



Outcomes Focused, Child Centred

Northern Education Trust

Expectations for Learning Policy

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1	First version	Jane Wilson, DCEO	First version of the combined Expectations for Learning Policy for primary and secondary academies.
2	12/02/2022	Jane Wilson, DCEO	Section 8 updated to include more detailed information on screening, searching and confiscation.
3	12/10/2022	Michael Robson/ Jane Wilson	All sections updated to incorporate and ensure compliance with new DfE guidance: 'Behaviour in schools- Advice for headteachers and school staff- September 2022'; and 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement- Guidance for maintained schools,

			academies, and student referral units in England-September 2022'
4		Michael Robson/ Jane Wilson	All sections updated to include revised DfE mandatory suspension and permanent exclusion guidance: 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- Guidance for maintained schools, academies, and pupil referral units in England-May 2023'. Section 5 updated to draw reference to the new academy uniform policy for more detailed information. Section 6 updated to outline more detail regarding secondary students' departure time from the supervision room. Section 9 and appendix 1 updated to make mobile phones, jewellery, e-cigarettes and 'vapes' clear as items banned from the academy and therefore in scope to be confiscated and further clarity around confiscation provided. Section 9 updated with addition of definition of personal property. Section 12 updated to include 'Keeping children safe in education 2023' aspects. Section 14, conduct beyond the academy gate, updated. Section 15 updated to reflect new DfE wording on the use of suspension and to specify that in some cases, principals may determine that a one-off offence amounts to a serious breach of the Expectations for Learning Policy which necessitates permanent exclusion on the basis that allowing the pupil to remain in school would seriously harm the education or welfare of the student or of others in the school. However, there may also be occasions where in addition to the serious breach, there have also been historical persistent breaches of the Expectations for Learning Policy. If these persistent breaches would separately justify permanent exclusion (on the basis that allowing the pupil to remain in school would seriously harm the education or welfare of the student or of others in the school), then in such circumstances, the principal may confirm that the decision to issue the permanent exclusion was firstly taken in relation to the serious breach of the Expectations for Learning Policy, but in the alternative, was secondly taken on the basis of the persistent breaches of the Expectations for Learning Policy. Section 18 updated to capture more detail regarding planning meetings in advance of off-site direction. Section 20 added to outline the use of respite placements. Section 21 updated to reflect the ability for SBC and IRP meetings to be held remotely. Section 22 added- cancelling an exclusion. Section 26 updated to confirm that social workers and VSHs must be permitted to join SBCs or IRPs remotely.
	22/11/23	Jane Wilson	Section 3 to include updated government guidance on political impartiality. Section 9 updated prohibited items

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1. Introduction

1.1 Vision

We constantly focus on standards as we understand outcomes are paramount. Our decision-making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care.

The 10 values which underpin our vision can be seen on our website here - <https://www.northerneducationtrust.org/about-us/vision-values/>

1.2 There is a statutory requirement to have this policy in place in multi-academy trusts.

1.3 This policy must be published on academy websites.

2. Scope and purpose of the policy

2.1 Good behaviour is the responsibility of all staff with the principal having prime responsibility for promoting good learning behaviours throughout the academy as directed by the chief executive. This policy applies to all staff, volunteers, students, parents and carers. The Expectations for Learning system will be introduced and used to support students in understanding academy expectations during induction visits.

2.2 Northern Education Trust's academies have at their heart a firm commitment to putting the needs of children first and foremost. Policies and practice promote a safe and inclusive environment conducive to learning, ensuring high achievement for all students, irrespective of their differing needs. This policy reflects the importance of the proactive and preventative work that NET academies undertake to ensure high standards of behaviour. This includes recognising the importance of school culture, and how this is developed through this behaviour policy and the engagement of students.

3. Legislation and statutory requirements

3.1 This policy is based on advice, contained in the following documents from the Department for Education (DfE):

[Behaviour in schools](#)

[Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England May 2023](#)

[Keeping children safe in education 2023](#)

[Searching, screening and confiscation at school](#)

[Equality Act 2010: advice for schools](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

[Political impartiality in Schools 2022](#)

3.2 It is also based on the [Special educational needs and disability \(SEND\) code of practice: 0-25 years](#)

3.3 In addition, this policy is based on [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

4. The national minimum expectation of behaviour

- 4.1 Northern Education Trust takes responsibility for creating and maintaining high standards of behaviour in all of its academies. The trust board and executive team have followed the DfE guidance 'Behaviour in Schools' in creating this Expectations for Learning Policy, paying particular regard to sections on creating and maintaining high standards of behaviour; developing a school behaviour policy; communicating the behaviour policy; a whole-school approach to behaviour; and the school behaviour curriculum.
- 4.2 This policy has recently been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every student. All NET principals should take responsibility for implementing measures to secure high standards of behaviour. They should ensure the academy's approach to behaviour meets at least the following national minimum expectation:
- the academy has high expectations of students' conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly, to help create a calm and safe environment;
 - academy leaders visibly and consistently support all staff in managing student behaviour through following the behaviour policy and agreed routines; measures are in place and both general and targeted interventions are used to improve students' behaviour. Support is provided to all students to help them meet behaviour standards; disruption is not tolerated, and student behaviour does not normally disrupt teaching and learning or academy routines;
 - all members of the academy community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully; and
 - any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

5. Roles and responsibilities

- 5.1 The **trust board** is responsible for reviewing and approving the Expectations for Learning Policy and monitoring its impact and contribution to achieving the trust's aims and objectives.
- 5.2 The **chief executive (CEO)** and the **deputy chief executive (DCEO)** are responsible for establishing, in consultation with the executive team, principals, staff and parents the Expectations for Learning Policy and for keeping it under review. The CEO and DCEO will ensure that the policy is non-discriminatory, that expectations are clear and that the policy is circulated to, and understood, by staff, students and parents.
- 5.3 **Executive principals** are responsible for ensuring that the policy is fully embedded and adhered to in the academies for which they are responsible. They hold responsibility for monitoring the efficacy of the policy, considering the views of all stakeholders and reporting these, where appropriate, to the CEO/DCEO.
- 5.4 **Principals** are responsible for the implementation of the Expectations for Learning Policy and the day-to-day management of it, including associated systems and processes. The principal ensures that accurate accounts of all reported serious incidents of misbehaviour including are recorded and retained e.g. bullying, racism, sexual harassment, homophobic behaviour etc. The principal supports staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the effective use of the policy. Principals monitor how staff apply the policy to ensure rewards and sanctions are applied consistently, reporting to the academy council on the implementation and efficacy of the policy, as required. Principals must also ensure

that staff benefit from timely and appropriate training and professional development to allow them to understand this policy, follow all practices and procedures within it and, ultimately, assist leaders in creating an outstanding academy culture and climate for learning.

- 5.5 It is the responsibility of the principal to ensure the health, safety and welfare of students and other academy users is paramount in all decision making. For repeated or very serious acts of poor behaviour, the principal holds responsibility for making the decision to suspend or ultimately permanently exclude students.
- 5.6 It is the responsibility of **academy leaders** to support the principal in the promotion and implementation of the Expectations for Learning Policy, ensuring that the culture of the academy promotes positive behaviour and that staff reward students for good behaviour and deal effectively with instances of poor behaviour.
- 5.7 The local **academy council** is responsible for monitoring the implementation and impact of the Expectations for Learning Policy, escalating concerns to the executive principal when they arise. The chair of the academy council is responsible, alongside the clerk, for convening student behaviour committees when required.
- 5.8 **Academy staff, including teachers, support staff and volunteers**, are responsible for the application of the policy, ensuring its processes and procedures are followed, and consistently and fairly applied. They have a responsibility, with the support of the principal for creating a high quality learning environment. Staff have a key role in modelling positive behaviours, recording behaviour incidents accurately and in advising the principal on the effectiveness of the policy and procedures. Academy staff are expected to engage in training and CPD organised by leaders to support them to carry out their roles to the best of their ability.
- 5.9 Staff at all levels of the organisation should seek to create effective relationships with students and their families – including timely communication, home-school liaison, and liaison with other agencies where appropriate. The trust has a corporate responsibility for promoting good behaviour and expects staff at all levels to adopt responsibility as their own in order to safeguard students' welfare.
- 5.10 **Parents** support the academy by ensuring that their child is ready to learn. The role of parents is crucial in helping NET academies develop and maintain good behaviour. To support our academies, parents should understand this policy and where possible, take part in the life of the academy and its culture. Parents have an important role in supporting the academy's policy and reinforcing it at home. NET academies will build and maintain positive relationships with parents, for example by making parents aware of when their children are exceeding, meeting, or missing behavioural expectations. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place. Parents support by making sure that their child:
- arrives on time prepared to learn
 - brings appropriate equipment such as PE kit, reading books, any other necessary equipment, student planner (secondary), Need to Know Book (secondary) as well as a suitable bag to carry books and any equipment needed during the academy day
 - is aware of the need to be polite, courteous, respectful to everyone on the academy site and that they should comply with reasonable requests or instructions made by staff on the first time of asking.
 - wears the academy uniform correctly at all times (including travel to and from the academy. The following are not allowed: make-up including nail varnish and false eyelashes; jewellery other than a watch (smart watches are not allowed); please refer to the academy uniform policy for further, more detailed information.

- switches off any mobile devices (including phones) at the academy gate. These must be kept out of sight (in bags) and remain switched off until students exit the academy gate at the end of the day.

5.11 Parents have a responsibility to inform the academy of any changes in circumstances that may affect their child's behaviour, by discussing any behavioural concerns with a key member of staff promptly and by attending review/reintegration meetings as required.

6. The 'Expectations for Learning' system

6.1 The trust Expectations for Learning Policy seeks to encourage students to make positive choices and re-enforces those choices through praise and rewards. Examples of rewards include:

- Positive affirmation of effort and achievement in a 'STEPs to Success' report shared with parents at various intervals during the year
- Staff verbally congratulating/ praising students
- Extra privileges
- Being given positions of responsibility
- Postcards home from the staff to recognise outstanding effort and/or application.
- Applause moments – students are encouraged to applaud any noteworthy response from their peers in all lessons
- Applause boards- displaying the names and achievements of children with particularly noteworthy contributions on classroom doors
- Collaborative learning and praise – teaching structures used on a daily basis encourage students working together collaboratively and their subsequent praise for each other for their contributions
- Principal's weekly praise bags and principal's 'Star Student' events for those with the highest effort levels from STEP reports

6.2 The expectations for learning system is designed to give students choices. Its principle role is to support learning whilst also tackling and dealing with low level disruptive behaviour (i.e. behaviour that undermines student's own learning or that of others). If unchecked this sort of behaviour spoils lessons and undermines the authority of the teacher.

6.3 The expectations for learning system ensures that expectations for all students are clear and reasonable providing a fair and positive approach to behaviour management. Whilst it is our experience that most students behave in a consistently appropriate manner, all communities need procedures to deal with situations when this is not the case.

6.4 Classroom behaviour is managed consistently throughout the trust. Students are moved through a sequence with predetermined sanctions aimed at supporting them to make sensible choices about their behaviour.

6.5 There are times when some students, despite encouragement, struggle to make positive choices that threaten their own learning or that of others. When a member of academy staff becomes aware of misbehaviour, they should respond in accordance with this policy. Their priority should be to ensure the safety of the student, other students and staff and to restore a calm and orderly environment. It is important that staff across the academy respond in a consistent manner so students know with certainty that misbehaviour will always be addressed, and that context will be considered. De-escalation techniques can be used to prevent further behaviour issues arising. Where necessary, sanctions should quickly follow the incident.

- 6.6 Decisions regarding the introduction of any sanctions as a consequence for not adhering to the Expectations for Learning Policy will be taken at individual academy level to ensure that students' readiness for each layer of the system is considered prior to any subsequent introduction of additional sanctions. In any event, the academy will be clear that there are consequences for misbehaving and misbehaviour will not be ignored. The aims of any response to misbehaviour should be to:
- restore a safe, orderly environment in which all students can learn and thrive;
 - attempt to prevent the recurrence of misbehaviour; and
 - maintain the culture of the academy by reinforcing the need for safety, calm and dignity.
- 6.7 All members of staff should respond predictably, promptly and assertively to incidents of misbehaviour. Inconsistency teaches students that boundaries are flexible which can encourage further misbehaviour. This reduces the deterrent effect of sanctions, which in turn dilutes their effectiveness. Where appropriate, staff should take account of any contributing factors that are identified after an incident of misbehaviour has occurred.
- 6.8 Sanctions should be applied clearly, fairly and consistently to reinforce the routines, expectations and norms of the academy's behaviour culture. Consequences such as sanctions should be administered as consistently as possible to maximise their predictability. When appropriate, staff should make time for a pastoral discussion to ensure the student understands why they received the sanction and what they need to do in the future to improve their behaviour, thus avoiding further sanctions.
- 6.9 The expectations for learning system has been modified where necessary to take account of the differing levels of maturity at primary and secondary phases. In outline, the systems are as follows:

Primary Phase	
Students are given a general reminder about expected behaviour every lesson. If a student chooses to disrupt learning despite this reminder then the following sequence of sanctions begins:	
C1	First personal warning about expected behaviour, student's name is recorded on the Expectations Board with a cross.
C2	A cross is recorded against the student's name on the Expectations Board. The student is asked to move seat.
C3	A cross is recorded against the student's name on the Expectations Board, student misses next playtime or 15 minutes of lunchtime play (whichever is sooner) and completes an Expectations Form. Depending on the nature of the incident, the principal may determine that it is no longer appropriate for a student to attend after academy activities that day. <u>For students in the EYFS</u> The student is given a reflection time of 5 minutes in the thinking area of the classroom. In EYFS, reflection time needs to be instant for there to be a working understanding for the student. Following this, the student would then be expected to then tell the adult why reflection time was given in a developmentally appropriate way

Primary Phase	
C4	<p>A cross is recorded against the student's name on the Expectations Board; the playtime reflection time is converted to a lunchtime reflection time. The student completes any missed work and an Expectations Form.</p> <p><u>For students in the EYFS</u></p> <p>The student will be spoken to by a member of the Senior Leadership Team (SLT) followed by an immediate reflection time of 5 minutes and parents will be informed on collection. A carefully structured conversation will take place and record kept prior to the student's reintegration to the classroom.</p>
C5	<p>A cross is recorded against the student's name on the Expectations Board; the student is collected by a member of the senior leadership team and remains with them for the rest of the half day. This member of staff will determine a space appropriate to the academy and the age of the student. The student works in this space for the remainder of the half day period. Student misses the next lunchtime play session. A carefully structured conversation will take place and record kept prior to the student's reintegration to the classroom.</p> <p><u>For students in the EYFS</u></p> <p>Escalation beyond a C4 for students in the EYFS would be managed on an individual basis taking account of the age and development of the student.</p>
C5B	<p>If the student fails to behave appropriately during reflection time (C5) then a member of SLT will ring parents as a last resort to avoid escalation to a C6 suspension. Where appropriate, the parent will be encouraged to speak to the student to encourage 'good' behaviour. A carefully structured conversation will take place and record kept prior to the student's reintegration to the classroom.</p>
C6 suspension	<p>When all interventions have failed to improve behaviour, a student will be issued with a C6 suspension. Parents will be contacted to collect their child from the premises immediately. A carefully structured conversation will take place and record kept prior to the student's reintegration to the classroom.</p>
<p>NOTE: Where a student fails to successfully complete a C5/C5B, leading to a C6 suspension, they may be required, at the principal's discretion, to complete the C5 suspension upon return to the academy and prior to returning to class.</p>	

6.10 The following sanctions also apply in the primary phase:

- 6.10.1 Where a student receives three C2s in a day, this counts as a C3 and they miss 15 minutes from their next break or lunchtime.
- 6.10.2 Where a student receives a C3, three times in a STEP cycle the highest effort grade they can receive on their report is an E3.
- 6.10.3 Where a student receives a C3, five times in a STEP cycle the highest effort grade they can receive on their report is an E4.
- 6.10.4 Where a student receives a C4, the highest effort grade they can receive on their report is an E3.

- 6.10.5 Where a student receives a C4 twice in a STEP cycle, the highest effort grade they can receive on their report is an E4.
- 6.10.6 Where a student receives a C5 or above, the highest effort grade they can receive on their report is an E4.
- 6.11 A student can be issued with an immediate C4/C5 for: health and safety violations, violent or threatening behaviour towards others, walking away from a member of staff, refusing to hand over items which are not allowed in the academy, swearing, refusing to comply with a reasonable request, other behaviours at the principal's discretion.
- 6.12 Northern Education Trust always seeks to avoid the use of suspensions. Where a student is in danger of being excluded for consistently refusing to complete work to a satisfactory standard (including quantity), then 'after-school' detention may be considered as a sanction by senior leaders. After-academy detention will also be considered when students owe more than one day's playtimes.
- 6.13 Where 'after-school' detention is to be used, parents will usually be given 24 hours' notice (either verbally or in writing), though the academy has no obligation to provide this. Some parents may agree to immediate after-academy detentions the same evening as this is likely to have more impact in modifying behaviours.
- 6.14 Parents may wish to discuss the implementation but cannot overrule the decision made by the academy.

Secondary Phase	
Students are given a general reminder about expected behaviour every lesson. If a student chooses to disrupt learning despite this reminder then the teacher will apply in-class strategies to encourage a positive response and the following sequence of sanctions begins:	
C1	First personal warning about expected behaviour, student's name is recorded on the Expectations Board with a cross.
C2	Reminder about acceptable behaviours - a cross is recorded against the student's name on the Expectations Board.
C3	Reminder about the sanction for continued non-compliance with expectations. A cross is recorded against the student's name on the Expectations Board.
C4	A cross is recorded against the student's name on the Expectations Board. Student is sent to complete work in another classroom (matrix) for the remainder of the period and then return to lessons afterwards. A 1-hour detention is issued after school in the subject department or SLT area, but this is never on the same day as the C4 offence. If a student is absent from school resulting in a C4 detention being missed, it is to be repeated either the first day the student is back in the academy (if SLT system is used) or the following week (if dept. system is used).
C5	If the student misbehaves / disrupts the lesson in their matrix classroom, then they are issued with a C5. The student is sent to the Supervision Room for the remainder of the lesson. The student returns to lessons following time in supervision and then has a full day in supervision the following day. This must be a full day and cannot be broken for medical appointments etc. If resulting behaviour is acceptable

Secondary Phase	
	in the supervision room students may be allowed to leave at 2.30pm; however, this is at the principal's discretion. If behaviour in supervision is not good enough then students will be informed they must stay until 3.30pm and a call will be made to parents/carers to confirm this. This policy allows the academy to insist that all students stay in supervision until 3.30pm if they C5 themselves. Similarly, the policy can be adapted so that most students are permitted to leave at 2.30pm but some students who persistently refuse to attend C4 detentions are made to stay until 3.30pm. In all cases the member of staff communicating the C5 decision to parents/carers will be clear on the time of the student's proposed departure. If a C5 day is missed due to absence it must be completed on the student's first day back in the academy. A carefully structured conversation will take place with a record kept prior to the student's reintegration to the classroom.
C5B	If the student fails to behave appropriately during supervision time (C5) then a member of SLT can ring parents as a last resort to avoid escalation to a C6 suspension. Where appropriate, the parent will be encouraged to speak to the student to encourage 'good' behaviour. In secondary academies, if the principal uses a C5B to avoid suspension, the student must complete the full C5 supervision day the first day they are in the academy. A carefully structured conversation will take place with a record kept prior to the student's reintegration to the classroom.
C6 suspension	When all interventions have failed to improve behaviour, a student will be issued with a C6 suspension. Parents will be contacted to collect their child from the premises immediately. A carefully structured conversation will take place and record kept prior to the student's reintegration to the classroom.

6.15 The following sanctions also apply in the secondary phase:

- 6.15.1 Where a student receives multiple C3s in a STEP cycle the highest effort grade they can receive on their report is an E3. Where poor behaviour is persistent, the effort grade will be limited to an E4.
- 6.15.2 Where a student receives a C4, the highest effort grade they can receive on their report is an E3. Where poor behaviour is persistent, the effort grade will be limited to an E4.
- 6.15.3 Where a student receives a C4 twice in a STEP cycle the highest effort grade they can receive on their report is an E4.
- 6.15.4 Where a student receives a C5 or above, the highest effort grade they can receive on their report is an E4. Where poor behaviour is persistent, the effort grade will be limited to an E5.

6.16 An immediate C5 can be issued for: health and safety violations; violent or threatening behaviour towards others; walking away from a member of staff; refusing to hand over items which are not allowed in the academy; swearing; smoking/vaping; not attending C4 / C4 OTHER detention; refusing to comply with a reasonable request; x2 C4s in one day; any form of internal truancy; and other behaviours at the principal's discretion.

6.17 In all cases the principal will ensure that the supervision room / C5 location:

- is in an appropriate area of the academy;
- is stocked with appropriate resources, is a suitable place to learn;
- is staffed by trained members of staff;

- 6.18 Principals will also ensure that there is a clear process for the re-integration of any student in supervision back into the classroom when appropriate and safe to do so.
- Staff will consider additional approaches to support students who are frequently sent from the classroom.
 - Staff will collect and monitor data to identify who is being sent from the classroom regularly and consider if they may benefit from additional and alternative approaches.
 - Staff will analyse the collected data to identify any patterns relating to students sharing any of the protected characteristics in order to ensure that the use of C5 is fair and the policy is not having a disproportionate effect on students sharing particular protected characteristics.
 - If a student has a social worker, including if they have a Child in Need Plan, a Child Protection Plan or are looked-after, the academy will notify their social worker if the student receives a C5. If the student is looked-after, the academy will ensure their Personal Education Plan is appropriately reviewed and amended and notify their virtual school head as and when the student moves between waves of intervention thresholds
- 6.19 Northern Education Trust also recognises that students should not be sent from classrooms for prolonged periods of time without the explicit agreement of the principal. Students will be provided with extensive support to continue their studies and address their behaviour in order to be reintegrated within the mainstream academy community.

7. Managing behaviour during break times

- 7.1 At Northern Education Trust we expect that all students feel safe and happy during periods where they are not being taught. Students should feel safe to express themselves and engage in play with their peers without experiencing negativity.
- 7.2 In order to maintain consistency for the youngest students a complimentary behaviour management system operates during break and lunch times. This provides lunchtime staff with a clear system for supporting students to behave well and a clear escalation route to senior leaders where necessary.

Primary Phase	
Students are given a general reminder about expected behaviour: be respectful, safe and considerate. If a student fails to adhere to these simple rules then the following sequence of sanctions begins:	
Stage 1	Personal reminder about expected behaviours.
Stage 2	Thinking Time (five minutes on the wall or walking with staff on duty).
Stage 3	Time Out - remainder of the time walking with a member of staff (record in incident log).
Stage 4	Reflection time (remainder of the time spent in academy reflection time room).
Stage 5	Next 'matched' playtime/ lunchtime play missed.

Secondary Phase

Students failing to behave appropriately outside of taught sessions, e.g. break, lunchtime, may receive a C4 other (SLT detention), a C5 (supervision session) or suspension where appropriate. Senior staff have full discretion over the amount of time the student receives in supervision, but this will typically be either the remainder of the session, the remainder of the full day or, sometimes, a full day in supervision the following day, depending on the nature of the misbehaviour.

8. Reasonable adjustments

- 8.1 Northern Education Trust Academies 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 reasonable adjustment is not the same as lowering expectations; it means that some students need additional support to ensure that they meet the high expectations required of all students.
- 8.2 The academy's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom. The academy should ensure a whole-academy approach that meets the needs of all students, including students with SEN or a disability. Everyone can feel they belong in the academy community and high expectations are maintained for all students. Good behaviour starts with a calm, orderly environment which will benefit students with SEND, enabling them to learn and to feel confident asking for help and support. There is always a need to manage students' behaviour effectively, whether or not the student has underlying needs. When a student is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.
- 8.3 However, the academy also has additional duties (for example, with regards to safety) not just to the individual student, but also to the other students and to staff. These are imperatives and sometimes mean that the principal might need to consider appropriate actions even in spite of a student's individual needs. Where appropriate, the academy should anticipate likely triggers of misbehaviour and put in place support to prevent these. NET academies should 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 academy on the facts of the situation. Staff should consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is lawful to sanction the student in line with the requirements outlined in the Equality Act 2010, as documented above. It is also important for the academy to try and understand the underlying causes of behaviour and whether additional support is needed.

9. Screening, searching and confiscation

- 9.1 The academy's general power to use sanctions, 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. "Property" is defined within this policy as "any goods in the student's possession, over which the student appears to have control".
- 9.2 The principal will use their discretion to confiscate, retain and/or destroy any item found as a result of disciplinary action.
- 9.3 Please refer to the DfE guidance, Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies for further information. Academy staff can search a student for any item if the student agrees. The academy is not

required to have formal written agreement from the student. For example, a teacher may ask a student to turn out their pockets or ask if they can look in their bag. If a student refuses to cooperate with such a search, the teacher will then ask for a senior leader to support. If they have reasonable grounds for suspecting the student is in possession of a “prohibited item”, the principal and members of academy staff authorised by the principal can search the student without their agreement. The member of staff may not require the student being searched to remove clothing other than outer clothing. The teacher conducting the search must be of the same sex as the student being searched and there must be another member of staff present as a witness. The limited exception to this rule is that a staff member can search a student of the opposite sex and without a witness present only if the person carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not conducted immediately, and in the time available, it is not reasonably practicable to summon another member of staff. The list of **prohibited items** is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence; or cause personal injury to, or damage to property of any person (including the student); and
- any item that the academy rules identify as an item which may be searched for.

9.4 Academy staff can confiscate, retain or dispose of a student’s property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. When a person conducting a search finds an electronic device the academy rules allow students to be searched for, or that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data if they think there is a good reason to. The member of staff conducting the search must have regard to the guidance in section 15 of Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies. When an incident involves nudes or semi-nudes, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the academy's response. Handling such reports or concerns can be especially complicated and the academy will follow the principles as set out in Keeping Children Safe in Education. The UK Council for Internet Safety also provides the following guidance to support academy staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people. In the event of discovering a weapon, academy staff should treat this with the utmost seriousness and it may be appropriate to consider exclusion as one possible response.

9.5 In addition to the practice identified in the DfE guidance, academy staff can seize any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider may be used to cause disruption or be harmful or detrimental to other academy users. These **banned items** include, but are not limited to the following:

- tobacco
- cigarette papers, lighters/matches
- electronic equipment (including mobile phones and smart watches), jewellery and other expensive items
- alcohol
- fireworks
- energy drinks
- toys/game cards/other items likely to cause disruption or disturbance to learning environments
- mobile phones and other electronic devices, such as smart watches
- jewellery
- any item (including pin badges) carrying unacceptable slogans, statements or images of a political nature
- e-cigarettes or 'vapes'

- 9.6 Any of the prohibited items / banned academy items outlined above and listed at appendix 1 found in students' possession will be confiscated. Prohibited items will not be returned to students. Items that present any risk of harm (e.g. fireworks, alcohol, cigarettes, lighters/matches, 'vapes') will not be returned to students regardless of timing or circumstances. Most banned items will also not be returned to students and would only be returned to parents following discussion with a senior leader. Any item which staff consider to be dangerous or criminal will be brought to the attention of a senior member of staff immediately (see more detail below).
- 9.7 Due to their lower level impact on students' personal health and well-being; academy learning environments; and the health and safety of other academy users, items such as jewellery, energy drinks and toys/games/cards etc. can be collected by students themselves at the end of the academy day.
- 9.8 If a student has a mobile phone confiscated, then they cannot collect the phone themselves until the end of the day on the last day of that half-term. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. The DfE is clear in the 'Behaviour in Schools' guidance that principals should consider restricting or prohibiting mobile phones to reduce these risks. In addition, electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, cyber bullying, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.
- 9.9 Unless there is the potential need for police involvement, most items confiscated by the academy can be collected by parents/carers the same day (e.g. in the case of an electronic device) unless the academy has chosen to dispose of them (e.g. cigarettes, alcohol, lighters). Where parents/carers are unable to collect items in person it is for the principal to consider any potential contextual factors or mitigations (e.g. serious health issues) and decide if another appropriate adult can be nominated to come and collect the item on their behalf. If a student has their mobile phone confiscated and needs to call home for safeguarding reasons the academy will permit the student to use an academy line to call home.
- 9.10 Where the academy finds controlled drugs, these will be delivered to the police as soon as possible. In certain circumstances (e.g. in the case of prescribed controlled drugs),

the principal may dispose of these via a pharmacy in accordance with trust policy (please refer to [Supporting Children with Medical Conditions Policy](#)).

- 9.11 Where the academy finds other substances that are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and conduct. This would include, for example, so-called legal highs. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- 9.12 If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police. Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable.
- 9.13 Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible. Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.
- 9.14 Members of staff should use their judgement to decide to return, retain or dispose of any other items banned under the school rules. In deciding what to do with such an item, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:
- the value of the item (both in monetary and nostalgic, 'personal' value);
 - whether it is appropriate to return the item to the pupil or parent; and
 - whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.
- 9.15 If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic devices can be deleted unless it is necessary to pass them to the police or to retain the image whilst the academy carries out its own investigation. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

10. CCTV

- 10.1 Northern Education Trust Academies may use CCTV for the purpose of maintaining order and good conduct and managing behaviour and safety. Please refer to [CCTV Policy](#).

11. Use of reasonable force

- 11.1 Please refer to the DfE guidance '[Use of Reasonable Force](#)'.
- 11.2 There are circumstances when it is appropriate for staff in our academies to use reasonable force to safeguard students. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. '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 conduct at the academy or among students. The principal and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent 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 (see below). When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEN and disabilities, mental health or medical conditions.

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

12. Bullying

- 12.1 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.

12.2 Bullying is

- Deliberately hurtful
- Repeated, often over a period of time.

- 12.3 Each academy has a local policy for preventing and addressing bullying. Anti-bullying policies are available on academy websites. Paragraph 34 of 'Keeping children safe in education, 2023' makes it clear that it is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Paragraph 35 goes on to add bullying (including cyberbullying, prejudice-based and discriminatory bullying) as a form of child-on-child abuse.

13. Malicious allegations

- 13.1 Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will meet with staff, parents and students involved to consider appropriate sanctions. Making false allegations is very serious and may lead to a student being suspended or permanently excluded from the academy.

14. Conduct beyond the academy gate

- 14.1 Students must wear their uniform correctly when travelling to and from the academy and must not be involved in behaviour that could adversely affect the reputation of the academy.
- 14.2 In general terms, if a student is in uniform and they are on their way to or from an academy then they should behave sensibly and respectfully. If student conduct outside the academy falls below an acceptable standard, sanctions can be issued and poor behaviour will be challenged.
- 14.3 Where bad behaviour occurs when a student is travelling to and from the academy, the academy reserves the right to issue a consequence, suspension or expulsion. This

is also particularly important in relation to violent conduct e.g. a physical assault or bullying incidents outside of the academy when students are not in uniform. The full 'Expectations for Learning' system will apply.

- 14.4 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the academy premises which pose a threat to a member of the public or a student to the police as soon as possible.
- 14.5 If a member of the public, academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to the academy, the principal/vice principal must be informed. If the principal/vice principal considers that the misbehaviour is linked to a student suffering or being likely to suffer significant harm the academy's safeguarding policy will be followed.
- 14.6 For health and safety reasons, very high standards of behaviour are expected on academy residential and day trips/experiences. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site.

15. Suspensions and permanent exclusions

- 15.1 'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.' (DfE 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement: Guidance for maintained schools, academies, and student referral units in England', September 2023).
- 15.2 All students are entitled to an education where they are protected from disruption and can learn in a calm, orderly, 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 and interventions. Principals will use their own professional judgement based on individual circumstances when considering whether to exclude a student. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' commencing on page 14 of the DfE guidance noted above. All decisions to suspend are serious and only taken where the breach of the academy rules is serious. The following are examples of behaviours which may lead to suspension or permanent exclusion:
 - Failure to comply with a reasonable request from a senior member of staff
 - Refusing to hand over items which are not allowed in the academy
 - Swearing
 - Failure to wear academy uniform which has been provided (where possible) for a student who is in incorrect uniform, is regarded as failure to comply with a reasonable request
 - Repeated breaches of uniform policy
 - Breaches of health and safety rules
 - Verbal abuse of staff, other adults or students
 - Possession of drugs and/or alcohol related offences
 - Failure to comply with the requirements of the Expectations for Learning Policy
 - Wilful damage to property
 - Homophobic/racist/sexist bullying

- Bullying
 - Sexual misconduct
 - Theft
 - Making a false allegation against a member of staff
 - Behaviour which calls into question the good name of the trust
 - Persistent defiance or disruption
 - Other serious breaches of trust rules.
- 15.3 A decision to permanently exclude a student can only be made in response to (1) serious or (2) persistent breaches of a school's behaviour policy and if allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school (DfE 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement: Guidance for maintained schools, academies, and student referral units in England', September 2023).
- 15.4 Principals will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or 'one-off' offence. These offences might include:
- serious actual or threatened physical assault against other students or a member of staff
 - sexual abuse or assault
 - supplying an illegal drug
 - possession of an illegal drug with intent to supply
 - carrying an offensive weapon
 - making a malicious serious false allegation against a member of staff
 - potentially placing students, staff and members of the public in significant danger or at risk of significant harm
 - use or threat of use of an offensive weapon or prohibited item
 - abuse against sexual orientation and gender identity
 - abuse relating to disability
 - inappropriate use of social media or online technology
 - deliberate activation of the fire alarm without good intent
 - repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
 - repeated verbal abuse of staff.
- 15.5 These examples are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the conduct and well-being of the academy community. Principals have the right to decide where poor behaviour warrants suspension or in the most serious/ persistent cases a permanent exclusion. In some cases, principals may determine that a one-off offence amounts to a serious breach of the Expectations for Learning Policy which necessitates permanent exclusion on the basis that allowing the pupil to remain in school would seriously harm the education or welfare of the student or of others in the school. However, there may also be occasions where in addition to the serious breach, there have also been historical persistent breaches of the Expectations for Learning Policy. If these persistent breaches would separately justify permanent exclusion (on the basis that allowing the pupil to remain in school would seriously harm the education or welfare of the student or of others in the school), then in such circumstances, the principal may confirm that the decision to issue the permanent exclusion was firstly taken in relation to the serious breach of the Expectations for Learning Policy, but in the alternative, was secondly taken on the basis of the persistent breaches of the Expectations for Learning Policy.

16. Provision of education for students suspended for a period exceeding 5 'school' days

- 16.1 The academy recognises the need to keep suspensions short wherever possible. It is therefore anticipated that in most cases, suspension will not exceed 5 days fixed term. Where it is necessary to suspend a student for a longer period, the academy will ensure that provision is offered from the 6th day.

17. Managed moves

- 17.1 A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school/academy permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school/academy. If a temporary move needs to occur to improve a student's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the student's best interests. Where a student has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the academy is contemplating a managed move, it should contact the local authority prior to the managed move. If the local authority, both the academy and the proposed school/academy and parents agree that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan. Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move. The managed move should be preceded by information sharing between the academy and the new school/academy, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school/academy to ensure that the student is provided with an effective integration strategy. A managed move should only be offered as a permanent transfer and only when the student has been attending the proposed new school/academy under an off-site direction and a review of the direction has established that the student has settled well into the school and should remain there on a permanent basis. The principal will follow the guidance on managed moves in the DfE's guidance document as noted in section 15 above.

18. Off-site direction

- 18.1 Off-site direction is a temporary measure where interventions or targeted support have not been successful in improving a student's behaviour and may be used to prevent further suspensions or a permanent exclusion. In these cases, where the academy requires a student to attend another education setting with the aim of improving their behaviour, a principal may organise this via an 'off-site direction'. This should only be done where other interventions and targeted support have not been successful in improving a student's conduct. Placements should be time-limited and must be at an AP or another mainstream school/academy. An offsite direction can either be full time or a combination of part time support in an AP alongside continued mainstream education.
- 18.2 The academy will record the use of off-site direction and its impact to the trust board through the local academy council and the trust curriculum, standards and welfare committee.
- 18.3 Whilst the principal will try to discuss any potential direction off-site with parents/carers and the student and seek their views in an attempt to agree the decision and co-produce

the resulting plan, the academy does have the power to direct a pupil off site without parental consent and will use this if necessary.

- 18.4 All information about the pupil's progress, attainment, behaviour, etc. must be made available prior to the start of direction off site. Contact details and information about any known agencies or professionals involved with the child or family must also be shared with the potential receiving school/AP. Clear outcomes must be personalised to the pupil and be agreed at the outset by all, and these should inform any targets set, which should include both academic and pastoral. Targets should be achievable and should not be a "blanket" approach. Any support the pupil will need must be agreed at the initial meeting in order that the new school/provision has time to put this in place ready for the start date. A key member of staff who knows the pupil well and is a trusted member of staff for the pupil should be included in the process and a visit from this key person to the pupil should take place regularly during their time at the new school/provision. This will ensure pupils' voice is captured and any issues arising can be supported quickly.
- 18.5 At the planning phase, a proposed maximum period of time should be discussed and agreed upon, the frequency and timing of review meetings and who should be involved must also be agreed at this meeting. In addition, alternative options should be explored for when the original time limit has been reached, including the option of a managed move on a permanent basis.
- 18.6 Where appropriate, other professionals should be invited to contribute to the planning meeting and subsequent review meetings, e.g. a student's social worker, CAMHS, MASH and youth justice teams. During the planning phase, professionals should establish when monitoring meetings will take place and who should attend. Minutes of all meetings should be retained alongside a clear log of any action points. At the end of each review meeting, it should be determined whether the arrangement should continue and for what period of time.
- 18.7 Parents (or the student if aged 18 or older) will be notified in writing and provided with information about a planned placement no later than two school days before the commencement date.
- 18.8 Parents must be notified in writing and have a right to attend all review meetings. The invitation should be received by parents (or the student themselves if aged 18 or over), no later than six days before the date of a review meeting. In the case of a student with an EHCP, the LA should also be invited to attend. Relevant professionals should also be invited to attend review meetings or to contribute their views in writing where possible. In so far as is practicable, the meeting should be convened at a time and date that enables parents to attend. Failing this, parents should be given the opportunity to submit views in writing on the efficacy of the placement and whether they believe it should continue.
- 18.9 During the off-site direction to another school, pupils must be dual registered. Direction off-site should also still provide a broad and balanced curriculum alongside the support to improve behaviour.
- 18.10 Whilst the regulations specify that regular review meetings must take place, they do not specify time intervals (this should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the student is benefitting from the arrangement. Parents (and/ or the LA where a student has an EHCP), and the student if they are 18 or over can request a review meeting. When this happens, the academy must comply with the request as

soon as is reasonably practical, unless there has already been a review meeting in the previous 10 weeks.

- 18.11 Following any review meeting, parents, the student if 18 or over, and the LA (in the case of a student with an EHCP), must receive written notification of the decision as to whether the off-site direction should continue. Written notification must be sent, no later than six days after the date of the review meeting, informing parents (and the student if 18 or over) whether the direction will continue, for what period of time and the reasons for the decision.
- 18.12 Successes should be celebrated and if the placement at the new school/provision is not successful then further support should be offered to the pupil. If the placement is successful a permanent managed move may be considered.

19. Respite

- 19.1 The academy considers the use of respite to be a less formal process that does not require the use of dual registration and that can have a positive impact on a student's behaviour and reduce the risk of suspension. Respite is defined as a short-term, time-limited intervention during which a student temporarily attends another academy or school, and may include (but is not limited to):
- Primary students being sent to neighbouring academies for short periods;
 - Secondary students unable to attend supervision or PDC at their home academy.
- 19.2 During the intervention, the home academy will retain safeguarding responsibility for the student and will use code B (off-site educational activity) in the attendance register. The home academy must also take steps to monitor the student's attendance in collaboration with the host academy and use the appropriate absence code where the student does not attend as planned.
- 19.3 When the academy uses a respite placement, this requires parent/carers consent. The duration of the placement will be made clear, as will travel arrangements to and from the 'new' school. The start and finish time and arrangements for provision at the new school will also be made clear. These initial details will usually be discussed in a face to face meeting with parents/carers and a risk assessment complete at the same time. In some circumstances, when a face to face meeting is not possible but the need for a placement is urgent, a telephone call can be used to outline the initial arrangements outlined above, although a risk assessment must also be completed and signed by parents/carers- this may need a home visit to finalise.

20. Preventing the recurrence of misbehaviour

- 20.1 The academy will adopt a range of initial intervention strategies to help students manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. The academy will try to achieve this by helping students understand behavioural expectations and norms and by providing support for students who struggle to meet these norms. Some students will need more support than others and this will be provided as proactively as is reasonably practicable within the academy's resources and, in all cases, as soon as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. The academy has a clear tracking system in place through individual inclusion trackers and the weekly inclusion meeting. This ensures relevant members of staff are aware of any student persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose

misbehaviour is out of character and a sudden change from previous patterns of behaviour.

- 20.2 Initial interventions to address underlying factors leading to misbehaviour may also include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the student and the impact of the support being provided. If the student has an Education, Health and Care plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. If the academy has serious concern about a student's behaviour, the academy will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the student's educational needs is required.

21. Personalised Learning/Development Centres and alternative provisions (secondary)

- 21.1 The Personalised Learning Centre (PLC) and Personalised Development Centre (PDC) are intervention placements whereby students are placed in small groups in place of mainstream lessons. The purpose of these provisions can be two-fold:

- a) using PLCs as a planned intervention for behavioural or pastoral reasons and:
- b) using PLCs and PDCs as a final preventative measure to support students at risk of permanent exclusion.

- 21.2 In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate students into mainstream lessons. The approach in the PLC/PDC should be aligned to the culture of the whole academy and compatible with this policy. Most PLC and PDCs are established solely to accommodate students from the academy, whilst some, often termed 'in-school Alternative Provision (AP) units', are established to accommodate students from other schools/academies as well. The placement of students from the local authority or a separate school/academy into an academy's PLC or PDC or one of our alternative provisions (such as ACE) is a form of alternative provision and those arranging and providing the placement must adhere to their legal duties, which are set out in legislation and summarised in the Alternative Provision Statutory Guidance. When a placement is commissioned by a NET academy, the students must be admitted in accordance with the 'host' academy's published admissions arrangements and registered as a student at the 'host' academy in accordance with the Education (Pupil Registration) (England) Regulations 2006. The student should remain dual registered at the 'host' academy. All staff should ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with. Where a student has an Education, Health and Care (EHC) plan, the relevant statutory duties on the academy and local authority will also continue to apply. The academy should, where possible, contact the relevant authority at an early stage if it is contemplating a placement for a student with an EHC plan in a student support unit that is in another school/academy. If the academy wants to place a student with a plan in a unit that is in another school/academy, the local authority will need to follow the statutory procedures for amending the setting on the plan. When developing our PLCs and PDCs we have considered and ensured effectiveness in:

- referring students based on their needs, including sharing information on previous behaviour incidents with multi-agency partners if appropriate and consulting with parents on the placement;
- delivering a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the

- academy's curriculum, and supports reintegration. The curriculum can be personalised to address specific support needs individual students may have;
 - maintaining a positive, visible presence from academy leaders to make the PLC and/or PDC are an integral part of the academy;
 - deploying staff with the appropriate skills set to the PLC/PDC so students can be supported with their behaviour and learning needs to ensure effective impact and progress;
 - reviewing reintegration plans at regular intervals; and
 - actively involving students and parents in reintegration discussions.
- 21.3 The academy should actively monitor the progress of all students in these forms of alternative provisions, including those attending a unit at a different school/academy. The academy should consider the distance and transport to the host unit when a student is attending a support unit in a different school/academy to the academy. This may involve collaborating with the local authority when the student is eligible for free home-to-school travel.

22. Behaviour committee of the academy council

- 22.1 In accordance with the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement: Guidance for maintained schools, academies, and student referral units in England', May 2023' a meeting of the student behaviour committee (SBC) must be convened by the academy council clerk when a:
- parent of a suspended student asks that a meeting is convened
 - student has received more than 15 days suspension in one term
 - recommendation of permanent exclusion is made by the principal
- 22.2 A student behaviour committee (SBC) comprises of 3 members of the academy council (where sufficient representatives cannot be drawn from local academy council, representatives from any NET academy council can be used) who can hear the case impartially.
- 22.3 Depending on the length of the suspension/exclusion the student behaviour committee has varying degrees of authority. Appendix 1 provides an outline of responsibilities and timescales involved with suspensions of varying lengths and permanent exclusions.
- 22.4 Parents have a right to attend, and make representations, at an initial meeting of the student behaviour committee. The principal will also be invited and other members of the academy team may also be invited to present evidence to the committee.
- 22.5 Following the meeting, a letter will be sent outlining the decision of the student behaviour committee and the rationale for that decision.
- 22.6 In the case of a suspension, where the committee decides to uphold the principal's decision, there is no further right to internal appeal/review.
- 22.7 However, if parents believe that a suspension has been discriminatory, they can apply to the first-tier tribunal for disability discrimination, or the county court in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place, for example the day on which the student was suspended.
- 22.8 Alternatively, families can bring a claim for judicial review where they believe that the suspension has been in breach of one of the public law principles. This must be done promptly and not later than 3 months after the grounds to make the claim first arose.

- 22.9 Where a student has been permanently excluded and the student behaviour committee have upheld the decision of the principal to exclude, parents may request, in writing, that an independent review panel (IRP) be convened to review the decision of the SBC.
- 22.10 An application for review must be in writing and set out the grounds of review; and made within the specified deadline (15 school days after the day on which notice in writing was given of the SBC's decision). This is particularly important in the case of a permanent exclusion, where parents have a strict 15 school days to request an independent review panel. Applications made after this deadline MUST be rejected.
- 22.11 Parents (if the student is under 18) or the excluded student (if they are aged 18 years or older) can request a meeting to be held via the use of remote access but this should not be a default option. The trust will then ensure must hold the meeting via the use of remote access, if the request has been made correctly as set out in the principal's written notification or the SBC's written notification to the parents/carers that they can request an IRP. Holding meetings via remote access must only be done if the trust is confident that the meeting is capable of being held fairly and transparently. In fulfilling its duties to ensure the remote meeting is conducted appropriately, the IRP panel will follow all aspects of Part 11 of the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement-Guidance for maintained schools, academies, and pupil referral units in England- May 2023'.
- 22.12 If there is a reason related to extraordinary events or unforeseen circumstances, such as an outbreak of infectious illness/disease, which means that it is not reasonably practicable for an SBC or IRP to be held in person; then this meeting may be held using remote access even if the parent has not asked for the meeting to be remote.
- 22.13 The role of the independent review panel is to review the student behaviour committee's decision not to reinstate a permanently excluded student. In reviewing the decision, the panel must consider the interests and circumstances of the excluded student, including the circumstances in which the student was permanently excluded, and have regard to the interests of other students and people working in the academy.
- 22.14 The IRP cannot force the reinstatement of a student.
- 22.15 It can however:
- uphold the original decision of the SBC
 - recommend that the SBC reconsiders its original decision
 - quash the SBC's original decision and direct it to reconsider this decision.
- 22.16 Parents do not have the right of appeal against the decision of an independent review panel. The decision is binding on the parent, the student behaviour committee, the academy council, the principal, the local authority and the trust. Once a decision has been made, it cannot be revisited.
- 22.17 If the IRP recommends or instructs the SBC to reconsider their original decision, then the meeting must be convened within 10 school days of being given written notice of the panel's decision.
- 22.18 The decision of the SBC is final and there are no further grounds for internal review. 2 Parents do have the right to apply for a first-tier tribunal or for a judicial review if they feel their case meets the criteria outlined above (see paragraphs marked with *).

23. Cancelling exclusions

- 23.1 The principal can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the SBC has not yet met to consider whether the student should be reinstated. Where an exclusion is cancelled:

- The principal must notify the parents, the local academy council, the LA and the student's social worker and VSH if applicable, without delay. The notification must also provide the reason for the cancellation;
- The SBC's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;
- Parents (or the excluded student if they are 18 years or older) should be offered the opportunity to meet the principal to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;
- The student must be allowed back into the academy without delay;
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year;
- A permanent exclusion cannot be cancelled if the student has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

24. Police involvement in behavioural incidents

- 24.1 Northern Education Trust academies will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Northern Education Trust academies will inform the police of any intelligence which may support the police in preventing or tackling criminal activity.
- 24.2 A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

25. Child-on-child sexual violence and sexual harassment

- 25.1 Following any report of child-on-child sexual violence or sexual harassment offline or online, the academy will follow the general safeguarding principles set out in Keeping Children Safe In Education (KCSIE) - especially Part 5. Northern Education Trust is clear that sexual violence and sexual harassment are never acceptable and will not be tolerated. Staff will challenge all inappropriate behaviour between students and will not pass off any sexual violence or sexual harassment as acceptable or as 'banter' as this can lead to the normalisation of an unsafe environment for students. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Students whose behaviour falls below the behaviour expected of them will be sanctioned. Disciplinary action will be taken whilst other investigations by the police and or children's social care are ongoing (see paragraphs 126 to 128 for suspected criminal behaviour). The academy will never normalise sexually abusive language or behaviour by treating it as an inevitable fact of life or an expected part of growing up and will strenuously advocate high standards of conduct between students and staff.
- 25.2 If a report of sexual abuse or harassment is shown to be deliberately invented or malicious, the academy will consider whether any disciplinary action is appropriate against the individual who made it.

26. Behaviour incidents online

- 26.1 The way in which students relate to one another online can have a significant impact on the environment in the academy. Negative interactions online, including those outside of academy hours when students are in the local community or at home, can damage the academy's culture and can lead to the academy feeling like an unsafe place. Northern Education Trust is clear that the same standards of behaviour are expected online as apply offline, including the importance of respect for others. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and

sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour.

27. Suspected criminal behaviour

27.1 In cases when a member of staff or the principal suspects criminal behaviour, the academy will make an initial assessment of whether the incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and the academy will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the academy will ensure any further action taken does not interfere with any police action. However, the academy retains the discretion to continue investigations and enforce sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate for the academy to make in tandem a report to local children's social care. As set out in Keeping Children Safe in Education, it will be expected in most cases that the designated safeguarding lead (or deputy) will take the lead on this process.

28. Students who have a social worker, including looked-after children, and previously looked-after children

28.1 For students with a social worker, education is an important protective factor, providing a safe space for students to access support, be visible to professionals and realise their potential. Where students are not in the academy, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, the principal should balance this important reality with the need to ensure calm and safe environments for all students and staff, so should attempt to devise strategies that take both of these aspects into account. Where a student has a social worker, e.g. because they are the subject of a Child in Need plan or a Child Protection plan, and they are at risk of suspension or permanent exclusion, the principal must inform their social worker, the designated safeguarding lead (DSL) and the student's parents to involve them all as early as possible in relevant conversations. Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the designated teacher (DT) should contact the local authority's virtual school head (VSH) as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support needs to be put in place to help the academy address the factors affecting the student's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the academy should also engage with a student's social worker, foster carers, or children's home workers. All looked-after children should have a Personal Education plan (PEP) which is part of the student's care plan or detention placement plan. This should be reviewed every term and any concerns about the student's behaviour should be recorded, as well as how the student is being supported to improve their behaviour and reduce the likelihood of exclusion being necessary. For previously looked-after children who are on the path to being suspended or permanently excluded, the academy should engage with the student's parents and the academy's DT. The academy may also seek the advice of the VSH on strategies to support the student.

28.2 If the principal suspends or permanently excludes a student they must, without delay, and no later than three days after their decision, also notify the social worker, if a student has one, and the VSH, if the student is a LAC, of the period of the suspension or permanent exclusion and the reason(s) for it. The information must also be provided in writing to the local authority. Both the social worker and VSH should, as far as possible, attend the student behaviour committee meeting if there is one, in order to share information.

Social workers and VSHs must be allowed to join an SBC meeting or IRP via the use of remote access, regardless of the format chosen, as long as the panel are satisfied they will be able to participate effectively, they can hear and be heard throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

Appendix 1 - List of prohibited / banned academy items

This list is merely illustrative of items that are currently **prohibited**:


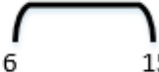
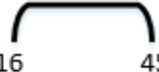
- Knife of any length
- Weapons of any description including but not limited to: Axes, BB guns, air guns, GATT guns, catapults, slings, lengths of pipe, bats, other blunt instruments, or items judged by the principal to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.
- Alcohol
- Illegal drugs or drug paraphernalia
- Stolen items
- Tobacco and cigarette papers, e-cigarettes or 'vapes'.
- Lighters/matches
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Principals have absolute discretion to **ban** any item from academy premises and these items include, but are not exclusive to:

- Fidget spinners/toys (unless agreed as part of a formal EHCP/Individual Learning Plan)
- Collectible cards (e.g. sports cards, pokemon etc)
- Toys (unless given express permission by the principal)
- Energy drinks
- Jewellery
- Any item (including pin badges) carrying unacceptable slogans, statements or images of a political nature
- Other items likely to cause disruption or disturbance to learning environments

Mobile phones and other electronic devices, such as smart watches, must be switched off and kept out of sight at all times. If such devices are identified by a member of staff they will be confiscated and must be collected by parents/carers as outlined in section 9 of this policy.

Appendix 2 – Suspension and expulsions summary document

Suspension/ Exclusion Summary Document				
	Suspensions			Permanent Exclusion
	Suspensions bringing total number of suspended days up to and including 5 in one term.	Suspensions bringing total number of suspended days to more than 5 but fewer than 16	Suspensions bringing total number of suspended days to more than 15 in a term.	
	 0 5	 6 15	 16 45	
Do the PBC have to meet?	No, unless the parents request that the PBC meets to review the decision to suspend.		Yes	Yes
When do the SBC have to meet?	No legally binding timescale but at NET we aim to hold the meeting of the SBC within 50 days of receiving notification of the suspension.	Within 50 school days of receiving notification of the suspension.	Within 15 school days of receiving notification of the suspension/permanent exclusion.	
Can the parent attend the SBC meeting?	Parents can be present and make <ul style="list-style-type: none"> a) written representations only b) verbal representations A combination of the above. Parents may also ask a representative to speak on their behalf. Students are encouraged to make representations where it is appropriate for them to do so, taking account of their age and understanding.			
If the SBC agree to uphold the suspension/permanent exclusion what choices do they have?	Make a note on the student's educational record reflecting this.			
If the PBC do not uphold the suspension/permanent exclusion what choices do they have?	The SBC have no power to direct reinstatement. The SBC should record their considerations on the student's educational record.	The PBC can reinstate the student immediately or on a fixed date Where a student has already returned to the academy, the SBC should record its decision, and the reason for it, on the student's educational record.		