

Aspire - Collaborate - Explore

'Together we learn – United we achieve'

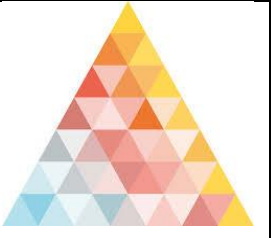


Behaviour Policy 2024-25

TOWNVILLE ACADEMY

Head teacher: Caroline Burden

VERSION CONTROL TABLE

Policy Name	Behaviour Policy	
Policy Owner		
Version Reference	Original Version (V1)	
Approved by		
Effective Date	September 2024	
Review Date	September 2025	

KEY PERSONNEL

Name	Role	Contact Details
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ADDITIONAL INFORMATION

This policy statement applies to anyone working on behalf of Accomplish Multi Academy Trust, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and pupils.

There is a statutory requirement to have this policy in place in multi-academy trusts. This policy must be published on academy websites.

The use of the term 'parent' for the purposes of this policy refers to the child's birth parents and includes any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives.

AIMS

Good behaviour is the responsibility of all staff with the Headteacher having prime responsibility for promoting good learning behaviours throughout the academy as directed by the chief executive. This policy applies to all staff, volunteers, pupils, parents and carers.

Accomplish Multi Academy 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 pupils, irrespective of their differing needs. This policy reflects the importance of the proactive and preventative work that academies undertake to ensure high standards of behaviour. This includes recognising the importance of academy culture, and how this is developed through this behaviour policy and the engagement of pupils.

At Accomplish Multi Academy Trust's academies there is a whole academy commitment to positive reinforcement. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations and the overall success of the policy. Expectations, habits and routines are taught at the start of each year as part of our behaviour curriculum and revisited constantly throughout the year. Parents are expected to work in partnership with the academy's policies and guidelines for behaviour in the interests of their own children and of the whole academy community.

There is a whole academy commitment to praise; all achievements – including exemplary behaviour, politeness, kindness, tolerance, care and understanding - are acknowledged.

It is the duty and responsibility of all adults in academy to model these qualities. Every effort is made to highlight the positive aspects of children's behaviour to raise self-esteem and foster pride in themselves. They are encouraged to be responsible, to set examples and to improve their behaviour. We provide them with opportunities to make choices and to positively influence outcomes to gain rewards and experience feelings of well-being, pride, and satisfaction. They will also be clear about the consequences of unacceptable behaviour and why the behaviour is inappropriate. Everyone in academy is treated with respect and valued as individuals who have rights, but who are also expected to accept responsibility for their own actions.

Children who experience difficulties are given support from staff and peers to be empowered to make their own choices.

While we have the same high expectations of all pupils, we may apply our policy differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it uncomfortable to maintain eye-contact with adults. We ensure that due care and consideration is taken when applying the behaviour policy with children who have SEND needs.

RATIONALE

Accomplish Multi Academy Trust takes responsibility for creating and maintaining high standards of behaviour in all its academies. The Trust Board have followed the DfE guidance Behaviour in Schools in creating this 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.

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 pupil. All Accomplish Headteachers 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 pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly, to help create a calm and safe environment; academy leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy and agreed routines; measures are in place and both general and targeted interventions are used to improve pupils' behaviour.
- support is provided to all pupils to help them meet behaviour standards; disruption is not tolerated, and pupil 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.

LEGISLATION

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 2024](#)

[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](#)

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

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

ASSOCIATED POLICIES

[Accomplish MAT Safeguarding Policy](#)

Accomplish MAT SEND Policy

Accomplish MAT Suspensions and Exclusions Policy

Accomplish MAT Anti Bullying Policy

Accomplish MAT Equality and Diversity Policy

ROLES AND RESPONSIBILITIES

The **Trust Board** is responsible for reviewing and approving the Behaviour Policy and monitoring its impact and contribution to achieving the trust's aims and objectives.

The **Chief Executive (CEO)** is responsible for establishing, in consultation with the Headteachers, staff and parents the Behaviour Policy and for keeping it under review. The CEO will ensure that the policy is non-discriminatory, that expectations are clear, and that the policy is circulated to, and understood, by staff, pupils and parents.

Headteachers

The Headteacher ensures that the policy is fully embedded and adhered to in the academy 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.

The Headteacher is responsible for the implementation of the Behaviour Policy and the day-to-day management of it, including associated systems and processes. The Headteacher 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 Headteacher supports staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the effective use of the policy. Headteachers monitor how staff apply the policy to ensure rewards and sanctions are applied consistently, reporting to the local governing board on the implementation and efficacy of the policy, as required.

Headteachers 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.

It is the responsibility of the Headteacher to ensure the health, safety and welfare of pupils and other academy users is paramount in all decision making. For repeated or very serious acts of poor behaviour, the Headteacher holds responsibility for making the decision to suspend or ultimately permanently exclude a pupil.

Academy Leaders

It is the responsibility of **academy leaders** to support the Headteacher in the promotion and implementation of the Behaviour Policy, ensuring that the culture of the academy promotes positive behaviour and that staff reward pupils for good behaviour and deal effectively with instances of poor behaviour.

Local Governing Board

The local **governing board** is responsible for monitoring the implementation and impact of the Behaviour Policy, escalating concerns to the Headteacher when they arise. The Chair of the Local Governing Board is responsible, alongside the clerk, for convening pupil behaviour committees when required.

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 Headteacher for creating a high-quality learning environment. Staff have a key role in modelling positive behaviours, recording behaviour incidents accurately and in advising the Headteacher 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.

Staff at all levels of the organisation should seek to create effective relationships with pupils and their families – including timely communication, home-academy 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 pupils' welfare.

Parents

Parents support the academy by ensuring that their child is ready to learn. The role of parents is crucial in helping 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. Accomplish MAT 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.

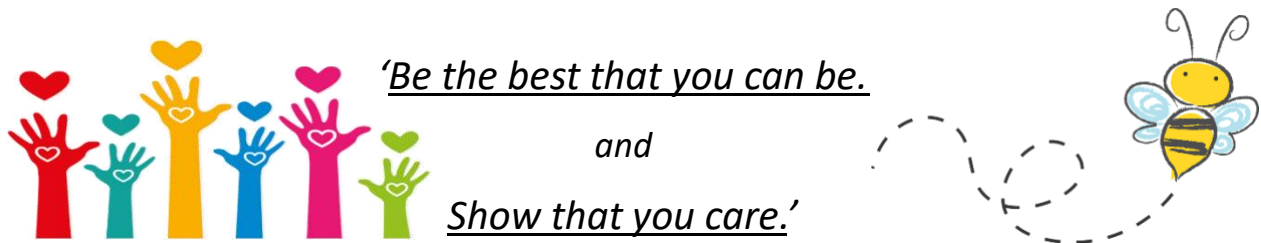
Parents support by making sure that their child:

- arrives on time prepared to learn.
- brings appropriate equipment such as PE kit, reading books, any other necessary equipment.
- 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.
- always wears the academy uniform correctly.

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.

ACADEMY BEHAVIOUR STRATEGY

Our academy rules are brief and simple; this ensures that pupils, staff and parents know and remember them:



Rewarding good behaviour

We believe that children's good behaviour should be noticed, encouraged and often rewarded. Strategies include:

- positive, clear feedback.
- precise praise
- paying attention to success and celebrating the learning as they go.
- Team points
- Stickers or star charts (where relevant)
- Postcards Home
- Special mentions in assembly.
- Team point winner and Star of the week Certificates
- A conversation with parents either in person or on the phone.
- Headteacher rewards.

Dealing with inappropriate behaviour.

The Good to be Green system is in place across the school. It is designed to enable teachers to positively reinforce good behaviour. It rewards consistently good behaviour over time, stickers are awarded each week to those children who stay 'green' all week.

Process:

Green: Every child begins every day 'green' and should aim to be 'green' by the end of the day.

Stop and Think: A child will be issued with a 'stop and think card' if the teacher deems that the pupil has made some bad choices, after at least one warning. This will be placed on the table quietly in front of the child with a brief reminder of the behaviour which needs to stop. The teacher will then monitor this child carefully, looking to praise improvements, offer praise and remove the card.

Amber: A child will move to 'amber' if the teacher deems that the pupil has continued to make bad choices or disrupt learning.

After moving to 'amber' children should be given the opportunity to move back to 'green' with clear instructions of how to achieve this. If a child is unable to move back to 'green' within the lesson the teacher may issue the following sanctions:

- Time out (within the classroom) for reflection,
- Time missed at playtime.
- In EYFS a child will be removed from continuous provision for a period of up to 5 minutes.

A restorative discussion MUST take place if a child is issued with an Amber card. This conversation must take place between the child and the adult who issued the Amber card.

Red: More serious incidents can automatically move a child to 'red'. This needs to be, and is, recorded so that patterns can be identified.

Sanctions for being moved to red may include:

- Time out (within the classroom) for reflection. In EYFS a child will be removed from continuous provision for a period of up to 10 minutes and may be prevented from returning to the area of the incident (e.g outside) for the rest of the period of provision.
- Time missed at playtime,
- Loss of privileges,
- A visit to a senior leader,
- A visit to the head teacher.

Senior teachers are informed of persistent offenders and will decide upon the next course of action (see below). Parents are to be informed via text message within 24hrs if a child has been placed on Red.

A restorative discussion MUST take place if a child is issued with a Red card. This conversation must take place between the child and the adult who issued the Red card.

For more serious incidents such as fighting, destruction of school property or causing severe harm to others, senior management will be called and the following consequences may be enforced:

- Temporary suspension (LA procedures followed).
(A child may be temporarily suspended for short periods, usually up to 3 days, up to a maximum of 45 days in any school year. Parents have a right of appeal to the Disciplinary/Pupil Matters Sub-Committee of the Governing Body. See LA Guidance for specific information.)
- Permanent exclusion (LA procedures followed).
- Parents may be requested to replace damaged property.

Once a child has had to cope with a consequence the teacher/staff member should look for the first opportunity to praise the child's good behaviour and work on the positive aspect of their relationship so the child feels safe and valued.

A child needs to know that it is the behaviour that is disapproved of, not the child and that every day is a fresh start!

BEHAVIOUR AT SOCIAL TIME

We expect that all pupils feel safe and happy during periods where they are not being taught. Pupils should feel safe to express themselves and engage in play with their peers without experiencing negativity.

In order to maintain consistency for the pupils a complimentary behaviour management system operates during break and lunch times. This provides lunchtime staff with a clear system for supporting pupils to behave well and a clear escalation route to senior leaders where necessary.

For consistency, the 'Good to be Green' system is also applicable during break and lunchtime periods. When a child is given an Amber warning, they are required to walk round with a member of the lunchtime staff for a period of 5 minutes. Where a child may struggle with this request and need time to calm down or regulate their behaviour, they will be removed from the area of incident and asked to spend 5 minutes reflecting on their behaviour. To help prevent a recurrence of behaviour, a restorative discussion must take place before a child returns to play.

If inappropriate behaviour persists, the child will remain with the lunchtime supervisor or in a place of reflection for the remainder of the playtime.

If behaviour persists the request for SLT help will be made via the schools radio communication system.

Should a child behave in a violent or abusive manner, they will immediately be removed from the playground and remain indoors for the rest of the day. Parents will be notified by a member of the Schools Leadership team.

Restorative Discussions.

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (if there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder e.g. social story, visual/written plan of action etc?

REASONABLE ADJUSTMENTS

All Accomplish Multi Academy Trust academies will consider, in line with the requirements of the Equality Act 2010, making reasonable adjustments for pupils 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 pupils need additional support to ensure that they meet the high expectations required of all pupils.

The academy's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academy should ensure a whole-academy approach that meets the needs of all pupils, including pupils with SEN or a disability. Everyone can feel they belong in the academy community and high expectations are maintained for all pupils. Good behaviour starts with a calm, orderly environment which will benefit pupils with SEND, enabling them to learn and to feel confident asking for help and support. There is always a need to manage pupils' behaviour effectively, whether or not the pupil has underlying needs. When a pupil 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.

However, the academy also has additional duties (for example, with regards to safety) not just to the individual pupil, but also to the other pupils and to staff. These are imperatives and sometimes mean that the Headteacher might need to consider appropriate actions even in spite of a pupil's individual needs. Where appropriate, the academy should anticipate likely triggers of misbehaviour and put in place support to prevent these. Accomplish academies should not assume that because a pupil 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 pupil's SEND has contributed to the misbehaviour and if so, whether it is lawful to sanction the pupil 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.

SEARCHING AND CONFISCATION

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 pupil's property as a disciplinary penalty, where reasonable to do so. "Property" is defined within this policy as "any goods in the pupil's possession, over which the pupil appears to have control".

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

Please refer to the DfE guidance, [Searching, screening and confiscation: Advice for headteachers, academy staff and governing bodies](#) for further information.

Academy staff can search a pupil for any item if the pupil agrees. For example, a teacher may ask a pupil to turn out their pockets or ask if they can look in their bag. If a pupil 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 pupil is in possession of a "prohibited item", the Headteacher and members of academy staff authorised by the Headteacher can search the pupil without their agreement.

The teacher conducting the search must be of the same sex as the pupil 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 pupil 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, e-cigarettes or vapes;
- fireworks, lighters, matches;
- 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 pupil).

Confiscation of a Mobile Phone.

If a pupil has a **mobile phone** confiscated, they will be stored safely within the school office. Parents will be requested to accompany their child to collect the phone at the end of the day.

Allowing access to mobiles in academy 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 Headteachers 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.

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.

USE OF REASONABLE FORCE AND PHYSICAL INTERVENTION

Please refer to the DfE guidance 'Use of Reasonable Force'.

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

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEN and disabilities, mental health or medical conditions.

Physical contact may be used by all members of the academy staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Wakefield County Council; children's dignity and rights are always respected. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parental permission may be sought in advance if deemed necessary.

Statement on the use of Physical Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age).
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Physical intervention or reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to leave the area.
- prevent a pupil behaving in a way that disrupts a academy event or a academy trip or visit.
- prevent a pupil leaving the classroom or academy site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground and restrain a pupil at risk of harming themselves through physical outbursts.

Physical intervention should not be used as a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded on CPOMS and our bound book. The academy will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

BULLYING

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.

Bullying is deliberately hurtful and repeated, often over a period of time.

Each academy has a local policy for preventing and addressing bullying. Anti-bullying policies are available on academy websites. Paragraph 32 of ‘Keeping children safe in education, 2024’ 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 33 goes on to add bullying (including cyberbullying, prejudice-based and discriminatory bullying) as a form of child-on-child abuse.

MALICIOUS ALLEGATIONS

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

BEHAVIOUR BEYOND THE ACADEMY GATE

When there is a case of poor pupil behaviour beyond the academy gate (travelling to or from academy, taking part in any academy organised or academy related activity, wearing academy uniform or in some way identifiable as a pupil at the academy), the academy may enforce its right to apply a consequence to a pupil in academy. Examples of this may include:

- continued bullying of a pupil outside of academy
- use of cyber bullying outside of academy
- inappropriate behaviour taking place close to the start/end of day when pupils are in academy uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the academy
- behaviour that could adversely affect the reputation of the academy

SUSPENSIONS AND PERMANENT EXCLUSION

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 academy.

[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](#)

All pupils 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 pupil.

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:

- Breaches of health and safety rules
- Bringing the academy or Trust into disrepute
- Verbal abuse of staff, other adults or pupils
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Behaviour Policy
- Wilful damage to property
- Homophobic/racist/sexist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Persistent defiance or disruption

Other serious breaches of the Trust's rules:

A decision to permanently exclude a pupil can only be made in response to (1) serious or (2) persistent breaches of a academy's behaviour policy and if allowing the pupil to remain in academy would seriously harm the education or welfare of the pupil or of others in the academy ([DfE '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', September 2023](#)).

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

These offences might include:

- serious actual or threatened physical assault against other pupils 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 pupils, 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 (including the recording/covert recording of staff or pupils)
- 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/physical abuse of staff.

Please refer to the Accomplish MAT Suspensions and Exclusion Policy for more information about these procedures as well as strategic support for pupils who are at risk of repeat periods of suspension or permanent exclusion.

CHILD ON CHILD ABUSE

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), with a focus on Part 5.

Accomplish Multi Academy Trust is clear that sexual violence and sexual harassment are never acceptable and will not be tolerated. Staff will challenge all inappropriate behaviour between pupils 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 pupils.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Pupils 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.

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 pupils and staff.

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.

All incidents of child-on-child abuse are reported to the academy's Designated Safeguarding Lead, who will work with the Behaviour Lead to respond to the report. All incidents will be recorded on CPOMS.

BEHAVIOUR INCIDENTS ONLINE

The way in which pupils 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 pupils 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.

Accomplish Multi Academy 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.

PUPILS WITH A SOCIAL WORKER, INCLUDING LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

For pupils with a social worker, education is an important protective factor, providing a safe space for pupils to access support, be visible to professionals and realise their potential. Where pupils are not in the academy, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, the Headteacher should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should attempt to devise strategies that take both aspects into account. Where a pupil 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 Headteacher must inform their social worker, the designated safeguarding lead (DSL) and the pupil'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 pupil's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the academy should also engage with a pupil'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 pupil's care plan or detention placement plan. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil 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 pupil's parents and the academy's DT. The academy may also seek the advice of the VSH on strategies to support the pupil.

If the Headteacher suspends or permanently excludes a pupil they must, without delay, and no later than three days after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil 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 pupil behaviour committee meeting if there is one, 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.

PREVENTING REOCCURANCE OF UNACCEPTABLE BEHAVIOUR

The academy will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. The academy will try to achieve this by helping pupils understand behavioural expectations and norms and by providing support for pupils who struggle to meet these norms. Some pupils 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 and regular meetings to discuss pupils. This ensures relevant members of staff are aware of any pupil 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.

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 pupil may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided.

If the pupil 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 pupil's behaviour, the academy will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.