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1 INTRODUCTION

Great Academies Education Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises.

All our Academies follow our GREAT values of Genuine, Respect, Excellence, Achieve and Together. These values are the founding principles that we base our behaviour expectations on across the Academy Trust.

We believe that behaviour is something that needs to be explicitly taught and developed in a proactive way. This means that we focus on the importance of norms, routines, and consequences. That is why we strongly believe that the emphasis should be on a proactive approach to teaching, modelling, and re-teaching what constitutes good behaviour in and out of the classroom.

Both staff and pupils will focus on spending the time and effort to regularly and deliberately practising ways of teaching and managing behaviour. This is one of our key drivers to ensure that there is greater consistency of approach.

We believe that acknowledging good behaviour encourages repetition and communicates the GREAT values to all of our pupils and staff. Using positive recognition and rewards across all of our schools provides an opportunity for all staff to reinforce the schools culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

As a Trust, we believe in certainty of sanction rather than necessarily severity of sanction and that descriptive verbal praise is a powerful way of developing happy and purposeful schools. All our academies are values-driven with a great emphasis on students mastering the knowledge, understanding and skills to be academically and socially successful.

To secure success, our students learn to be self-disciplined and make the right choices. All our academies have consistently high expectations of behaviour for learning and overall conduct; firmly embedded practices and routines to establish a calm and purposeful environment; and a clear framework of learning habits. We work as leaders across the Trust to ensure we have broad agreement on the reasonableness and proportionately of sanctions.

As a Trust we are committed to further improving behaviour in our schools. Our key priorities include

- a. Ensuring our behaviour policies and approaches align with our GREAT values,
- b. Further developing a set of clear, consistently well implemented, and explicit scripted routines,
- c. Ensure that all staff and pupils are held accountable and responsible for following the school's behaviour policy and systems.

We want our academies to have the autonomy to address specific behavioural matters that arise. However, as a trust we expect that this will include a clear and explicit focus on making the following consistent

- (i) all pupils being on task,
- (ii) all pupils having the correct equipment and be ready for learning,
- (iii) pupils are all given positive recognition and rewards regularly and fairly,
- (iv) all pupils are punctual to school and to all lessons,

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- (v) pupils learn the importance of respect and demonstrate that respect through their behaviours and actions,
- (vi) pupils consistently wear their full correct uniform.

2 SCOPE AND PURPOSE

2.1 Academy aims

All our academies:

- have the highest expectations of student behaviour in order to maximise their opportunity to achieve,
- ensure all students develop excellent learning habits that they need to be successful in school and in life,
- realise and celebrate the potential of all students though promoting independence, high self-esteem and enabling students to reach their full potential,
- create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions,
- have a no tolerance approach to bullying and work hard to create a positive and safe learning environment,
- form an active partnership with parents and carers to support their children’s learning.

2.2 Achieving the aims

These aims are supported by regular and appropriate staff training; close parental and community links; the boosting of students’ self-esteem through positive reinforcement and extra-curricular activities; and academy extra-curricular activities aimed at pulling together the different life experiences of groups within the community.

2.3 Links to other policies and procedures

This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Equality
- SEND
- Exclusion and Suspension
- Staff Code of Conduct
- Academy Home School Agreement

3 GUIDANCE & LEGISLATION

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

1. [Behaviour in schools](#)
2. [Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England September 2022](#)
3. [Searching, screening and confiscation at school](#)
4. [Equality Act 2010: advice for schools](#)

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5. Use of reasonable force in schools
6. Supporting students with medical conditions at school
7. It is also based on the Special educational needs and disability (SEND) code of practice.0-25 years
8. DfE Sharing nudes and semi nudes guidance updated March 2024
9. Workers Protection (Amendment to Equality Act) Act

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

4 ROLES AND RESPONSIBILITIES

The majority of our time in all our academies is spent modelling a culture of high expectations and positivity in order to maintain good order and discipline that allows students to maximise their potential. At times, students may make the wrong choices and, when this happens, we will take a proportionate response. The list below makes clear the power and responsibility of the governing committee, Principal and all staff to uphold a safe and secure environment in line with this policy:

- The **Trust Board** is responsible for reviewing and approving the Positive Behaviour Policy and monitoring its impact and contribution to achieving the trusts aims and objectives.
- The **chief executive (CEO)** is responsible for establishing, in consultation with the executive team, principals, staff and parents the Positive Behaviour Policy and for keeping it under review. The CEO will ensure that the policy is non-discriminatory, that expectations are clear and that the policy is circulated to, and understood, by staff, students and parents.
- **Principals** are responsible for the implementation of the Positive Behaviour Policy and the day-to-day management of it, including associated systems and processes. The principal ensures that accurate accounts of all reported serious incidents of misbehaviour including are recorded and retained e.g. bullying, racism, sexual harassment, homophobic behaviour etc. The principal supports staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the effective use of the policy. Principals monitor how staff apply the policy to ensure rewards and sanctions are applied consistently, reporting to the academy council on the implementation and efficacy of the policy, as required. Principals must also ensure that staff benefit from timely and appropriate training and professional development to allow them to understand this policy, follow all practices and procedures within it and, ultimately, assist leaders in creating an outstanding academy culture and climate for learning.
It is the responsibility of the principal to ensure the health, safety and welfare of students and other academy users is paramount in all decision making. For repeated or very serious acts of poor behaviour, the principal holds responsibility for making the decision to suspend or ultimately permanently exclude students.
- It is the responsibility of **academy leaders** to support the principal in the promotion and implementation of the Positive Behaviour Policy, ensuring that the culture of the academy promotes positive behaviour and that staff reward students for good behaviour and deal effectively with instances of poor behaviour.
- The **local governing committee** is responsible for monitoring the implementation and impact of the Positive Behaviour Policy, escalating concerns to the executive principal when they arise. The chair of the academy council is responsible, alongside the clerk, for convening student behaviour committees when required.

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- **Academy staff, including teachers, support staff and volunteers**, are responsible for the application of the policy, ensuring its processes and procedures are followed, and consistently and fairly applied. They have a responsibility, with the support of the principal for creating a high-quality learning environment. Staff have a key role in modelling positive behaviours, recording behaviour incidents accurately and in advising the principal on the effectiveness of the policy and procedures. Academy staff are expected to engage in training and CPD organised by leaders to support them to carry out their roles to the best of their ability.

Staff at all levels of the organisation should seek to create effective relationships with students and their families – including timely communication, home-school liaison, and liaison with other agencies where appropriate. The trust has a corporate responsibility for promoting good behaviour and expects staff at all levels to adopt responsibility as their own in order to safeguard students’ welfare.

- **Parents** support the academy by ensuring that their child is ready to learn. The role of parents is crucial in helping GAET academies develop and maintain good behaviour. To support our academies, parents should understand this policy and where possible, take part in the life of the academy and its culture. Parents have an important role in supporting the academy’s policy and reinforcing it at home. GAET academies will build and maintain positive relationships with parents, for example by making parents aware when their children are exceeding, meeting, or missing behavioural expectations. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place. Parents support by making sure that their child:

- arrives on time prepared to learn.
- brings appropriate equipment such as PE kit, reading books, any other necessary equipment, student planner (secondary), as well as a suitable bag to carry books and any equipment needed during the academy day.
- is aware of the need to be polite, courteous, respectful to everyone on the academy site and that they should comply with reasonable requests or instructions made by staff on the first time of asking.
- wears the academy uniform correctly in line with the academy Uniform Policy.
- switches off any mobile devices (including phones) at the academy gate. These must be kept out of sight and remain switched off until students exit the academy gate at the end of the day.

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

5 THE GAET BEHAVIOUR STRATEGY

The trust Positive Behaviour Policy seeks to encourage students to make positive choices and reinforces those choices through praise and rewards. Examples of rewards include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity.

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The positive behaviour system is designed to give students choices. Its principle role is to support learning whilst also tackling and dealing with low level disruptive behaviour (i.e. behaviour that undermines student’s own learning or that of others).

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

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

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

Decisions regarding the introduction of any sanctions as a consequence for not adhering to the Positive Behaviour Policy will be taken at individual academy level to ensure that students’ readiness for each layer of the system is considered prior to any subsequent introduction of additional sanctions. In any event, the academy will be clear that there are consequences for misbehaving and misbehaviour will not be ignored. The aims of any response to misbehaviour should be to:

- restore a safe, orderly environment in which all students can learn and thrive;
- attempt to prevent the recurrence of misbehaviour; and
- maintain the culture of the academy by reinforcing the need for safety, calm and dignity.

All members of staff should respond predictably, promptly and assertively to incidents of misbehaviour. Inconsistency teaches students that boundaries are flexible which can encourage further misbehaviour. This reduces the deterrent effect of sanctions, which in turn dilutes their effectiveness. Where appropriate, staff should take account of any contributing factors that are identified after an incident of misbehaviour has occurred.

Sanctions should be applied clearly, fairly and consistently to reinforce the routines, expectations and norms of the academy’s behaviour culture. Consequences such as sanctions should be administered as consistently as possible to maximise their predictability. When appropriate, staff should make time for a pastoral discussion to ensure the student understands why they received the sanction and what they need to do in the future to improve their behaviour, thus avoiding further sanctions.

The positive behaviour system has been modified where necessary to take account of the differing levels of maturity at primary and secondary phases.

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6 MANAGING BEHAVIOUR AT SOCIAL TIMES

At Great Academies Education Trust we expect that all students feel safe and happy during periods where they are not being taught. Students should feel safe to express themselves and engage in play with their peers without experiencing negativity.

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

7 REASONABLE ADJUSTMENTS

Great Academies Education Trust will consider, in line with the requirements of the [Equality Act 2010](#), making reasonable adjustments for students with special educational needs and disabilities where it is deemed appropriate. A reasonable adjustment is not the same as lowering expectations; it means that some students need additional support to ensure that they meet the high expectations required of all students.

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

However, the academy also has additional duties (for example, with regards to safety) not just to the individual student, but also to the other students and to staff. These are imperative and sometimes mean that the principal might need to consider appropriate actions even in spite of a student's individual needs. Where appropriate, the academy should anticipate likely triggers of misbehaviour and put in place support to prevent these. GAET academies should not assume that because a student has SEND, it must have affected their behaviour on a particular occasion- this is a question of judgement for the academy on the facts of the situation. Staff should consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is lawful to sanction the student in line with the requirements outlined in the Equality Act 2010, as documented above. It is also important for the academy to try and understand the underlying causes of behaviour and whether additional support is needed.

8 SEARCHING, SCREENING & CONFISCATION

The academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The principal will use their discretion to confiscate, retain and/or destroy any item found as a result of disciplinary action.

Please refer to the DfE guidance, [Searching, screening and confiscation: Advice for Principals, school staff and governing bodies](#) for further information. Academy staff can search a student for any item

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if the student agrees. The academy is not required to have formal written agreement from the student.

The school's searching and screening implementation guidance explains who has authority to search and what should happen should a child not comply with a request to search.

The list of prohibited items is:

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

The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. When a person conducting a search finds an electronic device the academy rules allow students to be searched for, or that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data if they think there is a good reason to. The member of staff conducting the search must have regard to the guidance in section 15 of Searching, screening and confiscation: Advice for Principals, school staff and governing bodies.

When an incident involves nudes or semi-nude, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the academy's response. Handling such reports or concerns can be especially complicated and the academy will follow the principles as set out in Keeping Children Safe in Education. The UK Council for Internet Safety also provides the following guidance to support academy staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people. In the event of discovering a weapon, academy staff should treat this with the utmost seriousness and it may be appropriate to consider exclusion as one possible response.

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

- tobacco
- cigarette papers
- electronic equipment (including mobile phones and smart watches), jewellery and other expensive items
- alcohol

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- fireworks
- Energy drinks
- Toys/game cards/other items likely to cause disruption or disturbance to learning environments

Items confiscated by the academy can be collected by parents/carers (e.g. in the case of an electronic device) unless the academy has chosen to dispose of them, e.g. cigarettes, alcohol, lighters. Items that present any risk of harm (e.g. fireworks, alcohol, cigarettes) will not be returned to students regardless of timing or circumstances.

Any of the prohibited items / banned academy items found in students' possession will be confiscated. These items will not be returned to students and would only be returned to parents following discussion with a senior leader. Any item which staff consider to be dangerous, or criminal will be brought to the attention of a senior member of staff immediately.

Where the academy finds controlled drugs, these will be delivered to the police as soon as possible. In certain circumstances (e.g. in the case of prescribed controlled drugs), the principal may dispose of these via a pharmacy in accordance with trust policy (please refer to [Supporting Children with Medical Conditions Policy](#)).

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

Suspected stolen items, or items that have been used to commit, or can be reasonably assumed that they will be used to commit an offence will be delivered to the police as soon as reasonably practicable.

If a member of staff finds a pornographic image, they are advised to report this to the DSL, not view or delete the image. If the possession of the image constitutes a specified offence (i.e. it is extreme or child pornography) it must be delivered to the police as soon as reasonably practicable. The decision to delete images found on a mobile phone or other electronic devices will be made by the DSL and Principal as it may be necessary to pass them to the police or to retain the image whilst the academy carries out its own investigation.

9 CCTV

Great Academies Education Trust may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. Please refer to our CCTV Policy.

10 USE OF REASONABLE FORCE

Please refer to the DfE guidance [‘Use of Reasonable Force’](#).

There are circumstances when it is appropriate for staff in our academies to use reasonable force to safeguard students. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the academy or among students. The principal and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal

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drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the academy rules (see below).

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

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

11 BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is,

- deliberately hurtful
- repeated, often over a period of time.

Each academy has a local policy for preventing and addressing bullying. Anti-bullying policies are available on academy websites.

12 MALICIOUS ALLEGATIONS

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

13 DISCIPLINE BEYOND THE ACADEMY GATE

Students are encouraged to wear their uniform correctly when travelling to and from the academy and must not be involved in behaviour that could adversely affect the reputation of the academy.

In general terms, if a student is in uniform and they are on their way to or from an academy then they remain the academy’s responsibility. Sanctions can be issued, and poor behaviour should be challenged.

Where bad behaviour occurs when a student is travelling to and from the academy, the academy reserves the right to issue a consequence, suspension or expulsion, particularly in relation to violent conduct e.g., a physical assault or bullying incidents. The full ‘expectations for learning’ system will apply.

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the academy premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to the academy, the principal/vice principal must be informed. If the principal/vice principal considers that the misbehaviour is linked to a student suffering or being likely to suffer significant harm the academy’s safeguarding policy will be followed.

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For health and safety reasons, very high standards of behaviour are expected on academy residential and day trips. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site.

14 SUSPENSIONS AND PERMANENT EXCLUSIONS

‘Good discipline in academies is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports principals in using suspension and expulsion as a sanction where it is warranted.’ (DfE ‘Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement: Guidance for maintained schools, academies, and student referral units in England’, September 2022).

All students are entitled to an education where they are protected from disruption and can learn in a calm, orderly, safe and supportive environment. Principals can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in academy sanctions and interventions. Principals will use their own professional judgement based on individual circumstances when considering whether to exclude a student. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section ‘Reasons and recording exclusions’ commencing on page 14 of the DfE guidance noted above. All decisions to suspend are serious and only taken where the breach of the academy rules is serious. The following are examples of behaviours which may lead to suspension or permanent exclusion:

- Failure to comply with a reasonable request from a senior member of staff
- Refusing to hand over items which are not allowed in the academy
- Swearing at staff
- Repeated breaches of uniform policy
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Expectations for Learning Policy
- Wilful damage to property
- Homophobic/racist/sexist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the trust
- Persistent defiance or disruption
- Other serious breaches of trust rules.

A decision to permanently exclude a student can only be made in response to (1) serious or (2) persistent breaches of a school’s discipline policy and if allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school. (DfE ‘Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement: Guidance for maintained schools, academies, and student referral units in England’, September 2022).

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Principals will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or ‘one-off’ offence. These offences might include:

- serious actual or threatened physical assault against other students or member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- potentially placing students, staff and members of the public in significant danger or at risk of significant harm
- use or threat of use of an offensive weapon or prohibited item
- abuse against sexual orientation and gender identity
- abuse relating to disability
- inappropriate use of social media or online technology
- deliberate activation of the fire alarm without good intent
- repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
- repeated verbal abuse or harassment of staff.

These examples are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community. Principals have the right to decide where poor behaviour warrants suspension or in the most serious/ persistent cases a permanent exclusion.

15 EDUCATION PROVISION FOR EXTENDED SUSPENSION (5+ SCHOOL DAYS)

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

16 MANAGED MOVES

After a successful offsite direction held at an alternative school, the alternative school may offer for the child to remain at their school permanently. If all parties agree, including the original school, parents, local authority and admissions authority for the new school then the offsite direction can be changed to a managed move. Where a child has an Education Health Care Plan, EHCP, the relevant statutory duties will apply to the new school. When a school is considering a potential managed move they should contact the local authority at the earliest opportunity to enable to EHCP to be amended in a timely manner. Where a parent feels they are being pressured into a managed move, they should follow the Trust’s complaint policy.

17 OFF SITE DIRECTION

Where the academy requires a student to attend another education setting with the aim of improving their behaviour, a principal may organise this via an ‘offsite direction’. This should only be done where other interventions and targeted support have not been successful in improving a student’s conduct. Placements should be time-limited and must be at an Alternative Provision (AP)

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or another mainstream school/academy. An offsite direction can either be full time or a combination of part time support in an AP alongside continued mainstream education.

At the planning phase, a proposed maximum period of time should be discussed and agreed upon, the frequency and timing of review meetings and who should be involved must also be agreed at this meeting. In addition, alternative options should be explored for when the original time limit has been reached, including the option of a managed move on a permanent basis.

Where appropriate, other professionals should be invited to contribute to the planning meeting and subsequent review meetings, e.g. a student's social worker, CAMHS, MASH and youth justice teams. During the planning phase, professionals should establish when monitoring meetings will take place and who should attend. Minutes of all meetings should be retained alongside a clear log of any action points. At the end of each review meeting, it should be determined whether the arrangement should continue and for what period of time.

Parents are notified in writing and provided with information about a planned placement no later than two school days before the commencement date.

Parents must be notified in writing and have a right to attend all review meetings. The invitation should be received by parents, no later than six days before the date of a review meeting. In the case of a student with an EHCP, the LA should also be invited to attend. Relevant professionals should also be invited to attend review meetings or to contribute their views in writing where possible. In so far as is practicable, the meeting should be convened at a time and date that enables parents to attend. Failing this, parents should be given the opportunity to submit views in writing on the efficacy of the placement and whether they believe it should continue.

Whilst the regulations specify that regular review meetings must take place, they do not specify time intervals (this should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the student is benefitting from the arrangement. Parents (and/ or the LA where a student has an EHCP) can request a review meeting. When this happens, the academy must comply with the request as soon as is reasonably practical, unless there has already been a review meeting in the previous 10 weeks.

Following any review meeting, parents, and the LA (in the case of a student with an EHCP), must receive written notification of the decision as to whether the offsite direction should continue. Written notification must be sent, no later than six days after the date of the review meeting, informing parents whether the direction will continue, for what period of time and the reasons for the decision.

18 SUPPORTING & PREVENTING THE RECURRENCE OF UNACCEPTABLE BEHAVIOUR

The academy will adopt a range of initial intervention strategies to help students manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. The academy will try to achieve this by helping students understand behavioural expectations and norms and by providing support for students who struggle to meet these norms. Some students will need more support than others and this will be provided as proactively as is reasonably practicable within the academy's resources and, in all cases, as soon as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. The academy will track student behaviour and ensure relevant members of staff are aware of any student persistently

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misbehaving, whose behaviour is not improving following low-level sanctions, or whose misbehaviour is out of character and a sudden change from previous patterns of behaviour.

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

19 POLICE INVOLVEMENT IN SERIOUS BEHAVIOUR INCIDENTS

Great Academies Education Trust (GAET) academies will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, GAET academies will inform the police of any intelligence which may support the police in preventing or tackling criminal activity.

A student and their family have the right to contact the police if they feel that a criminal offence has been committed.

20 CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

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

If a report of sexual abuse or harassment is shown to be deliberately invented or malicious, the academy will consider whether any disciplinary action is appropriate against the individual who made it.

21 BEHAVIOUR INCIDENTS ONLINE

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

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

22 SUSPECTED CRIMINAL BEHAVIOUR

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

23 STUDENTS WITH A SOCIAL WORKER (INCLUDING LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

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

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

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