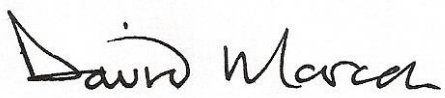


BEHAVIOUR POLICY

Author: Vicky Pickford
Review Period: Annually
Status of Policy: Statutory Key Policy

Reviewed by (Committee):	Governing Body
Date of Review:	22 November 2022

Signed: 

(Chair of Governing Body)



Behaviour Principles Statement

Revised: December 2018

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Company No. 09591931. Registered Office: Matthew Arnold School, Arnolds Way Oxford, OX2 9JE

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Acer Trust Behaviour Principles Statement

The Acer Trust is committed across its schools to creating a considerate environment of mutual respect where learning can take place and in which everyone can achieve success. We believe that every member of our school community, including visitors, should experience a climate of mutual respect both in and out of the classroom.

It is a statutory responsibility for all schools to have both a Behaviour Policy and Written Statement of Behaviour Principles.

Each school within the Acer Trust has its own individual Behaviour Policy. At Trust Level, however, we share this Written Statement of Behaviour Principles: these key principles underpin all of our policies.

In every Acer Trust school, staff:

- communicate clear expectations of behaviour to all members of the community
- promote good behaviour through the use of positive language and by acting as positive role models
- follow a consistent approach to managing behaviour positively
- motivate students by creating an enjoyment of learning, by praising effort and achievement and through a reward system, applied consistently
- have clear consequences when expectations are not met, applied consistently
- use a system of early intervention to support students who have difficulty in meeting expectation
- work in partnership with the home through good communication

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Behaviour Principles

At Icknield Community College, we want to achieve 'Excellence for All'. To do this, we have high expectations of ourselves and our students. We believe that good behaviour and positive engagement is fundamental to success in the classroom and within our community. We understand that good behaviour results from careful and thoughtful lesson-planning and a well-delivered curriculum that stimulates students to learn, ask questions, debate, enquire and challenge themselves. In this way, we understand that learning, teaching and behaviour are inextricably interlinked.

We know that the good behaviour we expect from students, needs to be taught, modelled and rewarded and that poor or unacceptable behaviour that falls beneath these expectations, needs to be sanctioned with clear consequences and support given to prevent this behaviour from recurring. Positive attitudes to learning and social behaviours need to be taught, reinforced and regularly reviewed within the classroom and at whole-school level. Above all, we never forget that positive relationships with our students are key to positive behaviour.

We understand that students learn best in an orderly, safe environment. This is achieved when expectations of learning and behaviour are high and where inevitable positive and negative consequences of behaviour and engagement are made explicit and applied consistently. We are committed to working together so that our processes for dealing with challenging behaviours and supporting students are understood and owned by all members of our school community in which everyone is valued, respected and able to reach their full potential. In our classrooms, order and engagement is promoted and supported by routines and the skilful use of our positive classroom management techniques.

We believe that high quality learning and excellent, co-operative behaviour create happy and successful young people. Our Behaviour Policy sets out clear expectations for good behaviour at Icknield Community College.

Ultimately our aim is to support our students to become emotionally intelligent, self-disciplined individuals who are well-mannered, show proper regard for authority, are good communicators and have a strong sense of social responsibility to ensure they can be positive and active members of the community.

These skills are developed across school through staff modelling positive behaviours and correcting undesirable ones. They are also explicitly taught as part of the behaviour curriculum through our use of routines, the Tutor Time Programme, Citizenship and Assemblies. Where students are struggling to meet our expectations, we also do additional intervention work to support them to develop these skills and meet expectations. We recognise that some poor behaviour from students may be linked to a Special Educational Need or Disability (SEND) or a Social, Emotional or Mental Health (SEMH) need. At Icknield we aim to create a safe, calm and supportive environment in which positive mental health and wellbeing are promoted and in which, students are taught to be resilient. In cases where further individual support is needed, we work with that student, their family and other professionals to make reasonable adjustments and provide increased behavioural and learning support to enable that student to be successful.

Our Code of Conduct sets out clearly the behaviours we expect of all students. It is the foundation upon which we build excellent progress in learning, establish the most positive climate for learning and ensure that appropriate additional provision is available at the right time for those students who may need support to fulfil their potential.

We believe that behaviour change is most effectively sustained by positive reinforcement and the celebration of the behaviours that are crucial for best learning and personal development. As a result of this belief, we strive to ensure that our system for rewards is central to all aspects of school life.

In summary, this policy is based on the recognition of the rights and responsibilities of all members of Ickniel Community College, the importance of clear and consistent classroom routines which are always adhered to and a culture of rewarding and recognising success for all.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Acer Trust Complaints Procedure
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy (see Annex 1)
- Physical Intervention Policy (see Annex 5)
- Safeguarding and Child Protection Policy
- Substance Abuse Policy (see Annex 4)
- Searching, Screening and Confiscation Policy (see Annex 3)
- Anti-bullying Policy

Role and Responsibilities

Governors	<ul style="list-style-type: none"> • Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation. • Promoting a whole-school culture • Handling complaints regarding this policy, as outlined in the school's Complaints Procedure. • Ensuring this policy is published on the school website.
Headteacher	<ul style="list-style-type: none"> • Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this. • Monitoring the implementation of this policy • Decisions on suspensions and exclusions • Decisions on managed moved and planned transfers • Arranging Governors Disciplinary Panels as needed. • Keeping up to date through reading SAM/RAP notes, SEN notes, or re-admission notes, as appropriate
Deputy Headteacher (responsible for behaviour)	<ul style="list-style-type: none"> • Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this. • Determining the code of conduct for students and associated consequences. • The day-to-day implementation of this policy and behaviour systems in school • Monitoring the effectiveness of this policy including addressing any SEND/SEMH-related drivers of poor behaviour. • Publicising this policy in writing to staff, parents and students at least once a year. • Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEND/SEMH-related issues that could be driving disruptive behaviour, behaviour incidents, use of Internal Exclusion and any Alternative Provision or Intervention. • Oversee the work of Progress Managers • Oversee the use of Internal Exclusion • Oversee SAM/RAP processes • Planning changes to timetable provision, including alternative provision • Lead on plans for high-level students by coordinating PSPs and attending IYFAP meetings • Keeping up to date through reading SAM/RAP notes, SEN notes, or re-admission notes, as appropriate • Communicating with the Headteacher on more serious incidents or patterns
Designated Safeguarding Lead	<ul style="list-style-type: none"> • Ensure all staff are trained to recognise where poor behaviour might be linked to an underlying safeguarding concern and how to respond.

	<ul style="list-style-type: none"> • Ensure all staff understand the policy and procedures for dealing with Sexual Violence, Sexual Harassment, Child on child abuse, bullying (including online) and discriminatory incidents and know how to respond. • Being involved in any suspensions or exclusions where there are safeguarding concerns for anyone involved • Ensuring that the Virtual School Head and Social Workers are informed in writing of any suspensions and exclusions (as needed) and are invited to any Governors Disciplinary Panel meetings.
Senior Mental Health Lead	<ul style="list-style-type: none"> • Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties. • Supporting behaviour management in line with the SEMH Policy.
SENCO	<ul style="list-style-type: none"> • Collaborating with the governing board, headteacher and the mental health lead, as part of the LT, to determine the strategic development of behaviour and SEMH policies and provisions in the school. • Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy. • Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.
Leadership Team Links	<ul style="list-style-type: none"> • Supporting the Progress Manager • Assisting with higher level individuals and issues • Leading on PSPs or PBPs for higher level students as needed • Conducting readmission meetings after fixed term exclusions • Gate keeper for Internal Exclusion for their year groups • Recommending action to the Headteacher for more serious incidents • Monitoring behaviour data for year groups on CPOMS • Keeping up to date through reading SAM/RAP notes, SEN notes, or re-admission notes, as appropriate
Progress Managers and Assistant Progress Managers	<ul style="list-style-type: none"> • Managing Assistant Progress Managers • Managing Tutors • Monitoring Red Report books and overseeing all report books • Prioritising higher level individuals or cross tutor group issues • Leading on PSPs (Pastoral Support Plans) or PBPs (Positive Behaviour Plan) for higher level students as needed • Contacting and meeting with parents of high-level individuals • Conducting restorative justice meetings • Collating evidence to Leadership Team Link for Internal Exclusion, Suspension or Exclusion discussions • Organising Internal Exclusions

	<ul style="list-style-type: none"> • Organising Detentions • Monitoring behaviour data for year groups on CPOMS • Keeping up to date through reading SAM/RAP notes, SEN notes, or re-admission notes, as appropriate
'On Call' Staff	<ul style="list-style-type: none"> • Promote good behaviour and engagement by visiting lessons and talking to students about their learning • Respond to calls for assistance from individual staff • Deal with incidents outside of lessons during lesson time • Support in the gathering and collating of evidence and witness statements in response to incidents (time permitting) • Emergency meetings with parents
Heads of Department	<ul style="list-style-type: none"> • Support the members of their subject team in following up incidents • Work with members of their team to plan effectively for higher level individuals or groups • Keeping up to date through reading SAM/RAP notes, SEN notes
Tutors	<ul style="list-style-type: none"> • Daily conversations with tutees • Monitoring behaviour data for tutees on CPOMS • Monitoring Green Report books • Conducting restorative justice meetings involving tutees • Contacting parents and building a positive, working relationship • Keeping up to date through reading SAM/RAP notes, SEN notes, or re-admission notes
Teaching Staff	<ul style="list-style-type: none"> • Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves. • Aiming to teach all students the full curriculum, whatever their prior attainment. • Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum. • Teaching and modelling expected behaviour and positive relationships, demonstrating good habits. • Establishing good, consistent routines that reinforce positive behaviour. • Being responsible and accountable for the progress and development of the students in their class. • Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
Pastoral Support Mentors	<ul style="list-style-type: none"> • Supporting students following incidents • Gathering witness statements and conducting restorative justice meetings • Running positive interventions to support students
All Staff including Support Staff and Volunteers	<ul style="list-style-type: none"> • Adhering to this policy and applying it consistently and fairly. • Supporting students in adhering to this policy. • Promoting a supportive and high-quality learning environment. • Modelling high levels of behaviour. • Being aware of the signs of behavioural difficulties.

	<ul style="list-style-type: none"> • Setting high expectations for every student. • Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs. • Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: <ul style="list-style-type: none"> - SENCO. - Headteacher. - Subject leader. • As authorised by the headteacher, sanctioning students who display poor levels of behaviour. • Ensure that behaviour incidents are logged on CPOMS • Keeping up to date through reading SAM/RAP notes, SEN notes
Students	<ul style="list-style-type: none"> • Meeting the positive behaviour expectations laid out in the code of conduct both inside school and out in the wider community. • Being a positive role model for others and reporting any unacceptable behaviour to a member of staff.
Parents and Carers	<ul style="list-style-type: none"> • Supporting their child in adhering to the school rules and code of conduct, as well as reinforcing this at home. • Informing the school of any changes in circumstances which may affect their child's behaviour.

LT = Leadership Team

CPOMS = Child Protection Online Monitoring System, our online pastoral reporting and analysis system

SAM/RAP = Student Actions Meeting/Raising Achievement Panel

SEN = Special Educational Need

PSP/PBP = Pastoral Support Plan/Positive Behaviour Plan

The Code of Conduct: Expected and Prohibited Behaviours

The Code of Conduct (Expected Behaviours)

At Icknield Community College we expect that students will:

- Be on time and ready for lessons
- Be ready to learn by wearing uniform correctly and being equipped for lessons
- Have their phone switched off and away at all times*
(Phones to be left on the teacher's desk when students leave the room for any reason)
- Be polite and respectful when moving around the school by holding doors open for others and walking purposefully, quietly and efficiently to lessons
- Follow staff instructions at all times in and out of the classroom
- Enter lessons calmly and be ready to start their learning straight away
- Cooperate with and be respectful of others and our environment
- Listen actively to their teacher and other students
- Engage actively and positively throughout their lessons
- Represent themselves and the school positively when travelling to and from school and whilst on school trips and visits

**If a phone is seen by a member of staff in school and the student has not been given permission to use it then it will be confiscated and put securely in reception for collection at the end of the day. See Department for Education guidance on [Searching, Screening and Confiscation in Schools](#)*

Prohibited Behaviours

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

The Behaviour Curriculum and Routines

The Behaviour Curriculum

Positive behaviour will be taught to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

The Behaviour Curriculum includes:

- Setting of expectations by teachers and positive reinforcement of expected behaviours
- Development of positive teacher-student relationships based on mutual respect and trust.
- Routines in place to reinforce positive behaviours, develop self-discipline and foster an appropriate regard for authority
- Self-reflection and supportive discussions as part of the Tutor Time Programme
- Citizenship lessons and assemblies that define and encourage positive behaviours and social norms
- Regular follow-up with Tutors and/or Progress Managers to discuss any unacceptable or repeated behaviour incidents to support students to make positive changes
- Staff feedback on students ‘Attitudes to learning’ to ensure students know when they are exhibiting positive learning behaviours and attitudes and when they need to improve
- Praise, reward and collective celebration of positive student behaviour at regular points throughout the year.

Routines

At Icknield we use consistent routines to teach and reinforce positive behaviours such as; self-discipline and appropriate regard for authority. Maintaining consistent routines helps to remove uncertainty about expectations, which can in turn reduce anxiety and create a social norm that reduces the need for repetitive instruction about acceptable conduct. These routines should be seen as an aspiration of all members of the school community whenever possible.

Students will be taught, will practise and will be reminded of these routines to support them to meet our high expectations as laid out in the code of conduct.

Before school routines:

- Students will go straight into the school building when they arrive and ensure they are on time to Tutor Time or Assembly
- If students are late, they will report to reception to sign-in

In lesson routines:

- Students will arrive at and enter lessons in an orderly way by:
 - Lining up quietly, single file, outside the classroom (where possible)
 - Entering the room quietly and greeting their teacher politely
 - Going directly to their allocated seat (as per the teachers seating plan) and getting any equipment out that they need for the lesson
- Students will start each lesson in silence and listen to their teacher for instruction. Lessons will often start with a silent independent activity which students will start as soon as they are seated
- If a student arrives late to the lesson they should be made to wait outside of the classroom until the teacher is ready to discuss the lateness with them. The student should only re-enter the classroom when given permission by the teacher to do so.
- Students will not leave their seat without permission from their teacher (as appropriate)
- If a student needs the toilet they must ask permission from their teacher and once permitted, must leave their mobile phone on the teachers desk beforehand
- Students will stand behind their chairs in silence (where possible) at the end of the lesson and wait to be dismissed by their teacher

Lesson transition routines:

- Students will move promptly and purposefully to their next lesson by the quickest permitted route (if going to the toilet or anywhere else will make a student late for their next lesson, they should go to the lesson and request permission from their teacher first)
- Students will walk and not run between lessons
- Students will show respect to other members of the school community by not shouting and by using appropriate language

Break and Lunchtime routines:

- Students will line up in pairs (as per their allotted timeslot at lunchtime) to enter the canteen and buy food
- Students will stay 'in bounds' at all times
- In corridors and near classrooms or offices, students will show respect to other members of the school community by not shouting and by using appropriate language

Assembly routines:

- Students will line up quietly with their Tutor Group as directed by their Tutor and Progress Manager
- Students will enter assembly in silence, in correct uniform, with their blazer on and coat off
- Students will applaud the speaker (as appropriate) and leave assembly quietly when dismissed

Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made.

Class teachers and other members of staff working with students may wish to develop their own routines for the activities below to further support student's positive behaviour. These routines are not expected to be consistent across the school, though departments may decide to have a consistent approach to some of these routines within their teams:

- Focussing on the teacher
- Listening actively to the teacher or others
- Talking or discussions in class
- Answering questions
- Getting the teachers attention
- Writing or organising work
- Collecting or distributing equipment
- Transitions between lesson tasks
- What to do when they need help
- What to do when they're finished
- Homework

Supporting the Code of Conduct

Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management involves staff:

- Communicating clearly the school expectations and routines and ensuring that they are understood by all students.
- Establishing agreed rewards and positive reinforcements.
- Establishing clear responses and sanctions for handling misbehaviour.
- Encouraging respect and developing positive relationships.
- Establishing a positive classroom environment
- Teaching high quality and engaging lessons.

Consequences and Sanctions

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Class Teachers:

- If a student contravenes the expectations laid out in the Code of Conduct then staff should use their normal classroom management techniques to help the student reengage with these expectations. *This might include: adapting teaching to re-engage, non-verbal and verbal reminders, phone confiscation, a formal warning, a few minutes of time out, a move within the classroom.*

- If the student continues to contravene expectations, or the single incident is significant enough, then further action should be taken by the Class Teacher
 - Discussion at the end of the lesson
 - Calling parents/carers
 - Class Teacher detention
 - Parking*

**Parking will only be used when necessary to maintain the safety of all students and restore stability following an unreasonably high level of disruption, to enable disruptive students to regain calm and continue their learning in a safe space*

- If action is required outside of the lesson then this incident should be recorded on CPOMS.
- If the incident is either significant enough or recurring and needs elevating for support from another or more senior member of staff, then the teacher must contact that member of staff directly as well as recording on CPOMS. If the incident is in class then this should be the Subject Leader, if it is out of class then this should be the Progress Manager. It may also be helpful to keep the Tutor informed so that they can support by reinforcing any messages following an incident
- An individual Class Teacher is able to send a student to Parking without calling 'On Call'
- If a student is sent to Parking then there should be a follow up action taken by the Class Teacher after discussion with the Subject Leader. These actions should include contact with home and could also involve:
 - Setting of a written or reflective task for the student to think about their behaviour
 - Pre-Parking
 - Further Class Teacher detention or detention arranged with the Subject Leader or Progress Manager
 - Parental meeting
 - Restorative Meeting
 - Referral to SAM
 - Setting of a Green Report (arranged with the tutor)
- If a student refuses to go to Parking or continues to contravene expectations within Parking, then 'On Call' should be called, who will take the appropriate action.
- 'On Call' will either ask the Class Teacher to record this on CPOMS or will feedback to reception who will log this at the end of the day. The Class Teacher and Subject Leader should discuss the next steps for this student before their next lesson.
- 'On Call' may also be used to deal with a high-level issue, where a member of staff requires immediate support or an out of lesson issue. These incidents will also be recorded on CPOMS by the 'On Call' staff feeding this back to reception at the end of the period and the Progress Manager will be informed who will decide the next steps for this student with their LT link.
- Where behavioural issues raise wellbeing or safeguarding concerns, these should be raised with the Tutor, Progress Manager or DSL (as appropriate) who will take the appropriate next steps to offer support to the student.

Following repeated incidents of unacceptable behaviour or serious unacceptable behaviour the following sanctions will also be considered:

Progress Managers and Leadership Team Links:

- Detentions
- Setting of a Red Report
- Removal of privileges
- School-based community service, e.g. tidying the classroom
- Planned intervention work
- Internal Exclusion

Headteacher:

- Suspension (see Annex A: Suspension and Exclusion Policy)
- Managed Move
- Off-site direction
- Permanent exclusion (see Annex A: Suspension and Exclusion Policy)

If a suspension or exclusion is likely to be considered, any evidence and witness statements (including a statement from the accused, if appropriate) need to be gathered and presented to the Headteacher for consideration as soon as possible.

Although unacceptable behaviour does not necessarily mean a student has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the student's behaviour.

Where a student is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

Where SEND is not identified, but the headteacher or pastoral leaders determine that support is still required for the student, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

For discipline using these sanctions to be lawful, the school will ensure that:

- The decision to discipline a student is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Uniform

At Ickniel we believe that looking smart and being in correct uniform is a proxy for good behaviour. Wearing a school uniform removes many barriers to learning that students might otherwise face. Students should wear their uniform correctly at all times.

See our school uniform policy [here](#)

Students need to have their blazer with them every day and must wear it at the start of the day for Tutor Time or Assembly. Students are allowed to remove their blazers in response to weather conditions and with permission from their teachers.

Only logoed jumpers are allowed but they are optional. Students are not allowed to walk around school in logoed PE hoodies or any other hooded jumper.

Shirts must be tucked in and skirts should not be rolled up at the waist.

Facial piercings are not permitted and students with facial piercings must either remove them or replace them with plastic retainers.

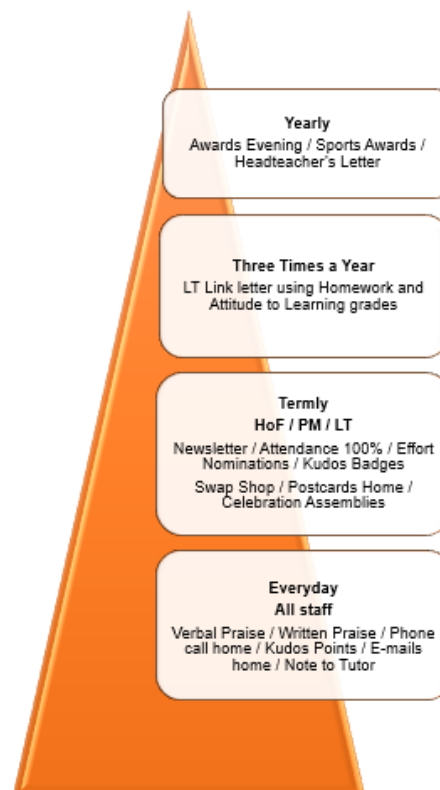
Procedures to deal with a student out of correct uniform

- Uniform is checked in Tutor Time and followed up as necessary throughout the day.
- If students are in incorrect uniform this should be challenged by the tutor at the start of the day.
- The Tutor will issue a uniform card to the student making a note of the issue and the action to be taken.
 - If the **issue can be resolved** there and then (ie. putting on tie, correcting skirt length, removing incorrect over-clothing, removal of piercing) then this should be done but still noted on the card so this can continue to be monitored throughout the day.
 - If the **issue cannot be resolved but the student has a satisfactory note** from home, this will be noted on the card and the issue monitored by the Tutor to make sure it is resolved in a timely manner.
 - If the **issue cannot be resolved and there is no note** then the Tutor must note this on the card and make a phone call home at the earliest opportunity to find a solution. The Tutor should also let the Progress Manager know so that they can support with this.
- If the student is challenged throughout the day for uniform, the member of staff will ask if they have a uniform card. This must be shown and initialed to ensure that communication is shared and passed back to the tutor the next day.
- If a student doesn't have a note when challenged in the day, then the member of staff should inform the Tutor and the Progress Manager so that this can be followed up.
- If there is an issue which is either continually repeated or has not been resolved in an appropriate length of time then the Tutor should record this on CPOMS and discuss with the Progress Manager to plan next steps.

Rewards

Rewards are an important part of celebrating students' success and securing good conduct both in lessons and around school. Students should receive meaningful praise regularly from staff. The praise should be immediate or timely and the reason for the praise should be clearly explained. Praise from peers should also be encouraged to reinforce the modelling of positive behaviours. See below the structure of our rewards system:

Rewards at Icknield Community College



Examples of sanctions for more serious unacceptable behaviour

Behaviour	Action
Refusal to hand over a mobile phone or other confiscated item	<p>If in a lesson, call 'On Call'. If outside a lesson, inform the LT member of staff on duty that day.</p> <p>The student will be picked up at the earliest opportunity. If refusal continues despite other interventions then the parents will be called.</p> <p>This incident must be logged on CPOMS so that the Progress Manager and Tutor are made aware. If this happens in class</p>

	<p>then this must be done by the Class Teacher. If it happens out of class then the LT member of staff on duty should inform reception so that they can record on CPOMS and email the Progress Manager.</p>
Smoking during school hours	<p>Log on CPOMS and inform the Tutor and the Progress Manager.</p> <p>Tutor to call home.</p> <p>Progress Manager to arrange a day of Internal Exclusion.</p>
Truancy	<p>Class Teacher or Staff Member to log on CPOMS and inform the Progress Manager.</p> <p>Class Teacher to discuss with the Subject Leader an appropriate way to ensure the student catches up with the work.</p> <p>Progress Manager to discuss an appropriate sanction with Deputy Headteacher responsible for behaviour.</p>
Swearing at a member of staff	<p>Class Teacher and/or Subject Leader/Progress Manager should gather statements and inform the Progress Manager/LT link who will discuss the incident and the sanction with the Headteacher</p> <p>Progress Manager to ensure it is logged on CPOMS including statements if needed. See below.</p>
Protected Characteristic Incident	<p>Class Teacher and/or Subject Leader/Progress Manager should gather statements and inform the Progress Manager/LT link who will discuss the incident and the sanction with the Headteacher</p> <p>Progress Manager to ensure it is logged on CPOMS including statements if needed. See below.</p>
Suspected alcohol or drug possession/use	<p>Teacher to pass this concern directly to the LT Link who will then inform the Headteacher.</p> <p>See further information in the 'Substance Abuse Policy'</p> <p>Progress Manager to ensure it is logged on CPOMS including statements if needed. See below.</p>
Physical assault	<p>Separate students and keep them supervised.</p> <p>If in a lesson call 'On Call'. If outside a lesson, inform the LT member of staff on duty that day.</p> <p>Gather statements and inform the Headteacher and Progress Manager for a discussion on the sanction.</p> <p>Progress Manager to ensure it is logged on CPOMS including statements if needed. See below.</p>

Bullying	Bullying incidents need to be recorded on CPOMS and directed to the Progress Manager who will plan next steps taking all of the different factors of the case into account.
Possession of a banned or dangerous item	<p>A student can only be searched by a member of the Leadership Team. There needs to be one other member of staff present and one member of staff of the same sex as the student being searched.</p> <p>The DSL must be informed of any search so that this can be recorded and followed up appropriately, even if nothing is found.</p> <p>Guidance in the 'Searching, Screening and Confiscation Policy' should be followed.</p> <p>The student should be supervised until a member of Leadership Team can be found.</p>
Allegations against a member of staff	Any incident that results in an allegation being made against a member of staff needs directing to the Headteacher immediately. No other member of staff should be involved in investigating an allegation against a member of staff.

Behaviour outside of school premises

Students at Icknield must agree to represent the school in a positive manner as laid out in the code of conduct.

Poor behaviour outside of the school day or premises (including online) may be dealt with by staff in school, particularly where this behaviour causes problems when students are back in school or poses a threat to any member of the school community.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

In all cases of poor behaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure.

Recording of behaviour on CPOMS

Information about student behaviour should all be recorded on CPOMS. This information is crucial to ensuring that we can analyse and track behaviour patterns and so that we have the full picture for each individual so that we can intervene in the best way possible for that student.

When to record on CPOMS

All classroom contraventions of the Code of Conduct that reach a level where action is required outside of the lesson, like Parking, should be recorded on CPOMS by the class teacher.

Any follow up action by the Subject Leader or by 'On Call' should be added to this original incident and not have a new incident created.

This could be done by the class teacher after discussion with the Subject Leader or by the Subject Leader directly. The action from 'On Call' will be inputted on a daily basis by Reception after verbal feedback from the duty staff member. Other staff will also need to record incidents on CPOMS. These would include incidents in tutor time, at break and lunch, friendship and bullying issues. Again it is important to record these but not to create multiple entries for on incident.

When recording incidents, staff should be factual, formal and concise. It could be tempting after a stressful situation with a student to see the recording of the incident as cathartic but this should be avoided as the audience for this information, especially if it is serious, will be parents, Governors and possibly the Local Authority.

LT links and the Headteacher may need to use the information on CPOMS to decide if an Internal Exclusion or Suspension is necessary.

Storage of Witness Statements and CCTV

Some situations may require witness statements from other students and these will be done on paper. If the incident does not result in a suspension/exclusion or form part of an ongoing issue, then these will be shredded once the issue has been dealt with. If there is a suspension or exclusion then the witness statements will be stored in the central student file of the student who was excluded and recorded on CPOMS

DVDs or CCTV footage also needs to be stored only if it results in a suspension/exclusion or is part of an ongoing issue. If this is the case then it needs to be labelled with the date, name of student judged at fault and member of staff who made the request. If it is not kept then it needs to be snapped and destroyed.

For Data Protection reasons, CCTV footage cannot be shared with parents.

Report System

Green Report

If a student is repeatedly not meeting the expectations laid out in the Code of Conduct in a number of lessons, a particular subject or at break and lunchtimes, they may well be placed on a Green Report. This report is organised by the Tutor at the request of a Subject Leader/PM/SAM. This is a report that the student carries around with them, has signed every lesson and is checked daily by the Tutor. It is expected that the Tutor will phone home to notify the parents/carers at the beginning and end of the reporting period, which will typically be one week.

Red Report

A student would have a Red Report report for five days after completing an Internal Exclusion, after returning from a suspension, for failing to pass a Green Report or for repeated or serious misbehaviour as determined by the Progress Manager or LT Link. This would be set and monitored by the Progress Manager, in with the student. The Progress Manger will notify the parents/carers as to whether this has been successfully completed.

Detentions

Detentions can be used as a sanction to deter future misbehaviour, both during and outside of school hours.

According to DfE guidance, detentions can be held outside of school hours as below:

- Any school day where the student is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, detentions can be used as a sanction without first notifying parents or carers, including for same-day detentions. However, we will always try where possible, to notify parents of detentions given outside of normal school hours.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they will consider any additional needs of the student. If the detention is during lunchtime, time will be allocated to allow the student to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the student at increased risk.
- Whether the student has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the student is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the student; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a student's safety. An alternative and appropriate sanction will be issued instead.

Internal Exclusion

Internal Exclusion is an essential part of our Behaviour Policy. It is a sanction that is used in response to a single significant incident of serious unacceptable behaviour or a number of instances of unacceptable behaviour that amount to persistent disruptive behaviour. It is only used when absolutely necessary to maintain the safety of all students and restore stability following an unreasonably high level of disruption. It is designed to remove the student from the rest of the school community to allow the student to refocus on learning and reflect on their behaviours. It is always followed by a period of time on report to reinforce positive behaviours and re-engagement with learning.

Decision to Internally Exclude

Progress Managers discuss with their Leadership Team link any cases where a student may need to be internally excluded. If this is agreed then the Progress Manager will inform the student, phone home and then coordinate with the Deputy Headteacher responsible for behaviour regarding an appropriate time to complete this. The Progress Manager will enter this action on CPOMS and into the Internal Exclusion Onenote.

Completion of Internal Exclusion

- Internal Exclusion will be open 2 days a week, for a full day (Tuesday & Thursday)
- Students will work in silence
- Students will be allowed to use the canteen to buy food but not during break and lunch
- Students will be given time to eat/drink and will be able to use the toilet as normal
- Students will, in most cases, complete their usual classwork set by class teachers using their class onenote. Where this isn't possible, alternative work will be provided.
- If a student is unable to meet the expectations whilst in Internal Exclusion then 'On Call' will be called and deal with the student.
- It is likely that failing to complete a period of Internal Exclusion satisfactorily will result in a second attempt and refusal to attend is likely to result in a suspension.
- The student will be issued with a Red Report during lesson 5, that will be monitored across the week by their Progress Manager. The targets for this should be agreed between the student and the Progress Manager in advance of P5.
- The student will also complete an 'Exit Form' to reflect on their past behaviour and what they need to do differently as they move forwards. This will be discussed with their Progress Manager.

Student Support, Intervention and Reintegration

Intervention

A range of intervention strategies can be used to help students manage their behaviour and reduce the likelihood of more severe sanctions. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities.

The support offered will be determined through discussions between pastoral staff in SAM meetings or in LT Link meetings.

Intervention and support may include:

- Frequently engaging with parents/carers, including home visits where necessary
- Providing mentoring and coaching
- Report books or communication logs
- A Behaviour Support Plan following a suspension, if appropriate.
- A Pastoral Support Plan (in addition to the Behaviour Support Plan) if the student is at risk of permanent exclusion
- A Behaviour or Risk Assessment and additional guidance or training for staff
- Planned intervention sessions
- Timetable adjustments to avoid triggers
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. Where a student is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned.

Measures the school will implement, where appropriate, may include:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition

- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and if safe to do so, avoiding blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Restrictive Physical Intervention Policy, trained members of staff, have the legal right to use reasonable force to prevent student from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the student will be immediately taken to the headteacher and the student's parent will be contacted – parents may be asked to collect the student and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Reintegration

If students are removed from the classroom via parking or through an Internal Exclusion, the school will ensure that students' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The student will not be removed from the classroom any longer than is necessary and will be set work by their class teacher or the subject leader.

On successful completion of this time away from the classroom students will be reintegrated back into lessons and into the school community. This could involve report books, restorative meetings with staff or other students, individual behaviour plans with associated rewards, planned intervention and/or support to help them to change their behaviour, adjustments to systems to enable the student to avoid future triggers and make better choices.

If necessary, reintegration meetings will be held between the school, student and their parents, and other agencies if relevant.

Readmission Meetings

Following a suspension from school, a readmission meeting will be held between the student, parents/carers, staff and other agencies if relevant.

This meeting will make necessary preparations for the students return to school and will consider any necessary intervention or support. The introduction of a Behaviour Support Plan will be considered in this meeting, along with a Pastoral Support Plan if there is a risk of permanent exclusion.

The minutes of this meeting will be circulated with all parties and stored on the students file.

Staff Induction, Development and Support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand the expectations and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently.

Whole staff training will be planned in advance to ensure that all staff are appropriately trained to allow them to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

The Headteacher and Leadership Team will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Monitoring and Evaluation

Data will be collected on the following:

- Behaviour incidents, including parking
- Internal Exclusion
- Attendance, permanent exclusion and suspension data
- Use of alternative provision and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the Leadership Team. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Annex 1: Suspension and Exclusion Policy

SUSPENSION & EXCLUSION POLICY



Author: Vicky Pickford
Review Period: Annually
Status of Policy: Statutory Key Policy

Reviewed by (Committee):	Governing Body
Date of Review:	September 2022

Signed:
(Chair of Governing Body)

Date of Next Review:	September 2023
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Appendix

- A. [Flowchart for reviewing the headteacher's suspension or exclusion decision](#)

At Icknield, we understand that good behaviour and discipline are essential for promoting a high-quality education.

Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of students may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a student may also be required in instances where allowing the student to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding students should only be used as a means of last resort.

The school has created this policy to clearly define the legal responsibilities of the headteacher, governing board and LA when responding to student suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a student's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

A “**suspension**” is defined as the temporary removal of a student from the school for behaviour management purposes. A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An “**exclusion**” is defined as the permanent removal of a student from the school, in response to a serious breach 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 staff in the school.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007
- Equality Act 2010
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- The European Convention on Human Rights (ECHR)

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'
- DfE (2022) 'Behaviour in Schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Anti-bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- **Social, Emotional and Mental Health (SEMH) Policy**
- Safeguarding and Child Protection Policy

2. Roles and responsibilities

The LA is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of LAC.
- Arranging suitable full-time education for any student of compulsory school age excluded permanently, in coordination with the school.
- Reviewing and reassessing students' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to identifying a new placement.
- Arranging the hearing without delay at a time, date and venue convenient for all parties.
- Ensuring the independent review panel consists of three or five members as appropriate, which represent the required categories.
- Ensuring all panel members and the clerk have received training within the two years prior to the date of the review.
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- If requested by parents, appointing a SEND expert to attend the panel and covering the associated costs of this appointment.

The Acer Trust is responsible for:

- Arranging for an independent review panel hearing to review the decision of the governing board not to reinstate a permanently excluded student where required.

The governing board is responsible for:

- Providing information to the Secretary of State and LA about any suspensions and exclusions within the last 12 months.
- Arranging suitable full-time education for any student of compulsory school age who is suspended.
- Considering parents' representations about suspensions and exclusions within 15 school days of receiving notice if the appropriate requirements are met.
- Where a suspension or exclusion would result in a student missing a public examination or test, considering the suspension or exclusion before this date.
- Considering whether it would be appropriate for a student to be permitted onto the school premises to sit the public examination or test.
- Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Adhering to its responsibilities to consider the reinstatement of students.
- Considering the interests and circumstances of the suspended or excluded student, including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the school.
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to a suspension or exclusion.
- Ensuring clear minutes are taken of the representation meeting.
- Noting the outcome of the representation meeting on the student's education record, along with copies of relevant papers for future reference.
- Notifying the student's parents, the headteacher and the LA of its decision and the reasons for it, without delay.
- Appointing a clerk or using the LA to provide advice to the relevant panel and parties to the review on procedure, law and statutory guidance on suspensions and exclusions.
- Where appropriate, informing parents of where to apply for an independent review panel.
- Informing parents of relevant sources of information.
- Ensuring a student's name is removed from the school admissions register, where appropriate.
- Reconvening within 10 school days to reconsider reinstatement of a student where directed to do so by the suspensions and exclusions review panel.
- Using data to evaluate the school's practices regarding intervention, suspension and exclusion.

The clerk to the suspensions and exclusions review panel or LA is responsible for:

- Informing the appropriate individuals that they are entitled to:
 - Make written representations to the panel.
 - Attend the hearing and make oral representations to the panel.
 - Be represented.
- Circulating copies of relevant papers at least five school days before the review to all parties.
- Giving all parties details of those attending and their role, once the position is clear.
- Attending the review and ensuring that minutes are produced in accordance with instructions from the panel within the timeframe of the policy.

The headteacher is responsible for:

- Implementing good levels of discipline to ensure all students can benefit from the opportunities provided by education and to minimise potential suspensions and exclusions.
- Applying the civil standard of proof when establishing the facts in relation to a suspension or exclusion.
- Complying with their statutory duties in relation to students with SEND when administering the suspension or exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a student has suffered bereavement, experienced bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a student who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions and exclusions as sanctions, e.g. if a student has received multiple suspensions or is approaching the legal limit for suspensions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual students, particularly those with SEND, those eligible for FSM, LAC and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of students with additional needs.
- Determining whether a student will be suspended or excluded on disciplinary grounds.
- Withdrawing any suspensions or exclusions that have not been reviewed by the governing board, where appropriate.
- Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to suspend or exclude a student.
- Ensuring they have considered their legal duty of care when sending a student home following a suspension or exclusion.
- Making the decision to suspend or exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.

- Notifying a student's parents without delay where the decision is taken to suspend or exclude the student, including the days on which the parents must ensure the student is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governor responsible and LA of their decision to exclude a student where appropriate, as well as the student's home authority if required.
- Notifying the governing board once per term of any exclusions in the headteacher's report to governors.
- Organising suitable work for excluded students where alternative provision cannot be arranged.

3. Grounds for suspension or exclusion

The school will only suspend or exclude a student where it is absolutely necessary, and/or where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a student:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse
- Persistent disruptive behaviour

Students can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, students can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a student will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

4. The headteacher's power to suspend and exclude

Only the headteacher has the power to suspend or exclude a student from the school, and is able to decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds.

The headteacher is able to suspend students where their behaviour is disruptive during lunchtime. All lunchtime suspensions will be counted as half of a school day. The headteacher is also able to consider a student's disruptive behaviour outside of the school premises as grounds for suspension or exclusion, in accordance with the school's Behaviour Policy.

When sending a student home following any suspension or exclusion, the headteacher will ensure that they exercise their duty of care at all times and will always inform the parents.

Any decision made to suspend or exclude a student will be lawful, proportionate and fair, with respect to legislation relating directly to suspensions and exclusions and the school's wider legal duties, including the ECHR. At all times, the headteacher will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g. race, sex, or disability, and will not increase the severity of a student's suspension or exclusion on these grounds.

The headteacher will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.

The headteacher may cancel any suspension or exclusion that has already begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the governing board. Where a suspension or exclusion is cancelled, the headteacher will notify the student's parents, the governing board, the LA, and, where relevant, the virtual school head (VSH) and the student's social worker. The headteacher will offer the student's parents the opportunity to meet with the headteacher to discuss the circumstances that led to the cancellation of the exclusion, and the student will be allowed back into school.

The headteacher will report the number of suspensions and exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to the governing board once per term, to allow the governing board to have appropriate oversight.

The headteacher will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a student home to 'cool off', regardless of whether the parents have agreed to this. The headteacher will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises.

All suspensions and exclusions will be formally recorded on BROMCOM and CPOMS.

5. Factors to consider when suspending or excluding a student

When considering the suspension or exclusion of a student, the headteacher will:

- Allow the student the opportunity to present their case once evidence has been collected.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the student's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the student has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
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- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess students who demonstrate consistently poor behaviour.

The headteacher will consider what extra support may be available for vulnerable student groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including the following:

- LAC
- Students eligible for FSM
- Students with SEND
- Certain ethnic groups

The headteacher will consider avoiding excluding LAC, those with SEMH issues or students with an EHC plan. Where any member of staff has concerns about vulnerable student groups and their behaviour, they will report this to the headteacher, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities. The full assessment procedures are outlined in the school's Social, Emotional and Mental Health (SEMH) Policy.

Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response outlined in the school's Behaviour Policy. If the student continues to endanger the physical or emotional wellbeing of other students or staff, despite exhausting the graduated response process, then suspension or exclusion may be considered. In accordance with the Equality Act 2010, under no circumstances will a student with identified SEND or SEMH issues be suspended or excluded before the graduated response process has been completed.

Where a student with SEND or SEMH issues is excluded because of a SEND- or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these students are closely tracked and showing that the school has a close relationship with the student's next destination.

The headteacher will work in conjunction with the parents of any student with additional needs to establish the most effective support mechanisms.

6. Preventative measures

Before taking a final decision to exclude, the headteacher will consider whether it is in the best interests of all parties to initiate off-site direction or managed moves as preventative measures to exclusion.

Off-site direction

The board of trustees may use their general powers to arrange for any registered student to attend at any place outside the school premises for the purpose of receiving educational provision intended to improve their behaviour.

The governing board and the headteacher will decide, in communication with the student and their parents, whether off-site direction is an appropriate solution to manage a student's behaviour and avoid suspension or exclusion. Where all parties agree to this course of action, the school will work with the student and their parents to discuss and agree a plan for the off-site direction, including a proposed maximum period of time that the student will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.

The governing board will notify parents, and the LA if the student has an EHC plan, in writing with information about the placement no later than two school days before the relevant day.

The school will keep any off-site placements under review by holding review meetings at intervals deemed appropriate by the governing board; the governing board will ensure, where possible, that review meetings are convened at a time suitable for the student's parents, and will invite parents in writing to each review meeting no later than six days before that date. Where parents request, in writing, that the governing board hold a review meeting, the governing board will arrange review meetings in response, as soon as is reasonably practicable, unless there has been a review meeting in the previous 10 weeks.

The governing board will decide at each review meeting whether the arrangement will continue and for what period of time; the meeting will also decide arrangements for further reviews. Reviews will be recorded in writing, including any decisions made regarding the placement.

Managed moves

Where it is thought to be in a student's best interest to transfer them to another mainstream school permanently, the headteacher and governing board will discuss this with the parents of the student, and the LA if the student has an EHC plan – managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The school will participate in information sharing with the student's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. The school will also cooperate with the student's new school to create an effective integration strategy.

Parents who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the Complaints Procedure.

7. Duty to inform parents

Following the headteacher's decision to suspend or exclude a student, they will immediately inform the parents, in person or by telephone, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

The headteacher will inform the parents in writing (or electronically if written permission has been received from the parents for notices to be sent this way) of the following:

- The reasons for the suspension or exclusion
- The length of the suspension or permanency of the exclusion
- Their right to raise any representations about the suspension or exclusion to the governing board, including how the student will be involved in this and how the representations will be made
- Their right to attend a meeting where there is a legal requirement for the governing board to consider the suspension or exclusion, and the fact that they are able to bring an accompanying individual
- The arrangements that have been made for the student to continue their education prior to the organisation of any alternative provision, or the student's return to school
- Relevant sources of free, impartial information

Where the student is of compulsory school age, the headteacher will inform the parents by the end of the afternoon session that for the first five days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.

Where the headteacher has arranged alternative provision, they will also inform the parents of the following:

- The start and end date for any provision of full-time education
- The address at which the provision will take place
- Any information necessary for the student to identify the person they should report to on the starting date

Where the headteacher is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48 hours of the student beginning the provision. If the alternative provision is due to begin before the sixth day of the suspension or exclusion, the headteacher is able to give less than 48 hours of notice, with parental consent.

If the headteacher has decided to suspend the student for a further fixed period following their original suspension, or to permanently exclude them, they will notify the parents without delay and issue a new suspension or exclusion notice to parents.

8. Duty to inform the governing board and LA

The headteacher will inform the governing board, without delay, of the following:

- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the student)
- Any suspensions which would result in the student being suspended for more than 5 school days in a term (or more than 10 lunchtimes)
- Any suspensions or exclusions which would result in the student being absent from an examination or national curriculum test

For any suspensions and exclusions, other than those above, the headteacher will notify the governing board once per term.

The headteacher will inform the LA of all suspensions or exclusions, regardless of their length, without delay.

All notifications to the governing board and LA will include the reasons for suspension or exclusion and the duration of any suspension.

If a student who is suspended or excluded lives outside the LA in which the school is located, the headteacher will notify the student's 'home authority'.

9. Duty to inform social workers and the virtual school head (VSH)

When a student has been suspended or excluded, the headteacher will, without delay, notify the student's social worker, if they have one, and the VSH, if they are a looked-after child. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

Social workers and/or the VSH will also be informed when a meeting of the governing board is taking place, and will be invited to attend the meeting should they wish to do so.

10. Arranging education for suspended and excluded students

For any suspensions of more than five school days, the governing board will arrange suitable full-time education for the student, which will begin no later than the sixth day of suspension. Where a student receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension. For exclusions, full-time education will be provided for the student from the sixth day of exclusion.

The governing board will not arrange full-time education for any student who is currently in their final year of compulsory education, and who does not have any further public examinations to sit.

The governing board is aware that it is beneficial to suspended and excluded students to begin their alternative education arrangements before the sixth day of suspension or exclusion; therefore, the governing board will always attempt to arrange alternative provision before the sixth day. Where it is not possible to arrange alternative provision during the first five days, the school will ensure that they take reasonable steps to set and mark work for the student.

If a student with SEND has been suspended or excluded, the governing board will ensure that:

- Any alternative provision is arranged in consultation with the student's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the student's needs are reassessed, in consultation with the student's parents.

11. Considering suspensions and exclusions

The governing board will consider any representations made by parents regarding suspensions and exclusions.

Parents and, where requested, a friend or representative, the headteacher, and a member of the LA will be invited to attend any consideration of suspensions and exclusions and will be able to make representations. Any meeting to consider reinstatement of a student will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits.

Where it is appropriate to the student's age and level of understanding, the student will also attend any consideration meeting, and will be enabled to make a representation on their own behalf if they desire to do so.

The governing board will consider the reinstatement of a suspended or excluded student, where:

- The exclusion is permanent.
- The suspension is fixed-period, and would bring the student's total number of suspended school days to more than 15 in any given term.
- The suspension or exclusion would result in the student missing a public examination.

In the case of a suspension where the student's total number of suspended days is more than 5 but less than 16 school days within a term, if parents make representations, the governing board will consider suspensions within 50 school days of receiving the notice of suspension. In the absence of any representations from parents, the governing board will consider the reinstatement on their own.

Where a suspension will take a student's total number of school days out of school above five but less than 15 for the term, and parents have not requested a governing board meeting, the governing board will not be required to consider the student's reinstatement but it will have the power to do so if it deems it appropriate.

Where a suspension will not bring a student's total number of days of suspension or permanent exclusion to more than five days in a term, the governing board will consider all representations made by parents. There will be no deadline for this meeting to be arranged; however, it will be arranged within a reasonable amount of time.

Where suspension or exclusion would result in a student missing a public examination, the governing board will consider the suspension or exclusion before the test to decide whether the student should be reinstated in time to take the examination.

If it is not practicable for a sufficient number of governors to consider the decision before the examination, a smaller sub-committee will consider the suspension or exclusion and decide whether or not to reinstate the student.

In light of the above, the governing board will also consider whether it would be appropriate to allow the suspended or excluded student to enter the premises to take the examination.

When considering the reinstatement of a student, the governing board will:

- Only discuss the suspension or exclusion with the parties present at the meeting.
- Ask for any written evidence prior to the meeting.
- Circulate any written evidence and information to all parties, at least five school days in advance of the meeting.
- Allow students and parents to be accompanied by a person of their choice to the meeting.
- Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting.
- Identify the steps needed to enable and encourage the suspended or excluded student to attend the meeting and speak on their behalf, or how they may contribute personal views by other means if attendance is not possible.
- Consider the interests and circumstances of the student, including the grounds for suspension or exclusion.

12. Reaching a decision

After considering suspensions and exclusions, the governing board will either:

- Decline to reinstate the student.
- Direct the reinstatement of the student immediately, or on a specified date.

If reinstatement would make no practical difference, e.g. if the student has already returned to school following a suspension or the parents make clear they do not want their child reinstated, the governing board will still consider whether the student should be officially reinstated, and whether the headteacher's decision to suspend or exclude the student was fair, lawful and proportionate, based on the evidence presented.

The governing board will apply the civil standard of proof when responding to the acts relating to a suspension or exclusion, i.e. that on the 'balance of probabilities' it is more likely than not that the facts are true.

To reach a decision, the governing board will:

- Identify the steps they intend to take to ensure that all parties involved will have the opportunity to participate and present their views.
- Ensure that minutes are taken of the meeting as a record of the evidence that was considered.
- Ask all parties to withdraw from the meeting before concluding their decision.
- Consider whether the suspension or exclusion of the student was lawful, proportionate and fair, taking into account the headteacher's legal duties and any evidence that was presented to the governing board in relation to the decision.
- Record the outcome of the decision on the student's educational records, along with copies, which will be kept for at least six months.
- Make a note of their findings, where they have considered a suspension or exclusion but cannot reinstate the student.

13. Notification of considered suspensions and exclusions

The governing board will notify the parents of the suspended or excluded student, the headteacher, and the LA of their decision following the consideration of a suspension or exclusion, in writing and without delay.

In the case of exclusion, where the governing board decides not to reinstate the student, they will notify the parents:

- That the exclusion is permanent.
- Of their right for it to be reviewed by an independent review panel.
- Of the date by which an application for review must be made.
- Of the name and address of whom the review application should be submitted to.
- That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a student's SEND is considered relevant to the exclusion.
- That, regardless of whether a student has been identified as having SEND, the parents have a right to require the governing board to ensure a SEND expert attends the review.
- Of the role of the SEND expert that will attend the review, and that the parents will not be charged for this.
- That they are required to make it clear if they wish for a SEND expert to attend the review.
- That they may appoint someone at their own expense to make representations to the panel.

The governing board will also notify parents that, if they believe a suspension or exclusion has been issued as a result of discrimination, then they are required to make a claim under the Equality Act 2010 to the First-tier Tribunal (SEND), and that this should be within six months of when the discrimination allegedly took place.

After any conclusion, the governing board will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

14. Removing excluded students from the school register

The headteacher will remove students from the school register if:

- 15 school days have passed since the parents were notified of the governing board's decision not to reinstate the student and no application for an independent panel review has been received.
- The parents have stated in writing that they will not be applying for an independent panel review following an exclusion.

If an application for an independent panel review has been made within 15 school days, the headteacher will wait until the review has been determined, or abandoned, and until the governing board has completed any reconsideration that the panel recommended or directed it to carry out, before removing the student from the school register.

If a student's name is to be removed from the register, the headteacher will make a return to the LA, which will include:

- All the particulars which were entered in the register.
- The address of any parent with whom the student normally resides.
- The grounds upon which the student's name is to be removed from the register.

Any return to the LA will be made as soon as the grounds for removal are met and no later than the date in which the student's name was removed.

If a student's name has been removed from the register and a discrimination claim is made, the student may be reinstated following a decision made by the First-tier Tribunal (SEND) or County Court.

Whilst a student's name remains on the admissions register, the appropriate code will be used to mark the student's attendance:

- Code B: Education off-site
- Code D: Dual registration
- Code E: Absent and not attending alternative provision

15. Independent review panel

The LA will review the governing board's decision not to reinstate an excluded student if the parents submit their application for this within the required time frame.

The LA will constitute an independent review panel of three or five members that represent the following categories:

- A lay member to chair the panel. This individual will not have worked in any school in a paid capacity
- A current or former school governor who has served for at least 12 consecutive months in the last 5 years
- A headteacher or individual who has been a headteacher within the last 5 years

Parents are required to submit their applications within:

- 15 school days of the governing board's notification of their decision.
- 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

Any application made outside of the above timeframe will not be reviewed. Parents are able to request an independent panel review even if they did not make a case to, or attend, the governing board's initial consideration of the exclusion.

The LA will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance.

16. Appointing a SEND expert

If requested by parents in their application for an independent review panel, the LA will appoint a SEND expert to attend the panel and covers the associated costs of this appointment. Parents have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their child has SEND.

The LA will make arrangements to indemnify the SEND expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.

An individual will not serve as a SEND expert if they have, or at any time have had, any connection with the LA, school, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their ability to act impartially; however, an individual is not taken to have such a connection solely because they are an employee of the LA.

The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals include educational psychologists, specialist SEND teachers, SENCOs and behaviour support teachers.

Recently retired individuals are not precluded from fulfilling this role; however, during interview, the LA will assess the knowledge of such individuals in order to ensure that they have a good understanding of current practice and the legal requirements on schools in relation to SEND.

Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the LA, they will not have had any previous involvement in the assessment or support of SEND for the excluded student, or siblings of the excluded student. The LA will request that prospective SEND experts declare any conflict of interest at the earliest opportunity.

The final decision on the appointment of a SEND expert is for the LA to make, but it will take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEND expert. Where possible, this will include offering parents a choice of SEND expert. In order to meet its duties within the statutory time frame, the LA will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.

The LA will determine the amount of any payment in relation to the appointment of the SEND expert, such as financial loss, travel and subsistence allowances.

17. The role of the SEND expert

The SEND expert's role is analogous to an expert witness, providing (orally and/or written) impartial advice to the panel on how SEND might be relevant to the exclusion. The SEND expert will base their advice on the evidence provided to the panel. The SEND expert's role does not include making an assessment of the student's SEND.

The focus of the SEND expert's advice will be on whether the school's policies which relate to SEND, or the application of these policies in relation to the excluded student, were legal, reasonable and procedurally fair. If the SEND expert believes that this was not the case, they will, where possible, advise the panel on the possible contribution this could have made to the circumstances of the student's exclusion.

Where the school does not recognise that a student has SEND, the SEND expert will advise the panel on whether they believe the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any SEND that the student may potentially have, and any contribution that this could have made to the circumstances of the student's exclusion.

The SEND expert will not criticise a school's policies or actions simply because they believe a different approach should have been followed or because another school might have taken a different approach.

18. Appointing a clerk

The LA will decide whether to appoint a clerk to the independent review panel, or to make alternative arrangements to administer the panel.

Where a clerk is appointed, the LA will ensure that the clerk did not serve as clerk to the governing board when the decision was made not to reinstate the student.

19. The role of the clerk

The clerk's role is to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions.

The clerk will:

- Identify, in advance of the meeting, whether the excluded student wishes to attend the panel hearing, taking reasonable steps to enable the student to feedback their views, irrespective of their attendance.
- Identify, in advance of the meeting, whether any alleged victims of the incident leading up to the exclusion wish to attend the panel hearing, taking reasonable steps to enable them to feedback their views, irrespective of their attendance.
- Ensure that the panel is able to hear from any witnesses to the incident leading to the exclusion, taking into account the fact that some of these people may be students at the school. Students under 18 will not be allowed to appear in person without parental consent.
- Inform the parents, headteacher and governing board that they are entitled to make oral and written representations to the panel, attend the hearing, and be represented.
- Ensure that all parties are:
 - Provided with copies of relevant papers at least five school days before the review, notifying the panel if any requested documents have not been provided in case the panel wishes to adjourn until a later date.
 - Informed about who is attending the meeting, and what their roles are.
-

- Attend the review and ensure that minutes are produced in accordance with instructions from the independent review panel.

Where a clerk is not appointed, the LA will undertake the functions outlined above.

20. The duties of the independent review panel

The role of the panel is to review the governing board's decision not to reinstate an excluded student. In reviewing the decision, the panel will consider the interests and circumstances of the excluded student, including the circumstances in which the student was excluded, and have regard to the interests of other students and people working at the school. The panel will apply the civil standard of proof, rather than the criminal standard of 'beyond reasonable doubt'.

Following the review, the panel will do one of the following:

- Uphold the decision
- Recommend that the governing board reconsiders reinstatement
- Quash the decision and direct that the governing board reconsiders reinstatement

The panel's decision does not have to be unanimous and can be decided by a majority vote. It is binding on the student, parents, governing board, headteacher and LA.

21. Reconsidering reinstatement following a review

Where the independent review panel instructs the governing board to reconsider their decision not to reinstate a student, they will do so within 10 school days of being given notice of the review panel's decision.

The school is aware that if, following an instruction to reconsider, the governing board does not offer to reinstate the student, then the school will be required to make a payment of £4,000 directly to the LA area in which the school is located.

Where the independent review panel recommends that the governing board should reconsider their decision not to reinstate a student, they will do so within 10 school days of being given notice of the review panel's decision. The school is aware that if, following a recommendation to reconsider, the governing board does not offer to reinstate the student, it will not be subject to a financial adjustment. If, following reconsideration, the governing board offers to reinstate the student but the parents decline, no adjustment will be made to the school's budget.

Following reconsideration, the governing board will notify the parents, headteacher and LA of their reconsidered decision and the reasons for this.

22. Criminal investigations

The headteacher will not postpone taking a decision to suspend or exclude a student due to a police investigation being underway, or any criminal proceedings that are in place.

Particular consideration will be given by the headteacher when deciding to suspend or exclude a student where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If the governing board is required to consider the headteacher's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.

23. Training requirements

The LA will ensure that all independent review panel members and clerks have received training within the two years prior to the date of the review. Training will cover:

- The requirements of the legislation, regulations and statutory guidance governing suspensions and exclusions.
- The need for the panel to observe procedural fairness and the rules of natural justice.
- The role of the chair of a review panel.
- The role of the clerk to a review panel.
- The duties of headteachers, governing boards and the panel under the Equality Act 2010.
- The effect of section 6 of the Human Rights Act 1998 and the need to act in a manner compatible with human rights protected by that Act.

Clerks will also have an up-to-date understanding on developments in case law which are relevant to suspension and exclusion.

24. Using data

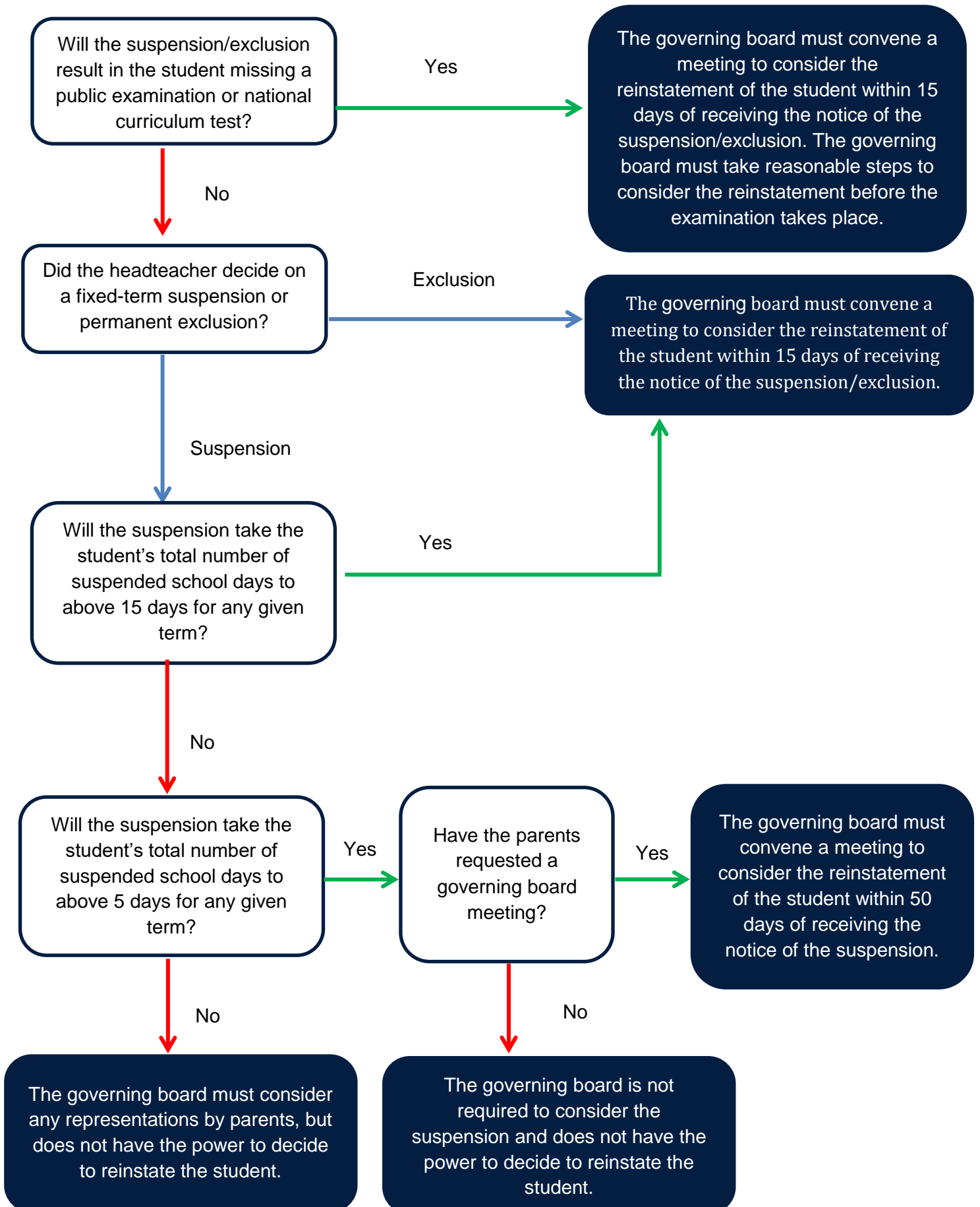
The headteacher will ensure that all data regarding suspensions and exclusions is collected and provided to the governing board on a termly basis. The governing board will review this data regularly in order to:

- Consider the level of student moves and the characteristics of students who are moving on any permanent exclusions to ensure that this is only being used as a last resort.
- Gather information on students who are taken off the roll and those who are on the roll but attending education off-site.
- Determine whether there are any patterns of suspensions and exclusions across the trust.
- Consider the effectiveness and consistency in implementing the Behaviour Policy.
- Understand any variations in the rolling average of permanent exclusions to ensure they are only used when necessary.
- Understand the characteristics of suspended and excluded students and evaluate equality considerations.
- Gather information on where students are receiving repeat suspensions.
- Evaluate interventions in place to support students at risk of suspension and exclusion, including where there are patterns which may indicate that certain policies and support measures are or are not working.



- Analysing whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives.

Flowchart for reviewing the headteacher's suspension or exclusion decision



Annex 2: Child on Child Abuse

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding and Child Protection Policy and the [Child on Child Abuse Guidance](#) from the LA.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Annex 3: Searching, Screening and Confiscation Policy (including Banned Items)

**SEARCHING,
SCREENING &
CONFISCATION
POLICY**



Author: Vicky Pickford
Review Period: Annually
Status of Policy: Statutory Key Policy

Reviewed by (Committee):	Governing Body
Date of Review:	September 2022

Signed:
(Chair of Governing Body)

Date of Next Review:	September 2023
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Icknield appreciates that students have the right to expect a reasonable level of personal privacy and will do its utmost to ensure that, as far as possible, this right is respected. We aim to ensure that members of staff have the confidence to search and screen students, and to confiscate items as necessary, and that this is enacted in a calm, safe and supportive manner.

Nevertheless, the school also takes seriously its obligation under health and safety legislation for searching, screening and confiscation to be managed in a way which does not expose students or staff members to unnecessary risks.

This policy sets out the framework in which the school will meet this obligation by outlining the circumstances in which students can be screened and searched. The policy also outlines the legal powers to seize and confiscate items during a search.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Education Act 1996
- Education and Inspections Act 2006
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- European Convention on Human Rights
- DfE (2022) 'Searching, Screening and Confiscation'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Behaviour in Schools'
- DfE (2022) 'Keeping children safe in education 2022'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Physical Intervention Policy
- Complaints Procedure
- Safeguarding and Child Protection Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented within the school and its effectiveness is monitored.

The headteacher will be responsible for:

- Authorising members of staff to search students for prohibited items and items banned by the school, according to its policies.
- Ensuring the procedures in this policy are implemented consistently across the school.
- Assessing on a case-by-case basis whether a search should be undertaken by a member of staff.
- Overseeing the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is established and maintained.
- Ensuring the DSL is called on for support during, or after, searching, as appropriate.
- Ensuring a sufficient number of staff are appropriately trained on how to lawfully and safely search a student, including managing students who are not co-operating with the search.
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- Ensuring all staff understand their rights and the rights of any students being searched.
- Ensuring the DSL (or their deputy) is informed of any instances where a staff member had reasonable grounds to suspect that a student was in possession of a prohibited item.
- Advising staff on what to do if they believe a search is necessary but is not required urgently, e.g. keeping the student supervised and away from others.
- Determining whether searches for items banned by the school's policies should be recorded.
- Consulting with the local police prior to installing and using any devices for the purposes of screening.
- Ensuring parents and students are informed about the use of screening devices prior to their use, and the reasons why any devices need to be used.
- Ensuring that prohibited items and items banned by the school are outlined in the relevant policies and are communicated with staff, parents and students.
- Reviewing this policy on an annual basis.

The DSL will be responsible for:

- Managing any safeguarding concerns that are raised by staff members who have conducted a search and by students subject to a search.
- Making referrals, in line with the school's safeguarding procedures, where there is evidence from a search that a student is at risk of harm.
- Ensuring procedures are in place, and are being followed, for when a safeguarding incident arises.
- Ensuring procedures are in place for staff to alert them of instances when they had reasonable grounds to suspect a student was in possession of prohibited items and when a prohibited item has been found.
- Considering the circumstances of any students who are at risk of harm as a result of the search to assess whether there is a wider safeguarding concern.
- Advising staff on what to do if they believe a search is necessary but is not required urgently, e.g. keeping the student supervised and away from others.
- Advising staff on any aftercare required by a student as a result of a search.

Staff members will be responsible for:

- Acting in line with this policy when screening or searching a student or confiscating items.
- Ensuring that the culture of safe, proportionate and appropriate searching is maintained.
- Adhering to the relevant guidance and policies, and familiarising themselves with which items are prohibited and/or banned by the school.
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- Ensuring they implement sanctions fairly, proportionately, and in line with the Behaviour Policy.
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- Raising safeguarding concerns with the DSL (or their deputy) as soon as reasonably practicable.
- Maintaining their duty of care for any students subject to a search, including a strip search, and protecting their welfare at all times.

Screening

Under the school's statutory power to make rules on student behaviour and the duty to manage the safety of staff, students and visitors, the school can impose a requirement that students undergo screening. All members of staff will have the authority to screen students.

Before the installation of any technology for the purpose of screening students, the headteacher will consult with the local police about whether the devices are appropriate.

Authorising members of staff

Only the headteacher and members of the Leadership Team have the authority to search students without their consent.

When deciding which members of staff will be authorised to undertake searches under these powers, the headteacher will consider whether each member of staff requires any additional training to enable them to carry out their responsibilities safely and lawfully.

List of prohibited and banned items

Prohibited items (DfE)

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a 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 the property of, any person (including themselves)

Banned items (School)

Banned items include:

- E-cigarettes and vapes
- Lighters
- Aerosols

- Legal highs/psychoactive substances
- Energy drinks
- Paint thinners
- Non-prescribed hypodermic needles

Searching with consent

Any member of staff will have the authority to search students for any item, **if the student consents** but they should still have a member of the Leadership Team present for the search. Formal written consent will not be required for this sort of search and informed verbal consent will suffice. All staff members will ensure that any student subject to a search with consent understands the reason for the search and how it will be conducted.

Searches with consent will be undertaken on the basis that a student is, or is suspected to be, in possession of a prohibited or banned item as identified in this policy and the Behaviour Policy.

Searches with consent will be implemented consistently, proportionately, fairly, and in line with this policy at all times.

The school will ensure that banned items are made clear in communications with parents.

If a member of staff suspects a student is in possession of a banned item, the student will be instructed to turn out their pockets, desk and/or bag.

When exercising their authority to search with consent, staff members will assess and consider the age and needs of the student being searched. Where required, reasonable adjustments will be put in place where a student has additional needs or a disability.

Searching without consent

The headteacher and authorised staff (Leadership Team) have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may be in possession of a prohibited item (see [section 5](#)). The staff member will decide what constitutes reasonable grounds for suspicion on a case-by-case basis.

An item banned by the school rules will only be searched for without consent if it is identified in this policy that it is an item that can be searched for.

Staff members who are not authorised by the headteacher to implement searches without consent will not do so. Where a search is required, and the student does not give their consent to be searched, unauthorised staff members will contact an authorised member of staff immediately.

Authorised members of staff will assess whether a search without consent is needed urgently and consider the risk to staff and other students if a search is not conducted.

Before a search without consent is conducted, the authorised member of staff will explain to the student why they are being searched and how the search will take place. They will also provide the student an opportunity to ask any questions.

Where possible, the authorised member of staff will seek the co-operation of the student prior to the commencement of the search without consent. The student may be sanctioned in line with the Behaviour Policy if they refuse to co-operate.

Privacy

Students will only be searched by staff members who are the same sex as them. All searches will be witnessed by another member of staff who will be, where possible, the same sex as the student being searched.

Where a staff member is not the same sex as the student subject to a search, they will summon a staff member of the same sex as the student, where practicable. The summoned staff member will be the one to conduct the search.

A search will only be conducted by a person who is not the same sex as the student being searched, or without a witness, where:

- The staff member reasonably believes that there is a risk of serious harm if the search is not conducted immediately **and**;
- It is not reasonably practicable to summon another member of staff.

Under the exceptional circumstances outlined above, the member of staff conducting the search will consider that a student's expectation of privacy increases as they get older.

When a member of staff conducts a search without a witness, they will report the search immediately to another member of staff and ensure there is a record kept of the search.

The school may consider the use of CCTV footage in order to decide whether to conduct the search for an item. Any CCTV usage will be conducted in line with the school's Surveillance and CCTV Policy.

Authorised staff members will ensure that an appropriate location on the school premises is used for searching. Where possible, this location will be away from other students.

Searches will only be undertaken off school premises where the authorised staff member has lawful control of the student, e.g. on a school trip.

During the search

Definitions:

- **"Outer clothing"** – clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, e.g. hats, shoes, gloves.

- **“Possessions”** – any goods over which the student has or appears to have control, including desks, lockers and bags.

A student’s possessions, their locker or desk will only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused if the search is not conducted immediately.

Staff will always remain aware that the power to search without consent **only** enables a personal search involving the removal of outer clothing and the searching of pockets, desks, lockers, etc. Staff will never conduct an intimate search, and remain aware that only a person with more extensive powers, i.e. a police officer, can conduct an intimate search.

If a student does not consent to a search or withdraws their consent, then they may be subject to a search without consent, but only for prohibited items.

Physical intervention

Members of staff will only be permitted to use physical intervention when conducting a search for prohibited items, but will not use force to search for items banned only under school rules.

Physical intervention will be used on a case-by-case basis only.

Searches that require physical intervention will be conducted in line with the Physical Intervention Policy.

Strip searches

The definition of a **“strip search”** is a search that involves the removal of more than outer clothing (see definition of outer clothing in [section 9](#)).

Staff members will never conduct a strip search on a student – strip searches will only be conducted by police officers.

During a strip search, members of staff will maintain their duty of care to the student and will advocate for their wellbeing at all times.

Strip searches will be conducted in a private area of the school, away from others (see [section 8](#)).

Before requesting the strip search of a student by the police, staff members will balance the risk of negatively affecting the student’s physical and/or mental wellbeing against the risk of not recovering the suspected item.

Strip searches will only be considered where:

- It is absolutely necessary to undertake this type of search, **and**;
- Where other, less invasive approaches cannot be conducted or have already been exhausted, **and**;
-

- It is deemed necessary by a police officer to recover an item related to a criminal offence and they have reasonable grounds to suspect the student has concealed the item.

Whenever a strip search involves the exposure of intimate body parts, the school will ensure that at least two people are present, other than the student, where one of whom will be an appropriate adult. Where the student's parent wishes to act as the appropriate adult, the school will facilitate this where possible. These circumstances may not apply if the strip search is urgent or there is a risk of serious harm to the student or others.

Unless in urgent or high-risk cases, strip searches that involve the exposure of intimate body parts will only take place without an appropriate adult where the student explicitly states, in the presence of the appropriate adult, that they do not want the appropriate adult to be present during the search. A record will be made of the student's decision.

Records of all strip searches will be kept and monitored by the school.

After the search

Staff members will use their discretion to confiscate, retain and/or destroy any item found due to a search with the student's consent, so long as it is reasonable in the circumstances. Where any item is reasonably suspected to be an offensive weapon, it will be passed to the police.

Staff members will be legally protected from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Confiscation, retention and disposal of prohibited items

Staff members carrying out a search will be permitted to seize any item they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

When a staff member conducting a search finds:

- **Alcohol**, they will retain or dispose of the item as they see appropriate; the alcohol will not be returned to the student.
- **Controlled drugs**, they will deliver them to the police as soon as possible; however, they may also be disposed of if the staff member thinks there is a good reason to do so.
- **Other substances** which are not believed to be controlled drugs, they will confiscate them if they believe them to be detrimental to behaviour, discipline and safety.
- **Stolen items**, they will deliver these to the police as soon as possible or return them to the owner if they think there is a good reason to do so.
- **Tobacco or cigarette papers**, they will retain or dispose of them; they will not be returned to the student.
- **Fireworks**, they will be retained or disposed of, but not returned to the student.

- A **pornographic image**, they will dispose of the image unless there are reasonable grounds to suspect that its possession constitutes a specified offence, i.e. the image is extreme or child pornography; in these cases, the staff member will deliver the image to the police as soon as possible.
- An item that has been, or is likely to be, **used to commit an offence or to cause personal injury or damage to property**, they will deliver the item to the police, return the item to the owner, or retain or dispose of the item.
- **Weapons or items which are evidence of an offence**, they will pass the item to the police as soon as possible.

It is at the discretion of authorised staff to decide whether there is a 'good reason' not to deliver stolen items or controlled drugs to the police. In determining what a good reason is, the member of staff will take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the item.

Where the member of staff is unsure of the legal status of a substance and has reason to believe it may be a controlled drug, the item will be treated as such.

In relation to stolen items, the police will not be involved in dealing with low-value items, e.g. pencil cases; however, it may be appropriate for the school to contact the police if high-value items, e.g. laptops, or illegal items, e.g. fireworks, are involved.

Aftercare following a strip search

Students subject to a strip search will be provided with appropriate support, regardless of whether a prohibited item is found. Safeguarding processes will be followed where necessary, giving attention to the student's wellbeing. The DSL will be involved in any safeguarding processes.

Students subject to a strip search will always be given the opportunity to ask questions about the search and express their views following it.

Staff will give particular consideration to the wellbeing and safeguarding of any students and/or groups of students who have been subject to a strip search with unusual frequency. Where required, preventative approaches will be put in place in order to avoid harm to the identified student, or group of students', wellbeing.

Recording a search

All searches for prohibited items and those conducted by police officers will be recorded via the school's safeguarding systems on CPOMS.

Records of searches for prohibited items, both by staff and by the police, will include:

- The date, time and location of the search.
- The name of the student subject to the search.
- The name of the individual who conducted the search.
- The name of any other adults or students present during the search.

- The item being searched for.
- The reason for the search.
- Whether the item was found.
- Any other items found.
- What follow-up actions were taken as a consequence of the search.

All searches for banned items will also be recorded.

Informing parents

The student's parents will be informed when a search of their child is conducted in order to recover prohibited items.

The student's parents will usually be informed when a search of their child is conducted in order to recover banned items, if appropriate. In some circumstances, the school may need to inform the student's parents about the search for a banned item, e.g. in the interests of safeguarding the student.

Where a strip search is requested, the school will inform the student's parents of the search before it is conducted, unless there is an immediate risk of harm. Where there is an immediate risk of harm, the student's parents will be informed about the strip search as soon as possible.

Complaints about searching, screening or confiscation will be managed via the school's complaints procedure, in line with the Complaints Procedures Policy.

Electronic devices

If an electronic device that is prohibited by the school rules or that is reasonably suspected to have been, or is likely to be, used to commit an offence or cause personal injury or damage to property is found during a search, the staff member is permitted to examine any data or files on the device where there is good reason to do so.

Parental consent is not required in order to search a student's electronic device if it has been seized in a search without consent.

Staff will consider whether an appropriate safeguarding response is required if they reasonably believe that any images, data or files found on a student's electronic device is likely to put others at risk. The staff member will involve the DSL immediately where this is the case.

Staff members have the authority to delete data or files if they believe there is a good reason to do so, unless the device is suspected to be relevant to an offence, or contains a

pornographic image of a child or an extreme pornographic image. In these cases, files and data will not be deleted and the device will be given to the police.

It will be considered a good reason if the staff member reasonably suspects that the data or files on the device have been, or could be, used to cause harm, disrupt teaching or break the school rules.

Any electronic device that has been seized which is prohibited by the school rules, and there are reasonable grounds to suspect that it contains evidence relating to an offence, will be given to the police as soon as possible.

If a member of staff does not find any material they suspect is evidence in relation to an offence, and decides to not give the device to the police, they are permitted to decide whether it is appropriate to delete any files or data from the device or retain the device as evidence of a breach of school rules.

Indecent images of students

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that students are not unnecessarily criminalised.

Where a member of staff becomes aware that an electronic device they are searching involves indecent images of a child, they will refer this to the DSL as soon as possible and will:

- Refrain from viewing, copying, printing, sharing, storing or saving the imagery.
- Confiscate the device and ensure it is securely stored.
- Inform the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the student being searched that the incident will need to be reported.
- Not blame or shame anyone involved, and reassure the student being searched that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution. They will categorise the incident into one of two categories:

- **“Aggravated”** – incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of children, including where there is an adult involved, where there is an intent to harm the child depicted, or where the images are used recklessly.
- **“Experimental”** – incidents involving the creation and distribution of indecent images of children where there is no adult involvement or apparent intent to cause harm or embarrassment to the child.

For there to be a good and clear reason to view indecent imagery, the DSL will need to be satisfied that this action is:

- The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts, e.g. the contents of the imagery, from the student(s) involved.
- Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the student or their parent in making a report.
- Unavoidable because the student has presented the image directly to a staff member or the image has been found on a school device or your school's network.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL will:

- Never copy, print, share, store or save them as this is illegal – if this has already happened, they will contact the local police for advice and to explain the circumstances.
- Discuss the decision with the headteacher or a member of the LT.
- Make sure viewing is undertaken by them (or a deputy) or another member of the safeguarding team with delegated authority from the headteacher or a member of the LT.
-
-
- Make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the LT. This staff member does not need to view the images.
- Wherever possible, make sure viewing takes place on the school premises, ideally in the headteacher's office or a member of the LT's office.
- Make sure, wherever possible, that they are viewed by a staff member of the same sex as the student in the images.
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the imagery was viewed and any subsequent actions.

Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Safeguarding and Child Protection Policy, and the police will be involved.

Where the incident is categorised as 'experimental', any students involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident.

Where there is reason to believe that indecent imagery being circulated will cause harm to a student, the DSL escalates the incident to the appropriate children's social care services. Where indecent imagery of a student has been shared publicly, the DSL will work with the student to report the imagery to websites on which it has been shared and will reassure them of the support available.



Staff conduct

All staff members are expected to act in accordance with this policy. Any breach of this policy will be managed in line with the school's Disciplinary Policy and Procedure.

Staff members who conduct searches without consent but are not authorised to do so will be managed in line with the Disciplinary Policy and Procedure. Under no circumstances will a member of staff conduct the strip search of a student.

Staff members will consider the age, needs and wellbeing of students at all times during searching and screening procedures.

SUBSTANCE ABUSE POLICY



Author: Vicky Pickford
Review Period: Annually
Status of Policy: Statutory Key Policy

Reviewed by (Committee):	Governing Body
Date of Review:	September 2022

Signed:
(Chair of Governing Body)

Date of Next Review:	September 2023
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Principles

This policy has been written with reference to national guidelines, Local Authority guidance and relevant research data, DFE updated guidance September 2012 [dugs advice for schools](#) and December 2017 [alcohol and drug misuse treatment and prevention guidance](#)

Aims and Objectives

It is our aim to help all our students to take their place safely in a world where a wide variety of drugs and other potentially harmful substances exist. We recognise that some drugs can have beneficial effects, but also that every drug has the potential to harm. For this reason, all drugs need appropriate and responsible care and management. In order to be able to make informed choices, staff and students need to understand the nature of drugs, their social and legal status, their uses and effects. In particular, they need to understand that the use, possession or supply of some drugs is an arrestable offence.

Definition

A drug is a substance other than food that, by its chemical nature, can change how the body works and how you think, feel or behave.

For the purposes of this policy, this definition includes the following:

- legal and illegal drugs
- tobacco
- alcohol
- medicines
- solvents

The supply of drugs is defined as distributing drugs to another person for use and does not require payment or reward.

Aims

We will:

- Educate young people through a drugs education programme as part of the Citizenship curriculum
- Educate staff through our CPD programme
- Maintain the safety and well-being of all students and staff of the school
- Provide effective support on drugs-related issues
- Exercise clarity and consistency in our approach to drugs-related issues.

Co-ordinating the Policy

Issues concerning substance abuse are referred to the Deputy Headteacher (Pastoral/DSL), who will follow up as appropriate.

Contributions to the Drugs Education Programme

These include:

- Citizenship curriculum at KS3 and KS4
- Aspects of the science department's work at KS3 and KS4
- Drugs workers through Aquarius
- Youth workers through the LCSS and Early Help workers
- School Health Nurse

First Aid/Medical Procedures

The first aider will always seek the advice and support of the Leadership Team in the event of concerns about drug use or possession and supply of drugs.

The school provides adequate and appropriate equipment and facilities in First Aid. A first aider can be accessed by contacting Reception, who will coordinate the response.

Basic First Aid boxes are also held in several departmental areas around the school. A number of staff across the school are also First Aid trained should the occasion arise.

Epi-pen training is provided for staff and lists of students who hold an Epi-pen are circulated.

Information on students with disabilities is available on the SEN register which is available to all staff on the Admin drive as well as circulated as a paper copy.

Students with Medical Needs

Medication will not be given to any student without the specific written consent of a parent/carer concerned. This consent will be reviewed annually. Prescribed medication must be delivered to Reception and will be stored in the medical room or appropriate place. A written record will be kept of all those occasions when medicine is administered to a student and parents will be notified.

Students with diabetes are allowed to carry their own medication. Reception will hold any additional medication and will be the first contact for any student requiring additional support with their condition during the school day.

Students with asthma are allowed to carry their own inhalers and if possible should provide an extra one to be kept in the medical room.

Except for the medical purposes described, no drug of any kind should be brought on to school premises.

Substances on School Premises

This is a non-smoking school for staff and students. There is to be no smoking on school premises at any time.

Alcohol is only permitted to be drunk by staff and other adults on social occasions outside school hours, and then only with the permission of the Headteacher.

Drugs off School Premises

When students participate in any kind of school trip off site – whether in this country or abroad – they should consider themselves to be under the complete authority of the supervising members of staff. All venues will be deemed to be extensions of the school. Consequently, any incidence of substance abuse will be treated as seriously as if it had occurred on the school site itself.

Response to Drugs-Related Incidents

- If any student is thought to be under the influence of a drug, this will be promptly investigated. In addition, routine enquiries will be made about the drug involved, its source and names of any other students concerned. The priority will be students' safety.
- In all cases where there is a suspicion that a student on the school premises is in possession of drugs, the school will carry out a search with two adults present.
- If any student or adult on the school premises, or participating in a school-related activity off-site, is found in possession of an unauthorised drug, regardless of what it is, it will be confiscated and held in a safe place pending action. The relevant member of the leadership team in school, or the most senior member of staff in an off-site situation, will take the initiative in deciding how to respond further.
- Medical help will be sought at once and First Aid given if required.
- Each situation will be judged individually and parents will be kept informed. If the drug is suspected of being illegal, the school will contact the police for their help. The police may decide to take further action.
- A careful investigation will be undertaken by the school to determine the involvement of any other students and records will be kept.
- The sanctions used in response to drugs-related incidents will depend on the nature and gravity of the offence. Students found in possession of an illegal substance or having used an illegal substance will normally be excluded from school and may be permanently excluded; students involved in supplying or selling drugs will normally be permanently excluded.
- In the case where an adult is under suspicion of possessing illegal drugs, the police will be informed.

RESTRICTIVE PHYSICAL INTERVENTION POLICY



Author: Vicky Pickford
Review Period: Annually
Status of Policy: Statutory Key Policy

Reviewed by (Committee):	Governing Body
Date of Review:	September 2022

Signed:
(Chair of Governing Body)

Date of Next Review:	September 2023
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1.0 Introduction

1.1 At Ickniel Community College, we believe that students need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of students will the use of physical intervention be needed. On such occasions, acceptable forms of intervention are used.

1.2 The majority of students behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual students.

1.3 All school staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

2.0 Definition of “Restrictive Physical Intervention”

2.1 “Restrictive Physical Intervention” is the term used to describe interventions where bodily contact using force is used to control or manage a child’s behaviour. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use “reasonable force” to control or restrain students in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child’s own property*)
- To stop the child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

2.2 There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

2.3 The definition of physical force also includes the use of mechanical devices (eg splints on the student prescribed by medical colleagues to prevent self-injury), forcible seclusion or

use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

3.0 When the use of Restrictive Physical Interventions may be appropriate in Ickniel Community College

3.1 Restrictive Physical Interventions will be used when all other strategies have failed, and, therefore, only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain students may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

3.2 The safety and well-being of all staff and students are important considerations. Under certain conditions this duty must be an over-riding factor.

4.0 Who may use Restrictive Physical Intervention at Ickniel Community College

4.1 The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of students, and **must** be aware of this Policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Headteacher has lawfully placed an adult in charge of children then that adult will be entitled to use restrictive physical intervention

4.2 We take the view that staff should not be expected to put themselves in danger and that removing other students and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the students.

Names of Authorised staff

ALL TEACHERS

ALL SUPPORT STAFF

5.0 Planning for the use of Restrictive Physical Interventions at Ickniel Community College

5.1 Staff will use the minimum force needed to restore safety and appropriate behaviour.

5.2 The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the student's and/or other students' best interests for staff to intervene physically.

- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The student will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the student to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual students will always be taken into account
- Students and staff will be debriefed and supported after every incident of Restrictive Physical Intervention, to safeguard the emotional well-being of all involved.

6.0 Acceptable forms of intervention at Ickniel Community College

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

- to comfort a student in distress (so long as this is appropriate to their age);
- to gently direct a student;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the student or students;
- in rare circumstances, when Restrictive Physical Intervention is warranted.

6.2 In all situations where physical contact between staff and student takes place, staff must consider the following:

- the student's age and level of understanding;
- the student's individual characteristics and history;
- the location where the contact takes place (it should not take place in private without others present).

6.3 Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participant's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular student. [Should a student appear to **enjoy** physical contact this must not be sought via Restrictive Physical Intervention]

7.1 Developing a Positive Handling Plan at Icknield Community College

7.1 If it is identified for a student that Restrictive Physical Intervention is likely, a Positive Handling Plan will be completed. This plan will help the student and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:

- involving parents/carers and students to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a record to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- techniques for managing the student's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the student
- ensuring a system to summon additional support
- identifying training needs

Please refer to the Appendix for a Physical Handling Plan Pro-forma

8.0 Guidance and training for staff

8.1 Guidance and training is essential in this area. We need to adopt the best possible practice. At Icknield Community College, this is arranged for all staff at a number of levels including:

- awareness of issues for governors, staff and parents,
- behaviour management techniques for all staff
- managing conflict in challenging situations - all staff

8.2 Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the student (or students) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor. *(NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).*

9.0 Complaints

9.1 It is intended that, by adopting this policy and keeping parents and governors informed, we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with via our complaints procedure.



ANNEX 1

Positive Handling Plan

For assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention

Name of Child:

Tutor Group:

School Main Contact:

Name of Parents/Carers:

Name of any external Support Services:

Identification of Risk	
Describe the foreseeable risk (ie what specific behaviours have occurred)	
Is the risk potential or actual? (ie has this happened before)	
List who is affected by the risk	

Assessment of Risk	
In which situations does the risk occur?	
How likely it is that the risk will arise? (ie how often has it happened before)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Signature:

Date:

Positive Handling Plan and School Risk Management Strategy		
	Measures set out	Has this reduced the risk?
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Plans and strategies agreed by:

Title:

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Date:

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