School Behaviour and Rewards Policy (incl. Suspensions & Exclusions)

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Monitoring & Review	Education – Annually	

Contents

1 Introduction 2
2 Aims and Objectives 3
3 Application of Policy 3
4 Roles and Responsibilities 4
5 Rewards 8
6 Sanctions 8
7 Students with Special Educational Needs and/or Disabilities 12
8 Investigating Incidents 13
9 Search, seizure, and confiscation 14
10 Use of mobile phones 16
11 Restrictive interventions including use of reasonable force 17
12 Bullying 22
13 Child-on-Child Abuse 24
14 Complaints 24
15 School behaviour procedure – *City Academy* 24

1 Introduction

1.1 CORE Education Trust ("the Trust's") behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its schools. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate.

1.2 This policy outlines the high behavioural standards the Trust expects from all our students, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust's anti-bullying policy, code of conduct, SEND and safeguarding and child protection policy, all of which can be found on the Trust's website. It will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

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

- promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment.
- maximise the quality of the learning experience for all students enabling everyone to learn effectively.
- enable students to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour.
- ensure every member of the Trust community feels valued, respected, and treated fairly.
- provide an ethos and environment within which everyone feels safe.
- foster discipline and mutual respect between students and their peers, and between staff and students.
- raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the Trust community. Each school within the Trust uses ClassCharts to track and monitor student behaviour and inform parents/carers about student behaviour. Each school within the Trust will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

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

3.2.1 whether the student is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a student at the school at the time of the poor behaviour; and/or

3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the school and/or Trust.

4 Roles and Responsibilities

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

4.1 Board of Trustees

The Board of Trustees has overall responsibility for setting the organisational culture, ethos and core values of the Trust, and this behaviour policy promotes the high standards of behaviour expected in line with this ethos.

The Trustees will hold the CEO, Executive Team and Headteachers to account for the implementation of this Behaviour Policy. Trustees will ensure that they and local governors receive relevant training on suspensions, exclusions, behaviour, and discipline at least every two years.

4.2 The Chief Executive Officer and Executive Team

The CEO and Executive Team will ensure that this Behaviour Policy is applied consistently across the schools within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for students requiring additional support. They will ensure that senior

staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Governing Body

The Local Governing Body in each school will review and monitor the application and implementation of this policy by receiving regular standardised reports from the school Headteacher. Local governors will scrutinise relevant data, review relevant suspension and permanent exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. Local governors will ensure they receive relevant training on suspensions and permanent exclusions and information about positive behaviour strategies.

4.4 Headteacher

Each school Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- communicate the contents of this policy to all students and parents/carers to ensure that the Trust's expectations are transparent to all students and parents/carers, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this in assemblies, as part of PHSE, and discussed as part of student induction to the school.

- apply this policy fairly, consistently, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable students may face.

- make reasonable adjustments for disabled students as required.

- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need.

- model positive behaviour.

- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour.
- challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.
- record incidents of poor behaviour and any given sanctions in the student's behavioural log on ClassCharts.
- provide praise, rewards and reinforce positive behaviour.
- deal with incidents of bullying, discrimination, aggression, and derogatory language quickly and effectively.
- focus on de-escalation and preventative strategies rather than being solely reactive.
- consider the welfare of the whole Trust community and ensure that most of the students' education is not jeopardised by the disruptive behaviour of a minority of students.
- contribute to the development of systems which support and reinforce positive behaviour.
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need.
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
    - more frequent engagement with parents/carers.
    - home visits.
    - mentoring and coaching.
    - report cards.
    - engaging with local partners and agencies to address specific challenges.
    - consideration of whether a multi-agency assessment such [as early help or Education Health and Care Plan] is required; and/or

- designing an Individual Behaviour Plan and/or Pastoral Support Plan with set targets and support strategies embedded within.

- contact parents/carers if there is a problem with attendance, punctuality, or equipment and about any concerns or problems that affect their child's work or behaviour.

- set, mark and monitor homework and provide facilities for children to do homework in the school if required.

- send parents/carers an annual written report on their child's progress and arrange Parents/carers' Evenings during which progress will be discussed; and

- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents/Carers

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

- support the school in the application and enforcement of this policy.

- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour.

- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped.

- work with the school in support of their child's learning.

- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place.

- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy).

- support their child in homework and other opportunities for home learning.

- attend Parents/carers' Evenings and discussions about their child's progress, if reasonably possible; and

- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a

public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Students

The rights and responsibilities of students are set out at the Annex to this policy along with a list of the school rules to which all students must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Students are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Our schools have a reward system which is based on the four CORE Values. The approach to rewards will be clearly set out in the Behaviour Procedures information for each school.

6 Sanctions

6.1 Where a student's conduct falls below the standard which could reasonably be expected of them the priority will be to ensure the safety or students and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. school will impose sanctions (also known as 'disciplinary penalties') in response to student misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student's age, any special educational needs or disability and any religious requirements.

6.2 The level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions may include:

- verbal reprimand.
- requiring a written apology.
- confiscation of a student's property.
- extra work or repeating unsatisfactory work until it meets the required standard.

- school-based community contributions – such as picking up litter; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.

- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom.

- removal from a class or groups.

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- detention during the school day, for punctuality (up to a maximum of 20 minutes)

- detention after normal school hours (up to a maximum of 60 minutes) regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.

- education off-site for a designated period.

- suspension or permanent exclusion.

6.3 School staff aim to work in cooperation with parents/carers to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents/carers, and the Virtual School Head for looked after children, regarding students behaviour when necessary. When a sanction is imposed, parents/carers will be informed in writing.

6.4 The school encourages restorative justice and students are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

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

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

- verbal abuse to staff and others.
- verbal abuse to students.
- physical abuse to/attack on staff.
- physical abuse to/attack on students.
- any form of bullying (to the extent not covered above).
- indecent behaviour.
- damage to property.
- gambling on school property.
- recording or taking images of students or staff without their express consent.
- consuming, carrying, supplying, or misusing of illegal drugs and alcohol and other substances including “legal highs”.
- carrying, supplying, or taking prescription drugs or non-prescription drugs without lawful reason.
- theft.
- serious actual or threatened violence against another student or a member of staff.
- sexual abuse or assault.
- carrying an offensive weapon.
- arson.
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student’s behaviour.
- malicious allegations against staff.

- racist, sexist, homophobic or other forms of discriminatory behaviour.
- persistent truancy/lateness.
- possession of items prohibited under the school rules (see Annex).

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

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

During the period of removal, the student will receive continual, supervised education in a suitable environment until a suitable plan is put in place for successful reintegration. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents/carers should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the student and parents/carers which facilitates reflection by the student, sets out any support to be put in place for the student to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

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

- the detention may put the student at increased risk or compromise their safety.
- the student has known caring responsibilities or religious requirements.
- the detention timing conflicts with a medical appointment.
- parents/carers ought to be informed of the detention; and
- whether suitable travel arrangements can reasonably be made by the parent for the student, disregarding any inconvenience for the parent.

6.9 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school. The school will follow the Trust's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Students with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than most other students of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has social, emotional and/or mental health difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to ensure that the student receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school on the facts of the situation.

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

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

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long.

- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.

- adjusting uniform requirements for a student with sensory issues or who has severe eczema.

- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary schools students who have witnessed the behaviour will be asked to provide written, signed, and dated statements. Where a student is unable to write their own statement, for example due to SEND, they will be asked to describe to staff what they saw or heard, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the school will ensure that a responsible adult is always present and will inform the student's parents/carers of what has happened as soon as possible.

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

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

8.4 In exceptional circumstances, students may receive a suspension pending an investigation if there is a possibility that the welfare of other students may be compromised by that student remaining in the school.

9 Search, seizure, and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by each school Headteacher, or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

9.2 Each school Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate, and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy). Each school Headteacher will ensure that enough staff are appropriately trained in how to lawfully and safely search a student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

9.3 Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain, or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate a member of staff may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

9.4 A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the school rules. Students must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the student refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

9.5 Each school Headteacher and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons.
- alcohol.
- illegal drugs.
- stolen items.
- e-cigarettes, tobacco, and cigarette papers.
- fireworks.
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the student).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the respective school rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

9.6 Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where the member of staff 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.

9.7 When conducting a search students must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots, or scarves).

9.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should always advocate for student wellbeing. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is necessary by consulting

with the designated safeguarding lead and school Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.9 Staff record on CPOMS any searches conducted on students and inform parents/carers that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time, and location of the search.
- which student was searched.
- who conducted the search, and any other adults or students present.
- what was being searched for.
- the reason for searching.
- what items, if any, were found; and
- what follow-up action was taken because of the search.

9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

9.11 The school may require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the student of having a weapon and without the student's consent. If the student does not agree to undergo the screening the school has the right to stop them from entering the premises and will treat the student's absence as unauthorised.

10 Use of mobile phones

Schools have a duty to create an environment that is calm, safe and free from distraction so all students can learn and thrive. Mobile phones risk unnecessary distraction, disruption and diversion. The Trust prohibits the use of mobile phones

throughout the school day – not only during lessons but break and lunchtimes as well. By removing mobile phones from the school day, we can create a safe space where students are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices.

The Trust operates a 'Never used, seen or heard' policy. Students must keep their mobile phone off and it must remain in their school bag. This means students can keep possession of their mobile phones only on the strict condition that they are never used, seen or heard. If students do breach this policy, a sanction will be applied.

11 Restrictive interventions including use of reasonable force

11.1 The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.

11.2 This power extends to times when staff are lawfully in charge of students but are off the school premises e.g. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time.

11.3 There are circumstances when it is appropriate for staff to have physical contact with students which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

11.3.1 Giving first aid.

11.3.2 Guiding or escorting students, such as holding the hand of a student when walking around the school or on a school trip.

11.3.3 Comforting a distressed student.

11.3.4 Congratulating or praising a student, for example a pat on the back or a handshake.

11.3.5 Demonstrating how to use a musical instrument.

11.3.6 Demonstrating exercises or techniques during PE lessons or sports coaching.

11.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a student or limits their movement, and this may or

may not include direct physical contact. This can include holding or binding a student's body, securing them to a fixed object or depriving them of an aid usually used to help them move. This will be avoided where at all possible.

11.5 Staff will only use seclusion – a non-disciplinary intervention to keep a student confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a student is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The student must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the student must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

11.5.1 Physically obstructing the student's way of leaving the place,

11.5.2 Securing the place so that the student cannot leave it, or

11.5.3 Causing the student to believe that they will be punished if they leave the place.

11.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

11.6.1 Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff

11.6.2 Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the student including any relevant protected characteristics under the Equality Act 2010.

11.6.3 The student's welfare – including that student's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the student is feeling.

11.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

11.8 Consideration will also always be given to the rights of the student concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The school recognises that some students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Students who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The school will seek to understand the underlying triggers of

challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual students well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the school's SEND policy that sets out the provision for SEND students and the school's approach generally, but in the context of restrictive interventions this might include:

11.8.1 Student pastoral support plan.

11.8.2 Risk assessments.

11.8.3 Specific adjustments for that student that are known to reduce the need for restrictive interventions.

11.8.4 Distracting techniques.

11.9 The school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual students.

11.10 Whole-school measures include:

11.10.1 Consideration of how the school and classroom environment can support all students to achieve and thrive.

11.10.2 Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.

11.10.3 Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.

11.10.4 Development of working staff-student relationships and trust.

11.10.5 Recording and analysing data on the use of restrictive interventions to inform improvement planning.

11.11 Individual approaches could include:

11.11.1 Working closely with parents to support individual students

11.11.2 Implementing strategies to support individual students based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a student has a disability, the school has a legal obligation under [PW1.1]the Equality Act 2010 to support students with reasonable adjustments, making sure they can benefit from what the school offers

11.11.3 Giving students time, space and strategies to calm down before their behaviour escalates

11.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the school's safeguarding system[PW2.1]:

11.12.1 Names of students and staff directly involved.

11.12.2 Any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code.

11.12.3 Time, date, location and approximate duration of the intervention.

11.12.4 A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.

11.12.5 A brief account of why the use of force was assessed as necessary in that instance.

11.12.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.12.7 The student's account of what happened, as well as any witness accounts.

11.13 A report will also be made to parents where there is a significant use of force, apart from where:

11.13.1 The student is 20 or over at the time; or

11.13.2 It appears to the staff member that doing so would be likely to result in serious harm to the student. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the student is ordinarily resident.

11.14 A report of the incident made to parents will include the following details as a minimum:

11.14.1 Time, date, location and approximate duration of the intervention.

11.14.2 Brief account of why the intervention was assessed as necessary in that instance.

11.14.3 Brief account of what type of force was applied, and the degree of force.

11.14.4 Details of any physical injuries sustained, if applicable.

11.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

11.15.1 Names of student and staff directly involved.

11.15.2 Time, date, location and approximate duration of the intervention.

11.15.3 Any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code.

11.15.4 A brief account of why the intervention was assessed as necessary in that instance.

11.15.5 Details of any physical injuries sustained, if applicable.

11.15.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.16 Apart from in the circumstances as set out in 11.13, a report must be made to parents where a student is subject to seclusion, restraint or immobilisation, even if that is included within a student's pastoral support plan. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

11.17 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.12-11.14 will be used, with parents not needing to be informed twice.

11.18 The school will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on students and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

11.19 Where appropriate, the student and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

11.20 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The school will carry out risk assessments to ensure that staff who regularly work alongside students where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the school's duties under the Health and Safety at Work etc. Act 1974.

11.21 The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the school, to identify learning and patterns. and to make improvements to policies and practices.

12 Bullying

12.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The Trust has a separate Anti-Bullying Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

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

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

12.4 If an allegation of bullying does come up, the respective school will:

- take it seriously.

- investigate as quickly as possible to establish the facts.
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher.
- provide support and reassurance to the victim.
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions.
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions.
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used.
- consider whether suspension or exclusion is appropriate considering the circumstances.

12.5 The Trust believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its schools. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media account. If the student refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the student.

13 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

14 Complaints

If parents/carers have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the DfE exclusions guidance will be followed.

15 School behaviour procedure – City Academy

Academy Behaviour Procedure – City Academy

Monitoring Behaviour: Class Charts

Class Charts is a platform where student conduct and rewards are tracked. Students and parents can download the app and track logs in real time. This helps parents support the school to implement the highest standards leading to the best outcomes.

The Academy has an approach of swift intervention with issues of behaviour. We will involve parents/carers in all issues of poor behaviour. There are a number of points where behaviour is monitored and intervention taken:

1. Weekly year team meetings where concerns are raised and discussed as year teams.
2. Pastoral meetings discusses any student who is vulnerable to exclusion or who has received an exclusion each half term. Referrals to external agencies are made from these forums where there is a serious concern.

The Deputy Headteacher monitors the behaviour of students through Class Charts and shares data with year teams and the rest of the senior team to support effective intervention strategies on a regular basis.

Strategies to Maintain Good Behaviour

City Academy operates within the framework of guidance set out by the DfE , Behaviour in Schools: Advice for Headteachers and School Staff.
DfEguidance:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

We use a number of strategies to ensure and maintain good discipline and behaviour. The Academy uses a range of strategies to maintain good behaviour, including the following.

Consequences for Choices

- Students will always receive a verbal reminder to correct their behaviour. If breaking the Code of Conduct continues, students will be issued with a detention that is 30 minutes in length.
- A 45-minute central detention with leaders may be issued as a more serious sanction. A 45-minute sanction is issued automatically to:

- Students whose conduct requires a response from additional staff (removal from lesson).
- Repeated late, uniform or equipment issues (Ready).
- Playfighting or boisterous behaviour outside or inside a classroom (Safe).

C60 (SLT level sanctions or serious incidents).

A 1 hour detention with a member of SLT which can take place on any day of the week. These detentions are issued by senior staff for:

- Persistent defiance or refusal to accept responsibility for conduct.

Failure to attend the D45 will lead to further sanctions issued by the Headteacher or SLT, detailed below.

Parents will be informed of a detention on Class Charts as a courtesy. Under the DfE legislation referenced above, parental consent is not required. The Academy is legally entitled to use detention as a means of correcting poor behaviour.

Additional Behaviour Strategies

Removal From Lesson

Students can be removed from a lesson and placed in another lesson or receive intensive support if their behaviour has not met our high standards and the teacher has exhausted all available strategies.

Lunchtime

Lunchtime detention is usually reserved for students who have shown boisterous behaviour or persistent lateness.

Community Service

Students can be required to clean and tidy aspects of the site as directed and supervised. Any damage to the Academy site or property can result in this sanction, with parents/carers also paying to repair or replace items. This will be co-ordinated by our Finance/Operations Officer and based on the balance of probability.

Non-Representation

Students can be banned from representing the Academy in an activity for a period of time or not permitted to take part in an extra-curricular opportunity.

Opportunity Withdrawal

Students can be withdrawn from an opportunity such as an Academy trip or an in-Academy opportunity.

Step Reports with Clear Targets

There are five levels of report: Form Tutor, Head of Year, Assistant Headteacher, Deputy Headteacher and Headteacher. These are reviewed weekly, and students are given clear targets linked to our Code of Conduct based on their behaviour data to support them to improve.

Form Tutor Support

Often used for uniform issues or low-level disruption. Form tutors will contact home to support in resolving the issues. Our uniform policy is online on our website.

Pre-Integration

Students who demonstrate defiance and a persistent lack of respect for Academy staff trying to support them are rare. On the rare occasion this does happen, parents/carers will be expected to meet with senior staff and will be accompanied to observe and support their child in lessons.

Shared Support

The student has arrangements made to attend a neighbouring CORE Trust academy. This is used in circumstances to avoid an FTE or where an FTE would not be appropriate due to safeguarding concerns.

Personalised Support Plan

The Academy can utilise a temporary timetable for students for a maximum of two weeks, which is reviewed by their Head of Year regularly with parents/carers.

Off-site Direction or Managed Move

To prevent a possible Fixed Term Suspension, the Academy may work with a neighbouring academy to offer a student a fresh start. The Academy is part of the CORE Trust and may use Trust academies as either a temporary or permanent alternative to attending City Academy. The move would not be viewed as an exclusion but as a strategy to give students an opportunity to have a fresh start.

Suspension

This strategy is used for two main reasons: a serious breach of the Behaviour Policy, or persistent disruptive behaviour where all other strategies have failed to rectify behaviour. The Headteacher is the only person who can exclude or suspend a student. All incidents are investigated by the Pastoral Team and checked by the Deputy Headteacher.
The Academy complies with DfE statutory guidelines on suspensions.
As part of the suspension process, we expect all parents to comply with the information contained in the letter of suspension and accompany their child at a re-integration meeting at the Academy. Students who return to the Academy without a re-integration meeting and without their parents/carers present will remain under intense supervision until such time as the meeting can take place. Students returning from a period of suspension may spend a proportionate amount of time in the student services room as part of our re-integration procedures.

Governors Panel

If students accrue 15 days of suspension in a term, a Governors Panel will be convened to review the suspensions and provide guidance on intervention. This may also be used for persistent breaches of the Code of Conduct or for one-off serious incidents.

Permanent Exclusion

Permanent exclusion is the very last resort if all other strategies have failed to make an impression on the student's behaviour. In such circumstances, the Academy will hand deliver a letter inviting the parents/carers and the student to a hearing. The Academy will share a pack of information with the parents/carers as part of the process.

External Strategies and Agency Support

Off-site Direction and Alternative Provision:

This is a full-time place at an Alternative Place of Education approved by the Trust. Such placements are very expensive and are used sparingly and in conjunction with parents. Students whose behaviour is likely to lead to a permanent exclusion are often considered for such placements, sometimes temporarily. Students are visited regularly by Senior Leaders and attendance, behaviour and progress are regularly monitored.

The Academy also works with outside agencies where expertise and support from outside City Academy are needed because a student's behaviour continues to be a cause for concern. In these cases, parents/carers will always be contacted first to discuss the need for external support. Agencies the Academy can enlist, appropriate to the student's needs, include:

- Education Welfare Service
- Behaviour Support Service
- Educational Psychologist
- Educational Social Worker
- Child and Adolescent Mental Health Service (CAMHS)
- Home Teaching Service
- Integrated Family Support Team
- Children's Services

This is not an exhaustive list and there are a number of other agencies that we may approach for support, depending upon the nature of the child's difficulties. City Academy works in co-operation with West Midlands Police and may engage the support of the Academy Police Liaison Officer when appropriate. In the event of a crime or suspected crime, we may share information with the police.
The Trust Behaviour Policy outlines how and why we use CCTV at City Academy.

'Hands Off' at City Academy

At City Academy, we prioritise the safety, well-being and dignity of all individuals within our community. Ensuring a sense of physical safety and prioritising good health are essential for overall wellbeing. Environments that foster safety and support health enhance the learning process. It is our duty to cultivate peace and unity within our community. All students need to be aware of each other's personal

space and ensure we have a 'hands off' approach when it comes to physical contact. It is important that we promote a culture of respect and personal boundaries among students, staff and visitors.

Students who fail to meet the 'Hands Off' expectation will be given a verbal reminder and D45 sanction in line with the school's Behaviour Policy.

Punctuality

At City Academy, we recognise the importance of punctuality in fostering a positive and productive learning environment. Punctuality demonstrates respect for oneself and others, as well as a commitment to personal and academic responsibilities. Parents/guardians are encouraged to support their child's punctuality by ensuring they arrive at school on time and are prepared for the day ahead.

Students are expected to arrive at school before 8:35 a.m. Any student arriving later than this time must enter through the late gate at the Academy reception, where a staff member will sign them in.

Arrival time	Sanction
8:35 a.m. – 8:45 a.m.	30-minute detention (D20)
8:45 a.m. – 9:00 a.m.	45-minute detention (D45)
After 9:00 a.m.	60-minute detention (D60)

Exceptions to this policy may be granted for extenuating circumstances, such as medical emergencies or transportation issues, provided that parents communicate promptly with school administration.
By adhering to this punctuality policy, we aim to instil a sense of responsibility and accountability in our students, fostering a positive and respectful learning environment for all.

Rewards and Recognition

Rewards and recognition are central to the culture of our CORE values and contribute to the creation of a positive learning community by motivating students and recognising success and achievement in and out of lessons.
Due to our high expectations, we will never reward students for doing the expected. Our reward merits (positive Class Charts points) recognise the "over and beyond" qualities that demonstrate our CORE values.

Collaboration

- Working together successfully with others to produce a high-quality outcome.
- Selflessly helping another member of the City community.

Opportunity

- Outstanding effort to make the most of every minute of learning.
- Representing the Academy superbly on a trip or visit.

Respect

- Pride in work: high-quality presentation.

- Demonstrating high-quality respect for others.

Excellence

- Superb classwork or homework.
- Outstanding performance to represent the Academy.
- 100% attendance.

A culture of praise is key to our policies. We instruct staff to praise in public and correct in private. We aim to have over 90% positives to negatives and share these successes weekly with staff. If students go above and beyond, they will be awarded a positive award on Class Charts; parents can track the details of these.

How We Reward

- Verbal praise
- Positive value credit on Class Charts
- Reward shop
- Weekly Reward and Recognition Assembly
- Termly form competitions
- Termly reward trips
- Termly assembly: certificates and badges

We operate a system using Class Charts. Positive points can be exchanged for prizes and can help students qualify for trips and rewards. Praise, recognition and rewards are used to emphasise the high standards expected in our learning culture. We also celebrate weekly as part of "City News",

Appendix A – Reactions: What Types of Behaviour Should Receive Consequences?

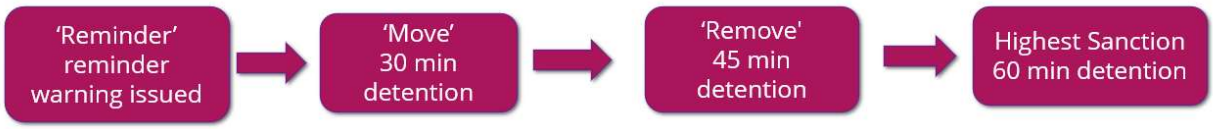
The following examples of behaviour should place the student into a 30, 45 60-minute detention if they are not heeded after a reminder conversation:

- Lack of work/head down on desk after conversation
- Planner not signed (issued by Form Tutor) or lack of equipment
- Disrupting silent Do Now/silent work
- Off-task behaviour or not following instructions
- Refusal to follow instructions
- Not listening/talking over the teacher
- Getting up out of seat or not following the seating plan
- Throwing things in class
- Eating/drinking in class

This list is not exhaustive and can include any behaviours that are deemed to be in breach of our Code of Conduct. Ready, Respectful and Safe.

When an 'on call - removal' request may Be required.

In all classrooms we follow the process of:



In some cases when the above has not been successful we will use on call to remove a student from a lesson – this may be because:

- Persistent refusal to co-operate with the agreed Code of Conduct that significantly impacts on the learning of the class after all strategies have been exhausted (see above)
- Threatening behaviour towards another student
- Swearing directed towards another student
- Vandalism of property
- Refusing to hand over a mobile phone (non-compliance with the Mobile Phone Policy) during a private conversation to assert the policy
- Swearing or threatening behaviour directed towards a member of staff
- Physical violence towards another student
- Racist or homophobic remarks
- Possession of banned items
- Theft
- Dangerous behaviour

Appendix B – Lesson Routines

Routines are essential for high-quality teaching and learning to take place. We use simple routines to start and end lessons and the expectation is that they are done well by all staff and students.

Appendix C – Disciplinary Stages Following Form Tutor and Head of Year Report

Step 3 – Assistant Headteacher Warning (SENDCo to attend where appropriate)

Student agreement

- I have been presented to the Disciplinary Panel of the Academy because of my behaviour. It is affecting learning in classrooms and is disruptive to the Academy community.
- I agree to follow the home-Academy agreement and to two clear RRS targets.
- I agree to a Passport or Managed Move/ OSD to another academy if there is no improvement in my behaviour or conduct.

- I agree to improve my behaviour and attitude to learning or be presented to the Deputy Head of Academy.

Proactive Mentoring and Monitoring

- AHT to monitor on report for an agreed period of time in meeting.
- AHT to monitor data and complete regular parental contact.
- Pastoral intervention programmes to be sought.

Step 4 – Deputy Head of Academy Warning

Student agreement

- I have been presented to the Disciplinary Panel of the Academy because of my behaviour. It is affecting learning in classrooms and is disruptive to the Academy community.
- I agree to follow the home-Academy agreement and to two clear RRS targets.
- I agree to improve my behaviour and attitude to learning or be presented to the Head of Academy at a Disciplinary Panel.

Proactive Mentoring and Monitoring

- Deputy Head of Academy to monitor on Class Charts report for a period of time decided.
- Deputy Head to complete regular parental contact.
- Pastoral intervention programmes to be sought.

Step 5 – Headteacher Warning

Student agreement

- I have been presented to the Disciplinary Panel of the Academy because of my behaviour. It is affecting learning in classrooms and is disruptive to the Academy community.
- I agree to follow the home-Academy agreement and to two clear RRS targets.
- I agree to alternative provision to avoid permanent exclusion if the Academy decides.
- I agree to improve my behaviour or be presented to the Head of Academy and an Academy Governor at a Disciplinary Panel.

Proactive Mentoring and Monitoring

- Head of Academy to monitor on paper report for a period of time decided.
- Deputy Head and Headteacher to monitor data and complete regular parental contact.

Final Step – Governor Warning

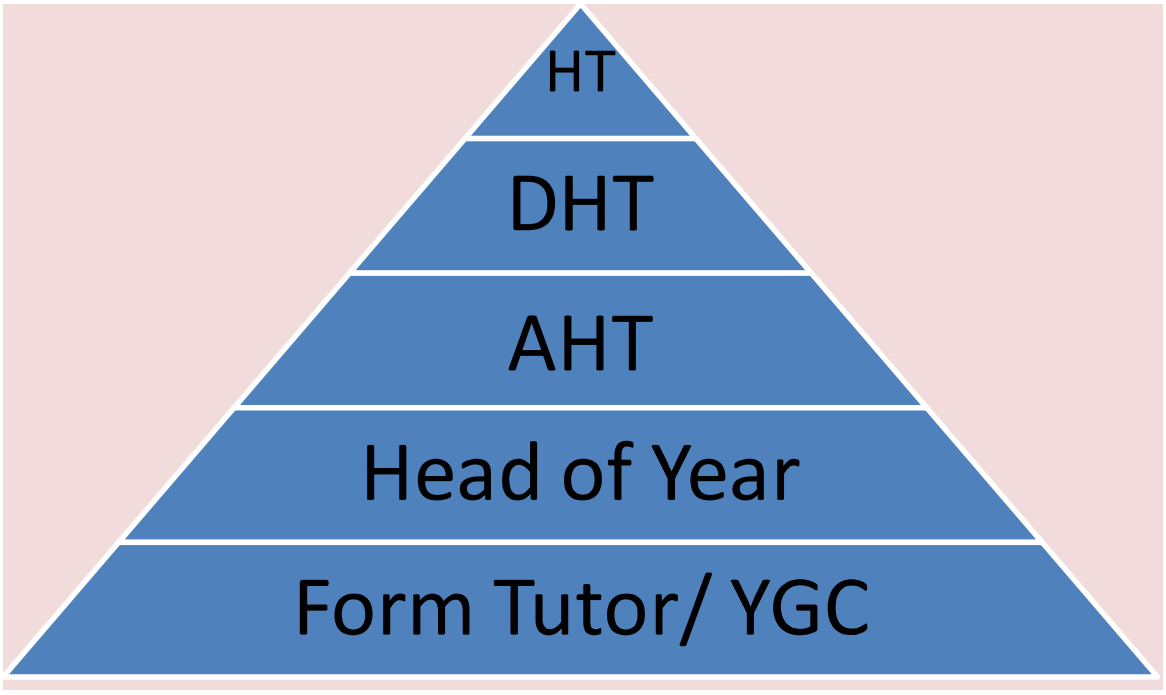
Student agreement

- I have been presented to the Disciplinary Panel of the Academy for a final time because of my most serious behaviour. It is affecting learning in classrooms and is disruptive to the Academy community.
- I agree to follow the home-Academy agreement and to two clear RRS targets.
- I agree to alternative provision to avoid permanent exclusion if the Academy decides.
- I understand that if there is no improvement then I may be permanently excluded.

Proactive Mentoring and Monitoring

- Assistant Headteacher and Headteacher to monitor data and complete regular parental contact.

Permanent Exclusion

Appendix D – Support Pyramid

Parents will be informed and involved at each step of the process and are expected to support the Academy in ensuring we collaborate to avoid the potential permanent exclusion of their child. Off-site direction and Managed Moves will be used in accordance with the latest DfE guidance.