruption and defiance including bullying (which could include racist or homophobic bullying but is not exhaustive of, or repeated possession and/or use of an illegal drug or drug paraphernalia on academy premises.

The decision on whether to exclude is for the principal to take. Where practical, the principal should give the student the opportunity to present their case before making the decision to exclude.

Duty to inform parents

Whenever a principal suspends or permanently excludes a student they must, without delay, notify parents or the excluded student (if they are 18 years or older) of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, after their decision, provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the governing board and how the student may be involved in this;
- parents' (or an excluded student if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider whether the student should be reinstated, that parents or an excluded student (if they are 18 years or older) have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Where a suspended or permanently excluded student is of compulsory academy age the principal must also notify the student's parents of the days on which they must ensure that the student is not present in a public place at any time during academy hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.

Screening, Searching and confiscation

Please refer to the DFE guidance Searching, Screening and Confiscation Advice for schools

Ensuring academy staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps academies establish an environment where everyone is safe.

Principals and staff, they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed in paragraph 31 of the guidance or any other item that the academy rules identify as an item which may be searched for. This may include but is not exhaustive of; Any item brought into the academy with the intention of the item being sold or passed on to other students which, in the principal's opinion will cause disruption to the academy or be detrimental to academy practice or the day to day running of the academy day.

Confiscation

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.

The academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Staff should hand the confiscated item to the relevant member of support 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 student and the member of staff's name.

Staff must not give the confiscated item to another student 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.

Banned items

Banned items include:

- Aerosol or other 'atomising' sprays
- Chewing Gum
- Cigarettes, e-cigarettes, vapes, matches and lighters
- Energy drinks
- Large bottles of fizzy drink

- Marker pens or indelible markers
- Laser pens
- Mobile phones if seen, heard or used on academy premises (during academy hours) and should be switched off and out of sight
- Electronic equipment
- Any device or media that is reasonably suspected of being used to access pornographic images
- Any item brought into the academy with the intention of being sold or passed on to other students which, in the principal's opinion, will cause disruption or be detrimental to students' safety, wellbeing, the learning environment or the running and operating of the academy.

This list is not exhaustive, and the academy reserves the right to ban other items over time.

In addition to the above list, the DfE gives Principals the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

"Prohibited items", which may also be searched for and confiscated, may include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images (also see Child Protection Safeguarding policy here)
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the academy rules which has been identified in the rules as an item which may be searched for (i.e. 'banned items' above).

Valuable Items

Electronic equipment, jewellery and other expensive items will be confiscated and held by the academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the academy reserves the right to destroy the item.

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 student).

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 is a good reason to do so.

Items confiscated by the academy can be collected by parent/carers except where the academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters.

Where other substances which are not believed to be controlled drugs are found, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include legal highs.

Where staff suspect a substance may be controlled, they will treat them as controlled drugs as outlined above.

Where tobacco or cigarette papers are found they may retain or dispose of them. As with alcohol, this means that academy can dispose of tobacco or cigarette papers as they think appropriate, but this will not include returning them to the student.

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 they may retain or dispose of them. As with alcohol, this means that the academy can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a member of staff finds a pornographic image, (see Child Protection Safeguarding policy here)

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 take into account 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.

Where it is appropriate to return an item to a student, they can collect items at the end of the day except for mobile phones which must be collected by parents after the second incident.

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

Bullying and Anti-social behaviour

Bullying is taken extremely seriously, will not be tolerated, and must be addressed both pro-actively and responsively when it occurs. It has negative life-long implications for perpetrators and victims. Please refer to the academy Anti-Bullying Policy.

Incidents of anti-social behaviour and bullying should always be prioritised and dealt with as swiftly as possible

Use of reasonable force

Guidance, which should be read by all academy staff, is provided from the DfE at https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the academy or among students.

Principals and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the academy rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Monitoring and Evaluation

Behavioural data will be systematically reviewed and analysed on a regular basis, at least once per term, to track incidents such as disruptive behaviour, classroom removals, suspensions, and exclusions. This ongoing analysis aims to identify recurring trends and assess the overall effectiveness of our behavioural strategies.

Decisions based on this data will guide whether students might benefit from additional support, including alternative behavioural approaches, a pastoral review, or consultation with the Special Educational Needs Coordinator (SENCo) and the SEND team. If necessary, assessments will be conducted to identify any unmet needs related to Special Educational Needs and Disabilities (SEND).

Additionally, the data will be examined for any patterns that may indicate a disproportionate impact on students with protected characteristics. This is to ensure that our policies and practices are fair and equitable for all pupils.