

Inclusion is at the
heart of our trust



Behaviour & Relationships Procedural Instructions

Secondary Phase



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Contents

1.	Related Policy	4
2.	Summary	4
3.	Praise and Reward	5
4.	Behaviour Management	5
5.	Conduct Outside of School	6
6.	The Trust's in Class Consequence System	7
7.	The Trust's out of Class P-Point System	8
8.	The Trust's Sanction System for more serious behaviours	10
9.	Corrections	11
10.	Analysing Behaviour data – The Graduated Approach Pathway (GAP)	12
11.	Reflect Room	12
12.	Partial Timetables	13
13.	Managed Moves	13
14.	Suspensions	14
15.	Permanent Exclusion	15
16.	Suspensions and Exclusion review panels	16
17.	Independent Review Panel	17
18.	Return from Suspension - Reintegration	17
19.	Use of Reasonable Force	17
20.	Use of Screening, Searching and Confiscation	17
21.	Anti-Bullying	18
22.	CCTV	18
23.	Use of Electronic Devices	19
24.	Malicious Allegations	19
25.	Police Involvement	19
26.	Procedural Instruction Review	19

1. Related Policy

This Procedural Instruction facilitates the compliant implementation of the Trust's Behaviour & Relationships Policy (Secondary)

2. Summary

2.1 Promoting positive behaviour, clear expectations and strong relationships is the responsibility of the school community as a whole. Specific roles are key behavioural ambassadors with specific responsibilities. These include:

- The **Trust Board** are ultimately accountable for the performance of all Oak schools and must have high level oversight of what behaviour is like in our schools. They hold **executive leaders** directly accountable for the implementation of this policy and to ensure behaviour in all schools is managed effectively.
- The **Headteacher** – in leading the creation and reinforcement of the school culture, ensuring it permeates through every aspect of school life; overseeing the operational implementation the behaviour and relationships policy and procedures, ensuring that it is applied fairly and consistently. It is also the responsibility of the headteacher to ensure the health, safety and welfare of students and staff and for repeated or very serious acts of unacceptable behaviour, the headteacher holds responsibility for making the decision to suspend or permanently exclude students.
- The **Local Governance Committees** - are responsible for challenging and supporting school leaders in their operational implementation of the behaviour and relationships policy and procedures. In addition to this, they will ensure that serious sanctions such as suspensions and permanent exclusions are used only as a last resort by sitting on permanent exclusion review panels.
- **Senior Leaders** – are responsible for supporting the headteacher in the promotion and operational implementation of the behaviour and relationships policy and procedures, ensuring that they are a visible presence around school and known to the students; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students to ensure the culture of the school promotes positive behaviour.
- The **Deputy Headteacher responsible for Pastoral Support** – is responsible for monitoring all aspects of the school's behaviour and relationships policy and its application, to promote equity and equality for all students. They are also responsible for ensuring all staff receive appropriate training, including Early Career Teachers, so that they can meet their duties and functions within the behaviour and relationships policy and procedures.
- The Assistant Headteacher/**SENCo (Special Educational Needs Co-ordinator)** – is responsible for ensuring that all staff have adequate training and support on how students with special educational needs, disabilities or mental health may behave and provide provisions, adjustments, and interventions to manage this.
- The **Assistant Head responsible for behaviour** – is responsible for maintaining the Trusts high expectations for behaviour by ensuring that each

and every student gets the personal attention they need. This involves, liaising with parents, operating the behaviour management system including on call, reports, corrections and being a key member of staff to ensure restorative meetings take place to support students to improve their behaviour.

- **The Pastoral Year Leader/Pastoral Manager/Head of Year** – is responsible for creating a year group team and identity where each student feels a sense of responsibility for helping and supporting others and promoting excellent performance.
- The **Teachers** – are responsible for creating a classroom culture in which all students feel they belong and feel safe; an environment where positive relationships are established that allows all students to thrive as individuals and as learners. This requires building trust, establishing clear routines and boundaries with consistently high expectations.

- 2.2 This Procedural Instruction will describe the processes applicable to all staff, parents/carers, pupils/students and local governors in relation to behaviour and relationships.

3. Praise and Reward

- 3.1 The Trust recognises that each of our schools will run its own approach to rewarding students that suits their context. The guiding principles are set out below.
- 3.2 Acknowledging good behaviour encourages repetition and communicates the Trust's expectations and values to all students. Using rewards and positive recognition provides an opportunity for all staff to strengthen the school's culture and ethos. Every student is special, and we regularly identify, reward and celebrate their many successes.
- 3.3 These successes can be in any aspect of school life. They include rewards for regular attendance, outstanding achievements or displaying the school's values etc. The Trust encourages use of a wide range of rewards ranging from simply saying well done or phone calls home, to issuing certificates and prizes. Schools hold regular celebration assemblies and special events, such as the annual presentation evening, to celebrate the achievements of its students.

4. Behaviour Management

- 4.1 At Oak Learning Partnership all teachers should use a variety of strategies for managing the behaviour of students. Teachers should refer to 'C' of CLEAR (climate for learning) and use the appropriate recommended strategies to de-escalate unacceptable behaviour, to re-engage and to avoid disruption to students own learning and that of others.
- 4.2 The 'C' of CLEAR (climate for learning) techniques and rubrics will be used to prevent students from entering the Consequences system and prevent escalation through the consequence system. The Consequences system is not an alternative to high quality teaching.
- 4.3 Effective teaching should mean that staff aren't over reliant on the use of consequences system. If the consequence system has been used significantly in a

lesson or with a particular class, the Trust encourages teachers to reflect on the following key questions:

- Have I used preventative strategies from the CLEAR rubrics? Have I been consistent with the consequence system?
- Have I planned for success to ensure I am meeting the academic needs of all students?
- Have I planned an objective-driven lesson and shared my learning objectives/big questions and outcomes with students?
- Am I using whole class and precise praise to reward students who are meeting my learning expectations?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I used 'threshold' and greeted students at the door, making my high expectations clear at the beginning of the lesson?
- Is my seating plan, right?
- Have my instructions been clear?
- Have I made compliance visible?
- Are my systems and routines effective?
- Have I employed the correct provision, reasonable adjustments, or interventions?

5. Conduct Outside of School

- 5.1 Students are encouraged to wear their uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the individual school or wider Trust. If a student is in uniform and on their way to or from school, or engaged in other activities off school premises, sanctions can be issued, and unacceptable behaviour should be challenged.
- 5.2 Where unacceptable behaviour occurs when a student is travelling to and from the school, the Trust reserves the right to issue a consequence, suspension or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.
- 5.3 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child to the police as soon as possible.
- 5.4 If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to the school, the senior leader responsible for behaviour/ pastoral support must be informed.
- 5.5 If they consider that the unacceptable behaviour is linked to a child suffering or being likely to suffer significant harm the Trust's Safeguarding and Child Protection Policy will be followed.
- 5.6 For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour consequences that are applied to incidents of unacceptable behaviour that occur on the school site.

6. The Trust's in Class Consequence System

- 6.1 Oak Learning Partnership acknowledges that students will not always behave perfectly, and the consequence system is designed to give students choices to reflect on their behaviour. Its principal role is to support learning by students being able to learn in a calm, orderly, safe environment where all students can thrive and make outstanding progress.
- 6.2 All teachers will use strategies that support students to adopt acceptable behaviours that supports learning and builds strong relationships. If, despite these strategies, a student's behaviour does not meet the expectations of the teacher, the following system of consequences will be used:

Consequence level	Description of behaviour	Action to be taken
C1 Verbal Warning/Corrective conversation	Disruption to own or others' learning – not following adult direction, shouting out, refusal to work, insufficient work, distracting others,	- Teacher records name on board. - No further consequences.
C2 Final Verbal Warning 1 behaviour point given automatically	Further disruption to own or others' learning – not following adult direction, shouting out, refusal to work, insufficient work. distracting others,	- Teacher records name on board. - Teacher records C2 on Arbor. - Pastoral Year Leader (PYL) /Head of Year (HoY) analyses the number of C2s a student receives each week. If a student receives x5 C2s in a week, the PYL/HoY will issue a 30-minute correction for the following evening.
C3 Correction Issued 1 behaviour point given automatically	Further disruption to own or others' learning – not following adult direction, shouting out, refusal to work, insufficient work. distracting others.	- Teacher records name on board. - Teacher records C3 on Arbor. - Student receives 30-minute correction. - If student does not attend 30-minute Correction, the PYL/HoY will upscale this to a one-hour Correction the following day, if they fail this it is upscaled to 75 minutes and then a final failure to attend results in one day Reflect with a 60 minute correction.
P-Point - Prepared	Failure to bring equipment or correct PE kit Refusal to borrow kit/equipment will result in a Red line serious.	A P-Point is an automatic 30-minute correction, the student is informed and this is recorded on Arbor.

C4 Remove Lesson Remove 1 behaviour point given automatically	Continued disruption after a C3 OR A one-off severe incident of negative behaviour, examples can be found in Red Line Serious 8.1 and can be recorded as such.	• Teacher records C4 remove on Arbor. • PYL/HoY/SLT collects student from classroom. Student completes the rest of the lesson in the reflect room. • Student completes reflection form to support them identify where their behaviour was inappropriate. • PYL/HoY to have a pastoral discussion using restorative techniques to ensure the pupil understands why they received the C4 and reflect what they need to do in the future to behave appropriately before they return to lessons. • A restorative conversation takes place. • If a student is given 2x C4s in one day they remain in the Reflect room for the rest of the day. • If a student does not meet expectations in the reflect room, extra time maybe added. • Where appropriate, the PYL/HoY will facilitate a restorative conversation with the teacher.
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- 6.3 The behaviour concerns listed in the matrix are not an exhaustive list. Any other behaviours which have a negative impact on learning or damage the reputation of the school or Trust will be sanctioned at a level which the school or Trust deems most appropriate.

7. The Trust's out of Class P-Point System

- 7.1 Out of the classroom we maintain our high expectations of pupil's behaviour, students are expected to
- Be polite
 - Be punctual
 - Be prepared for school and always wear the correct uniform
 - Move quietly around the school
 - Treat the school buildings and school property with respect
 - Accept consequences when given
 - Refrain from behaving in a way that brings the school into disrepute, including when outside school
 - If students do not meet these expectations, then they will be given a P-Point that carries with it the consequences described in the table below.

- 7.2 P points are recorded and logged on Arbor. Parents will see this by logging onto their Arbor account.
- 7.3 P points and red lines are collected on the same day. Parents and pupils will be informed on the same day when corrections have occurred via the Arbor app or text message. After school, corrections can last for up to 60 minutes. Legally schools can issue corrections without notice and without the consent of parents, however our policy is to, contact parents, where possible by 2.45pm on the day of the correction. Where pupils do not attend correction, they will be issued with a 'second chance 60 min correction,' if they do not attend their second chance, they will be issued a 75 min SLT correction and if they fail to attend this they will be directed to a day in Reflect with a 60 minute correction.

P-Point	Description of behaviour	Action to be taken
P-Point Prepared Equipment & Uniform 1 behaviour point given automatically	Student does not have an item from the schools 'must have' equipment list. Student does not have the correct uniform or has failed to bring specialist equipment/PE kit.	• If student arrives at line-up without the correct uniform or equipment, they are escorted to the school shop to collect the appropriate equipment and return swiftly to lesson. • As they did not do this themselves before line-up they are given a P-Point Prepared by the PYL/HoY, this is recorded on Arbor, and this is an automatic 30-min correction that evening. • If a student refuses to wear lent uniform items the PYL/HoY will attempt to resolve this in consultation with SLT but if not resolved the student is placed in Reflect for the full day or until the uniform item is corrected. • Students that do not bring specialist equipment or PE kit are given a P-Point Prepared by the teacher this is recorded on Arbor and this is an automatic 30-min correction that evening.
P-Point Polite Unacceptable behaviour on corridors/social times 1 behaviour point given automatically	Verbal unpleasantness or abuse towards another person, Physical contact, out of bounds area, any behaviours that staff deems to be inappropriate/ unsafe.	• If a student displays anti-social or inappropriate behaviour they are given a P-Point Polite by staff this is recorded on Arbor and this is an automatic 30-min correction that evening.

P-Point Punctuality Late to School or lesson 1 behaviour point given automatically	Student arrives late to school or over 4 minutes late to lesson.	• If a student arrives late to school at any time after the morning bell they are given a P-Point Punctual by the SLT on late gate/PYL/HoY/Attendance team. This is recorded on Arbor and this is an automatic 30-min correction that evening. • If a student arrives over 4 minutes after the lesson bell they are given a P-Point Punctual by the class teacher this is recorded on Arbor and this is an automatic 30-min correction that evening.
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8. The Trust's Sanction System for more serious behaviours

- 8.1 There are behaviours that the Trust determines as more serious breaches of the school's behaviour policy and as such are outside of the In class consequence system and P-Point system. These behaviours are recorded as 'Red Lines' and carry more serious consequences as outlined below.

Red Line	Description of behaviour	Action to be taken
Red Line Truancy 5 behaviour points given automatically	To be issued when a student has been found to have deliberately truanted internally within the school day	• The Red Line Truancy is recorded on Arbor by SLT/PYL/HoY. • On the first occurrence the student is placed in reflect for that lesson and receives a 60-minute correction. • If the student is caught truanting twice in one day they remain in reflect and still complete the 60 minute correction.
Red Line Serious 5 behaviour points given automatically	To be issued for the following: • Outright refusal to follow an instruction from a member of staff, despite being given time to reflect and/or correct the named behaviour. • This can and should be used at any point in the school day where a student is refusing to follow the school's expectations and standards of acceptable behaviour. • Refusal to hand over a mobile phone when asked to. • Any form of bullying or threatening behaviour.	• The Red Line Serious is recorded on Arbor by any member of staff. • The student is told that this has been recorded. • SLT triage all Red Line Serious at the end of the school day and students are given an internal suspension the following day. • It maybe felt that a RLS warrants more than an internal suspension and therefore maybe triaged as

	• Harmful sexual behaviours which include- contact and non-contact behaviours. Online and offline behaviours (including technology assisted behaviours, and group, gang and/or peer influenced behaviours. • Sexual harassment which includes- sexual comments, sexual 'jokes' or 'taunting' physical behaviour and online sexual harassment. • Vandalism. • Theft. • Fighting or assault. • Smoking/vaping. • Racist, sexist, homophobic or discriminatory behaviour (considering protected characteristics). • Possession of any prohibited items. • Direct use of offensive language towards a student or member of staff.	an external suspension and referred to the Headteacher. Such RLS' will be dealt with as quickly as possible by SLT and not always left to the end of the day triage. • Students and parents are informed by phone call/letter/email and text the night of the RLS. • The student will work in the reflect room the following day with a 60 min correction.
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- 8.2 For persistent or extreme incidents of red line behaviours, or refusal to attend Reflect, a suspension may be issued. Parents will be informed of this by a phone call and letter to confirm the suspension. The Headteacher must approve any suspension.

9. Corrections

- 9.1 The school operates instant corrections each evening, Corrections are as follows:

Daily corrections up to 60 minutes

SLT correction -75 Minutes

- One P point in a day- 30 mins
 - Two P points or more in a day - 60 mins
 - C4 lesson remove occurrence - one period in Reflect and 60 min correction
 - Second C4 lesson remove in one day- remainder of day in Reflect -60min correction
 - Red line occurrence- serious incident- remainder of day in Reflect and 60 min correction (possible further days in Reflect and in some cases external suspension).
 - Failed attendance at correction – One-hour correction on next day (second chance)
 - Failure to attend first 30 minute correction and second chance- 75 min SLT correction on next available day if student fails to attend the SLT correction they will receive a full day in Reflect followed by a 60-minute correction.
- 9.2 The school will issue a Correction for a breach of the Trust rules. Where possible, parents/carers will be notified in advance through the planner, phone call, email or text.
- 9.3 The school will determine what is inappropriate and unacceptable at all times. Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a student to complete a Correction.

- 9.4 Students will be offered support where necessary or given the opportunity to discuss with members of the pastoral staff of any perceived barriers to appropriate engagement, such as their personal circumstances.

10. Analysing Behaviour data – The Graduated Approach Pathway (GAP)

- 10.1 At Oak Learning Partnership schools, Inclusion is at the heart of what we do, therefore, underpinning the whole sanctions process outlined above are levels of support and targeted interventions from recognised trigger points.
- 10.2 Students who reach this phase will enter the Graduated Approach Programme (GAP). Weekly meetings are held by key pastoral staff and Senior Leaders in the school to review individual student progress with regards to behaviour and specific interventions, internal and external support mechanisms will be put in place, monitored for impact and communicated to the student and their parent/carer.
- 10.3 The GAP document is a full programme with a robust recording process each school has its own GAP documentation.
- 10.4 The list below, whilst not exhaustive, shows some examples of possible support interventions, please see the GAP document for full details:
- Phone calls home (Class teacher, Form tutor, Pastoral Year Leader/Head of Year, Director of Key Stage, Senior Leadership)
 - Positive coaching reports with identified school mentor to monitor progress
 - Reduced timetables
 - Review of curriculum offer
 - Referral to external agencies for support- CAMHS, School nurse, Early break,
 - Small group tuition
 - One to one tuition
 - Referral to SEND
 - GL assessment of learning needs undertaken
 - Mindfulness interventions
 - Boxall profiling- Effect of Early Childhood experiences
 - Opportunities to engage in leadership experiences
- 10.5 Headteacher to review outcomes of the significant incident and/or solution meeting. Headteacher reserves the right to:
1. Review strategies and consider other strategies not deployed
 2. Reduce timetable demands – planned for a set period/Pathway change.
 3. Adjusted timetable- to avoid over stimulation at key times e.g. start/end of the day
 4. Part time timetable – planned for a set period.
 5. Call an emergency EHCP meeting to present data that the school is not the correct provision for young person
 6. Direct off site to AP provider
 7. Permanently exclude.
- Headteachers or their delegated staff member to discuss 5-7 with the Trust's Inclusion Solution Panel before acting. Refer to calendar for dates.

11. Reflect Room

- 11.1 The Reflect room is considered to be a serious consequence and will only be used when necessary for a limited time.
- 11.2 The Reflect room may be used for the following reasons:

- A student receives a C4- Lesson Remove for persistent disruptive behaviour and has been removed from a classroom for persistent or serious disruption or defiance following all other behaviour strategies in the classroom being attempted.
 - During an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and or a decision on next steps.
 - For a period of reflection following a persistent breach of the Correction and/or reporting system.
 - For a period of reflection following a Red Line Serious incident.
 - Red Line -Truancy.
 - Persistent lates/uniform issues/refusal to borrow PE Kit.
- 11.3 When Red Line behaviours occur staff must record the actions on Arbor. The Senior Leader with responsibility for behaviour alongside the Reflect is responsible for moderating red line serious incidents and scheduling day/s in the school 'Reflect Room' This consequence is opposed to a suspension.
- 11.4 Whilst in the Reflect room students will follow their normal curriculum subjects and should have the opportunity to reflect upon their behaviours and undertake some restorative work with the pastoral team and or the member of staff involved in the red line incident.
- 11.5 Whilst in Reflect, students must meet the school's expectations. Students who do not meet these expectations will receive a suspension and will complete one day in Reflect, upon return to school, and will stay until 4pm. Additionally, a return to school interview with parents will take place.
- 11.6 Senior Leaders will monitor internal suspension rates and external suspension rates for failed Reflect and report half termly to the Headteacher.
- 11.7 Reasonable adjustments: a discussion with the SENDCo will take place before any child with significant additional needs is placed in Reflect. A facility is available which can act as an alternative to Reflect. This is area that can be used for vulnerable students where they can work separately from the rest of the school.
- 11.8 The school will consider additional approaches to support students who are frequently removed from lessons such as meetings with PYL/HoY/SLT, referrals to GAP, consider if any learning assessments need to take place in order to evaluate if the student has any additional needs etc.
- 11.9 The use of the Reflect room (internal isolation) from the school community is an alternative to any suspension which are avoided at all costs.

12. Partial Timetables

- 12.1 As an alternative to suspensions the Headteacher may, in limited circumstances, make use of a partial timetable to support a student. These should only be in place for a maximum of six weeks and be formally recorded and reviewed.

13. Managed Moves & Off-Site Direction

- 13.1 A managed move and off site direction will be considered for a student at risk of permanent exclusion with reference to the [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-in-schools).

- 13.2 A managed move involves the transfer of a student who may be at risk of permanent exclusion to another school. This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer. This is usually arranged via the fair access protocol. Off-site direction is the same as a managed move but is arranged for a short/temporary period of time.
- 13.3 School staff to discuss cases at the Trust's Inclusion Solution Panel – dates in calendar.

14. Suspensions

- 14.1 The school will use Fixed Term Suspensions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Fixed Term Suspensions will also be used when the good order of the Trust is threatened and/or student behaviour could potentially damage the reputation of the Trust.
- 14.2 The Headteacher may suspend for the following reasons:
- Serious breaches of the Trust rules.
 - Repeated breaches of the Trust rules.
 - Refusal to engage with inclusion/internal support.
 - Repeated disruption whilst in inclusion/internal support.
 - Failure to comply with a reasonable request from the headteacher.
 - Failure to meet expectations in the reflection room.
 - Persistent or serious breaches of health and safety rules.
 - Persistent or serious verbal abuse of staff, other adults or students.
 - Possession of drugs and/or alcohol related offences.
 - Persistent C4 Removes.
 - Persistent or serious wilful damage to property.
 - Persistent or serious bullying.
 - Sexual misconduct (including up skirting which will be considered a serious and deliberate breach of the policy).
 - Child on child abuse.
 - Theft.
 - Making a serious false allegation against a member of staff.
 - Persistent or serious behaviour which calls into question the good name of the individual school or Trust.
 - Persistent defiance or disruption.
 - Assaults or fighting.
 - Other serious breaches of Trust rules.

All decisions to suspend are serious and only taken as a last resort.

- 14.3 The Department of Education (DfE) provides clear and detailed guidance in its document 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement' (2023), these procedures are written to be used alongside this guidance.
- 14.4 The length of any suspension is at the Headteachers discretion, and the length of exclusions may increase, over time, to reflect the continuing failure of a student to adhere to the Trusts rules.
- 14.5 No student will receive greater than 45 days' suspension in any one academic year without being permanently excluded for persistent disruption and defiance. Please

note that a Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days.

- 14.6 The trust is keen to ensure a balance is met, between the use of Fixed Term suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Suspension period of five days for any single incident.
- 14.7 Whilst a suspension may still be an appropriate sanction, the headteacher should take account of any contributing factors that are identified after an incident of unacceptable behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, mental health issues or has been subject to bullying or provocation.

15. Permanent Exclusion

- 15.1 All decisions made will be lawful, reasonable, fair, and in line with the DfE statutory guidance. Clear communication will be prioritised. Preventative measures and support for the student, including for their safeguarding and wellbeing needs, will run parallel to the exclusion procedures at all times. This policy also aims to secure a student's right to an education despite having been excluded, by ensuring that appropriate arrangements are in place.
- 15.2 Permanent exclusion is a consequence of last resort and will be used sparingly. Prior to a decision to permanently exclude a student, the headteacher or delegated staff member will discuss the case at the Trust's Inclusion Solution Panel – dates in calendar, or with the CEO/Executive Director of Education, before proceeding.
- 15.3 A decision to exclude a student permanently should **only** be taken:
'In response to serious or persistent breaches of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in school' – DfE
Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
- 15.4 The Headteacher will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These circumstances might include:
- Serious actual or threatened physical assault against another student 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.
- 15.5 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Trust community.
- 15.6 The Headteacher may also permanently exclude a student for:
- Individual circumstances as described above; or

- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- Possession and/or use of an illegal drug or drug paraphernalia on school premises.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Any serious incident which the school deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

16. Suspensions and Exclusion review panels

- 16.1 All trust schools are supported and challenged by local governors. Their primary function is to ensure that leaders in the schools are held accountable, in general terms but also how we deal with behaviour.
- 16.2 In line with DfE Guidance '[Exclusion from maintained schools, Academies and pupil referral units in England](#)', a meeting of the governors must be convened by the Clerk when:
- a student has received over 15 days' exclusion in one term.
 - recommendation of permanent exclusion is made by the headteacher for a one-off incident, or due to persistent disruption.
 - it would result in the pupil missing a public examination or national curriculum test.
- 16.3 The governor panel will comprise of three members of the Local Governance Committee, or other voluntary members of the Trust's Governance structure where necessary, who can hear the case impartially. If any panel member has a connection with the student, knowledge of, or other connection to the incident that led to the exclusion which could represent a conflict of interest, which could affect their ability to act impartially, they should step down.
- 16.4 The Governors can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.
- 16.5 The meeting must be convened within 15 school days of receiving notice of the suspension or permanent exclusion. If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet before the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.
- 16.6 The Clerk will circulate the paperwork for the governors meeting to all parties invited to attend at least 5 days in advance of the meeting.
- 16.7 The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible prior to the meeting. The parent/carer may bring a friend or a legal representative if they wish.
- 16.8 The Headteacher and a member of the Senior Leadership Team will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting, however they are only permitted to make representations to the panel with the panel's express permission.

- 16.9 Within one school day of the meeting, a letter will be sent detailing the decision of the Governors. Following a permanent exclusion, the letter will also detail the procedure for Independent Review which will be heard by an Independent Review Panel convened by the Local Authority.
- 16.10 The parent/carer has 15 school days after the day on which notice in writing was given from the governors to appeal the decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.
- 16.11 Where the governors decline to reinstate, they will draw the attention of parents/carers to relevant sources of free and impartial information on whether to and how to seek a review of the decision. This will include statutory guidance and information on the First- Tier Tribunal who deal claims of discrimination.

17.Independent Review Panel

- 17.1 The Local Authority will convene an Independent Review Panel and a parents/carers' right to apply to this Independent Panel will be outlined in the letter sent to them following the governors declining to reinstate following a permanent exclusion.
- 17.2 Parents/carers will be informed of their right to request a special educational needs expert at the Independent Review Panel hearing.
- 17.3 The legal time frame for an application to the Independent Review Panel is set out in the [DfE guidance](#).

18.Return from Suspension - Reintegration

- 18.1 Re-integration meetings are held between the PYL/HoY, a member of SLT, the student and the parent/carer when a student returns from a suspension. At the meeting, the student's behaviour will be discussed, and an individual reintegration plan (IRP) will be created. Targets from the plan will be emailed to staff.
- 18.2 Parents are responsible for their child's behaviour, and it is important that they attend the meeting and explain how they intend to address their child's behaviour.

19.Use of Reasonable Force

- 19.1 In some cases, it may be necessary for members of staff to use reasonable force, and all have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an organised visit. Please refer to the DfE guidance '[Use of Reasonable Force](#)'. Whenever a member of staff uses reasonable force, this must be recorded, and the parent must be informed.

20.Use of Screening, Searching and Confiscation

- 20.1 The Trust pays due regard to [DfE guidance on Searching, Screening and Confiscation](#). In addition, school 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 school users. These items include, but are not limited to the following:

- Knives or other weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers and vapes.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Electronic equipment (including mobile phones and smart watches), jewellery.
- Chewing gum
- Energy drinks
- Other expensive items.

20.2 The Trust's general power to discipline, as set out in Section 91 of [The Education and Inspections Act 2006](#), enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

20.3 Where a person conducting a search finds items that present any risk of harm (e.g. **alcohol, fireworks, cigarettes, vapes**) they will not be returned to students regardless of timing or circumstances. Where they find **weapons and knives and extreme pornography or controlled drugs**, these must be delivered to the police.

20.4 Where they find other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'. Where staff suspect a substance may be a 'controlled drug', they should treat them as controlled drugs as outlined above.

20.5 Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner.

20.6 **Jewellery** will be confiscated. The first time it is confiscated a student will be permitted to collect it at the end of the school day. In cases of subsequent instances in a term, parents will be required to pick up the item at their earliest convenience.

21. Anti-Bullying

21.1 All members of the school 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.

21.2 Each School has its own Anti-Bullying Policy is available on the school websites.

22. CCTV

22.1 CCTV is in operation in school for safeguarding purposes and to maintain discipline and support the school in managing behaviour. The use of CCTV is outlined in the Trusts CCTV Policy.

23. Use of Electronic Devices

- 23.1 The use of electronic devices is not permitted on school grounds. The first time it is confiscated a student will be permitted to collect it at the end of the school day. In cases of persistent instances in a term, parents will be required to attend a meeting and arrangements will be put in place to prevent this from happening again.
- 23.2 If an electronic device has been used or suspected to have been used to record audio, video or take photos of staff/pupils (overtly or covertly) then under the Trust's general power to discipline, as set out Section 91 of [The Education and Inspections Act 2006](#) the item will be confiscated and parents contacted. If there is reason to believe that a criminal offence has occurred, the item will be handed to the police for further investigation.
- 23.3 Under the trust policy this is considered a serious breach and appropriate sanctions will be implemented.

24. Malicious Allegations

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

25. Police Involvement

- 25.1 The Trust will involve the police in all matters where criminal activity has taken place or is suspected of having taken place.
- 25.2 In addition, the Trust will inform the police of any intelligence which may support the police in preventing or tackling criminal activity.
- 25.3 A pupil/student/family have the right to contact the police if they feel that a criminal offence has been committed.

26. Procedural Instruction Review

- 26.1 This Procedural Instruction will be reviewed in line with the Behaviour and Relationships (Secondary Phase) Policy it supports, every year.
- 26.2 As procedures are often subject to more frequent change, this Procedural Instruction will be updated to reflect any material changes to Attendance and Punctuality Procedures and will be re-presented to the Executive Leadership Team for approval at that time.