



Behaviour Policy (Secondary)

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Monitoring & Review	Local Governing Body	
Links	<ul style="list-style-type: none">• Anti-Child On Child Abuse (and Bullying) Policy• Data Protection Policy• Online Safety Policy• Safeguarding and Child Protection Policy• <i>'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (September 2022)</i>	
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Statement of intent

Summit Learning Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clear procedures for dealing with incidents of unacceptable behaviour when they arise. As a Trust, we believe that descriptive verbal praise is a powerful way of developing happy and purposeful schools alongside a certainty of sanction rather than necessarily a severity of sanction. All our academies are values-driven with a great emphasis on learners mastering the knowledge and skills to be academically and socially successful. To ensure success, our learners learn to be self-disciplined and make the right choices. All our academies have consistently high expectations of behaviour for learning and overall conduct; practices and routines to establish a calm and purposeful environment; and a clear framework of learning behaviours.

Our expected standards of behaviour are clearly communicated to learners, staff, parents and carers.

As part of the Summit Learning Trust learners should to adhere to four key expectations:

1. Summit learners will greet adults, and visitors courteously and with eye contact, holding open doors and allowing them to pass through doorways first.
2. Summit learners will demonstrate consideration for others at all times – demonstrated through good manners.
3. Summit learners will always look smart, in perfect uniform.
4. Summit learners will demonstrate self-awareness through appropriate posture, tone of voice, and language

Our academies:

- have the highest expectations of learner behaviour in order to maximise their opportunity to achieve
- ensure all learners develop excellent learning habits that they need to be successful in school and in later life
- realise and celebrate the potential of all learners though promoting independence, high self-esteem and enabling learners to reach their full potential
- create an environment in which learners are enabled to become mature, independent, 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

1. Scope and purpose

- 1.1 Ninestiles is an aspirational and inclusive academy that champions the core values of Respect, Commitment and Achievement. These values are at the heart of all our systems and processes and are reflected throughout this policy.
- 1.2 These aims are supported by regular and appropriate staff training; close parental and community links; learner organisation which takes account of ethnic and gender balance; the boosting of learners' self-esteem through positive reinforcement and extra-curricular activities; and academy social events aimed at pulling together the different life experiences of groups within the community.
- 1.3 This policy should be read in conjunction with the following policies:
 - Anti-Child on Child Abuse (and Bullying) Policy
 - Data Protection Policy
 - Online Safety Policy
 - Safeguarding and Child Protection Policy
- 1.4 This policy has due regard to statutory legislation, including, but not limited to:
 - Behaviour and Discipline in Schools (Jan 2016)
 - Education Act 2011
 - Equality Act 2010 (revised 2018)

- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (Jan 2018)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2022)

2. Roles and responsibilities

2.1 The majority of our time in all our academies is spent reinforcing a culture of high expectations and positivity in order to maintain good order and discipline that allows learners to maximise their potential. Promoting positive behaviours and good attendance is the responsibility of our whole academy community. At times, learners 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 Local Governing Body, Principal and all staff to uphold a safe and secure environment in line with this policy:

- **Summit Learning Trust** define the principles underlying the Behaviour Policy and holding the Principal and leaders to account for the overall performance of the academy in this area.
- The **Local Governing Body** annually scrutinises and approves the individual academy policy and procedures.
- The **Principal** is responsible for ensuring that the academy aligns to the trust's expectations, follows Trust policy and that their individual academy has strong behaviour practices to support staff in managing behaviour, including the consistent use of praise, rewards and sanctions.
- The **Senior Leader for Behaviour** is responsible for monitoring all aspects of this Behaviour Policy and its application, to promote equality for all learners
- The **Senior Leadership Team** are responsible for ensuring they are visible around the academy and known to learners around the academy; actively seeking out learners for praise and recognition, demonstrating a genuine care and respect for learners.
- **Pastoral staff and Form Tutors** are responsible for creating year team and class identity where each learner feels a sense of responsibility for helping and supporting others and promoting excellence.
- **All staff** in ensuring:
 - that this policy is consistently applied;
 - that learners are taught and retaught the behaviours which are conducive to learning and well-being;
 - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
 - that good behaviour is recognised and praised;
 - that poor behaviour is challenged and appropriate sanctions implemented.
- **All learners** in
 - abiding by the Home-Academy Agreement and the Behaviour Policy at all times
 - acting as positive ambassadors and representatives of our academies through their exemplary behaviour
 - being polite and respectful of others in the surrounding community
 - working to the best of their ability and effort at all times
 - cooperating with other learners and members of staff in order to create a positive learning environment
 - being ready to learn by ensuring high levels of attendance to all lessons and arriving with the correct equipment
 - presenting themselves in perfect academy uniform (see Appendix A – Uniform and Equipment list)
 - bringing with them their full equipment every day and for every lesson (see Appendix A – Uniform and Equipment list)
 - respecting and valuing the environment and their surroundings, as well as each other
 - never acting in a manner which is disruptive to the learning of others

- not putting the health and safety of others at risk.
- **Parent and carers in**
 - abiding by the Home-Academy Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences
 - encouraging outstanding behaviour and ensuring that their child is an ambassador of our academies at all times by reinforcing our rules
 - sharing any concerns they have regarding their child's education, welfare, behaviour and life with staff at our academies
 - supporting their child's independent learning
 - support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their child's behaviour
 - ensure that their child correctly present themselves as learners of our academies, in strict accordance with our uniform code.

In addition to these:

- **All staff** have the power to search learners with their consent if it is necessary to maintain safety, discipline and good order and to recover prohibited items.
- The **Principal and delegated staff** have the power to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the academy, our Trust and its staff
- **All staff** have the right to confiscate any property that is not allowed in the academy
- the **Principal and delegated** staff have the power to discipline learners outside of academy hours if it is a academy-related matter, or the learner's actions undermine the safety of anyone from our community or the good reputation of the academy or the Trust
- all our secondary academies have in place a **home-academy agreement** that sets out the duties and responsibilities of our four-way partnership (trust, academy, parent/carer, learner)
- all secondary academies have the power to impose **detentions** outside of academy hours, without parental consent. However, we do always aim to inform our parents or carers when a detention or correction is to occur outside of the usual working day
- all **Summit Learning Trust academies** work actively within local partnerships (for example, Local Authority Partnership, Fair Access Protocol) to improve the standard of behaviour across our region

3. Behaviour on corridors

3.1 Learners should move safely and purposefully around the academy, always on the left-hand side and in single file where appropriate. Learners should only enter classrooms with authorisation from a member of staff. Volume on the corridor should be no louder than the volume of group learning in a classroom. An immediate detention can be issued if learners are misbehaving or being too loud on the corridors or in social spaces.

4. Classroom behaviour

- 4.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 4.2 Teaching staff use our behaviour procedures, seating plans and a range of de-escalation techniques to encourage good behaviour and create a highly effective learning environment.
- 4.3 Staff use a range of praise and rewards to reinforce and praise good behaviour
- 4.4 When a learner acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions.
- 4.5 All learners are given a planner at the start of the academic year. Planners are used to help learners in being organised and should be used to record homework and other information. It is a means by which parents, carers and academy staff can communicate. Planners should be signed every week by parents or carers. Planners must be on the desk in every lesson and will be used where a learner receives a planner warning prior to receiving a detention. Failure to bring a planner to school and to not source an emergency planner will result in an immediate detention being issued.

5. Recognition

Our learners should be motivated by the values of achievement and academic progress but we are committed to rewarding learners for developing good learning behaviours. We recognise the positive behaviour of our learners in various forms, including:

a. **Learner appreciations:** Each week, members of our academy staff give learners a positive appreciation. Learners may be appreciated for demonstrating the values of our academy and trust, for strong progress or for displaying a commitment to our academy or our community. Appreciations are shared during assemblies and form time and shared with families. Learners are also given the opportunity to appreciate each other, staff members and members of the community.

b. **Verbal recognition** Around the academy, and in lessons, staff members use positive language and reinforcement to signal to learners that they are demonstrating good learning behaviours. Staff also encourage learners to share achievements with their peers.

c. **Recognition phone calls** Each week, every member of the academy staff makes at least one phone call home to recognise positive behaviours and achievements. This includes demonstrating the values of our academy and trust, making strong progress or for displaying a real commitment to the academy or community.

d. **Celebration assemblies** At the end of each term, all learners attend a celebration assembly, in which achievements are celebrated and shared with the rest of the year group.

6. Rewards

We have the reward structure in place to encourage positive attitudes and behaviours in school. It is widely acknowledged that reward systems can positively influence an individual's behaviour, attendance and/or punctuality record, which in turn has a positive effect on their overall academic performance. We hope all learners will aspire to meet the criteria each term, thus maximizing their learning opportunities in school and achieving a positive experience or reward for their efforts.

Praise will take place in the following forms:

- Postcards/Certificates
- Individual Learner Acknowledgment Events
- Whole school competitions
- Weekly Year Assemblies
- Termly & Annual Achievement Assemblies
- Learner Leadership Awards

A list of our rewards is detailed in Appendix B – Rewards and Sanctions

7. Sanctions

7.1 When a learner disrupts learning or behaves inappropriately within the academy, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential, however, that all staff are consistent and follow through the sanctions and are fair to learners.

7.2 **Detention** (including detention outside of academy hours) is used as a sanction in our academies. In setting a detention outside normal academy hours we adhere to the following statutory legislation:

A detention can be given on a) any academy day where the learner does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.

Whilst parental consent is not required for detentions we do endeavour to be reasonable and aim to notify parents and carers by text message or email.

7.3 During lessons, a learner will receive one verbal warning for failing to follow the expected learning behaviour from the learning board. Should this behaviour continue, they will receive a further warning. At this stage the learner's planner will be taken by the teacher as a visible sign that the final (planner) warning has been issued. If the learner continues to not adhere to the expected learning behaviour then a detention is given immediately through the issuing of a behaviour log. This is written in the learner's planner. If a learner continues to fail to follow the expected learning

behaviour, they will be removed from the lesson by the member of staff on duty and will work in a reflection area for the remainder of that lesson.

Behaviour logs can be issued outside of lessons where our expectations are not met by learners.

The following detention times will be served based on the number of behaviour logs made in a day:

- One behaviour log in a day = 20-minute detention
- Two behaviour logs in a day = 40-minute detention
- Three behaviour logs in a day = 60-minute detention
- Four or more behaviour logs in a day = Isolation for a full day plus 60 minutes detention after school

Detentions achieved up to and including lesson 3 (prior to lunchtime) along with any accrued after lesson 3 on the previous day will take place on the same day. The academy will aim to inform parents and carers that their child has a detention via our text service or through email. This communication will specify the length of time for the detention. Detentions then accrued after lesson 3 that day will be accrued until the following academy day.

Parents and carers should check their child's planner and discuss the reason for the detention prior to contacting the academy to discuss the reason for this.

A list of sanctions and reasons for issuing are detailed in Appendix B – Rewards and Sanctions.

- 7.4 Where a learner has already received 3 unserved behaviour logs (60-minute detention) and they receive an additional behaviour log, they will spend the remainder of that academy day in a reflection area and serve the detention at the end of that academy day.
- 7.5 Where learners refuse to or fail to attend an academy detention, they will spend the following academy day in the Behaviour Modification Room or other area until that detention is served.

8. Behaviour Modification Room

- 8.1 Our academy will use our Behaviour Modification Room or other area where required as a disciplinary sanction and often as a way of avoiding suspension. All academies will ensure that time spent in any such room is used as constructively as possible and that learners are allowed to eat, drink and use the toilet.
- 8.2 We will only ever use isolation that prevents a learner from leaving a room of their own free will in exceptional circumstances and where the learner's safety is at risk by leaving the room.
- 8.3 We consider learner wellbeing before placing a learner in a Behaviour Modification Room and have due regard for any safeguarding, learner welfare and health and safety consideration for each individual learner.
- 8.4 Learners are not kept in this Behaviour Modification Room for more time than is necessary.
- 8.5 It is very important that learners are given suitable academic work to undertake whilst spending time away from their peers, but this time may also afford an opportunity for the learner to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion.
- 8.6 Learners may be placed in the Behaviour Modification Room, following a serious incident, to prevent any escalation whilst an investigation is taking place.
- 8.7 Learners may be directed to spend time working in another Summit Learning Trust academy or other educational establishments for a fixed period of time as an alternative to a suspension or following a suspension.

9. Suspensions and permanent exclusion

- 9.1 Our academy strives to avoid suspensions (short term) and permanent exclusions. At times, however, these can be necessary to address more serious matters. We will comply with the law and communicate with families as clearly as possible. At times, we may use short term placements in other schools to avoid a suspension. If this is to happen, the academy will make clear the arrangements. We will work with other local schools to facilitate managed moves as an alternative to permanent exclusion.

- 9.2 Off-site direction may be considered as an alternative to permanent exclusion where the Local Governing Body directs a learner to attend another education setting to improve their behaviour. This may be following a number of interventions or targeted support which have not been successful in improving a learner's behaviour. In these cases, off-site direction may be used to arrange time-limited placements at an Alternative Provision or another mainstream school. Where possible, in-school interventions or targeted support from AP schools should be used to meet a learner's individual needs and circumstances, whether behavioural or special educational.
- 9.3 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a learner from our academy.
- 9.4 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.
- 9.5 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as:
"the practice of removing a learner from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the learner."
- 9.6 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 9.7 The decision to exclude a learner is a serious one and will only be taken
- in response to serious or persistent breaches of this policy, **and**
 - if allowing the learner to remain in the academy would seriously harm the education or welfare of the learner or others in the academy.
- 9.8 Where a learner breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'suspension'. A suspension is a serious sanction.
- 9.9 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the learner and will only be used as a last resort.
- 9.10 A learner may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another learner or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution, being found in possession of "prohibited items" listed in 5.1 or banned items or the malicious setting off of the fire alarm. Where a learner is involved in breaking the law the Police will be informed.
- 9.11 Learners can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 9.12 Before deciding whether to exclude a learner, either permanently or for a fixed period, the Principal will
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - allow the learner to give their version of events
 - consider if the learner has special educational needs or a disability (SEND).
- 9.13 Following any suspension, a range of measures will be put in place where deemed necessary to support the learner in having a successful re-integration into provision based on need. This includes identifying any SEND and/or health needs where necessary.
- 9.14 Please see Appendix C – Procedure for Exclusions.

10. Special educational needs and disabilities

- 10.1 Our academy is highly inclusive, and we take steps to ensure that our most vulnerable learners are supported in order to meet our high expectations. We may, therefore, personalise the curriculum in

order to avoid potential difficulties and consider ways of ensuring these children can be successful in detention (e.g., in a separate room with trained staff). Ultimately, however, we have high expectations of all our learners, and we ensure that they all experience a fair system.

11. Prohibited items

11.1 In our academy the following items are prohibited:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- “legal high” substances
- tobacco, cigarette papers, vapes
- pornographic images
- any article that is likely to be used to commit an offence, cause personal injury or damage property
- energy drinks

11.2 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.

11.3 In the case of anything illegal, the items will be handed to the police. The Principal can authorise the use of force to conduct search without consent for illegal items or those which may cause offence or harm (e.g. pornography, knives) or prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

11.4 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

11.5 Members of staff are able to confiscate, retain or dispose of a learner’s property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely in the reception area and returned to parents or carers at the end of the academy day (or an adult nominated by the parent or carer).

11.5 Other items which are confiscated are stored in the academy reception and returned to a parent, carer or an adult nominated by the parent or carer after the academy day.

11.6 A log is kept to record all confiscated items (see Appendix D).

12. Weapons

12.1 The law recognises three categories of offensive weapon:

- Those where objects are made for use for causing injury to the person. These items are legally classified as ‘offensive weapons per se’ and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
- Those where objects are adapted for such a purpose, i.e., to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
- Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone’s face to cause injury, sharpened nail scissors or a baseball bat.

12.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.

12.3 Learners are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.

- 12.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.
- 12.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.
- 12.6 Confiscated weapons are given to the police as soon as reasonably practicable.
- 12.7 Parents or carers are informed of their child's involvement in any activity related to weapons.

13. Power to use reasonable force and right to search learners

- 13.1 Members of staff have the power to use reasonable force to prevent learners committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 13.2 The use of force or restraint:
Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a learner from doing, or continuing to do, any of the following:
- committing an offence;
 - causing personal injury to, or damage to the property of, any person (including themselves);
 - prejudicing the maintenance of good order and discipline at the school or among learners receiving education at the school, whether during a teaching session or otherwise.
 - behaving in a way that disrupts a school event or a school trip or visit.

The staff to which this power applies is any teacher who works at the school and any other person whom the Principal has authorised to have control or charge of learners.

Our academy expects staff to always try and diffuse a situation without physical intervention. We also do not expect staff to put themselves at risk. However, should the need arise the member of staff available must use their judgement on whether to intervene. There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their learners, and it might be argued that failing to take action (including a failure to use reasonable force) may breach that duty.

The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with learners. Force is usually used either to control or restrain. This can range from guiding a learner to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a learner to prevent violence or injury.

The judgement on whether to use force with learners with SEN or disabilities should not only depend on the circumstances of the case but also on information and understanding of the needs of the learner concerned.

Schools do not require parental consent to use force on a learner.

- 13.3 Principals and staff authorised by them have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item. The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- 13.4 Should a learner refuse to be searched academy staff should first contact the learner's parents or carers to request their assistance and if that is not appropriate under the circumstances or the parent/carers is unable to assist, they should call the police and isolate the learner until such time that the police can carry out the search.
- 13.5 There must always be two members of staff present when a learner is searched, and we aim to ensure that at least one of these members of staff is the same gender as the learner.
- 13.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes

if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.

- 13.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 13.8 Staff are aware that behaviours linked to 'sexting' place a learner in danger and must report any such suspicion immediately in line with our safeguarding and child protection policy.
- 13.9 We keep a log of any searches that take place, detailing the name of the learner, the reason, what was or was not found, confirmation that parents or carers have been contacted and that two members of staff were present during the search (See Appendix D).

14. Bullying

- 14.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another learner or learners including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 14.2 We expect our learners to be involved in developing our Anti-Child on Child Abuse (and Bullying) Policy. Learners identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 14.3 Please refer to our Anti-Child on Child Abuse (and Bullying) Policy for further detail about how we endeavour to prevent and deal with bullying.
- 14.4 In any case involving alleged child-on-child abuse, a safeguarding investigation may run parallel to any considerations to suspend or exclude a learner involved in the incident.

15. Mobile phones

- 15.1 Mobile phones are not allowed to be used by learners on the academy site.
- 15.2 Where a learner's mobile phone is seen or heard, or where it becomes apparent that the learner has used the mobile phone on the academy site, it will be confiscated. See 11.5 for how the mobile phone will be returned.

16. Safeguarding and Child Protection

- 16.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see our Safeguarding and Child Protection Policy).

17. Outside agencies

- 17.1 Our academy is part of a wider community of support, and we work with many outside agencies to support our learners and help them to thrive and achieve. This additional support will be discussed with parents or carers as early as possible. All referrals will take into consideration the views of parents or carers and where appropriate, the learner.
- 17.2 The SENDCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of learners, particularly when programmes are not deemed to be successful.

18. Staff development

- 18.1 Our commitment to professional learning includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving learner behaviour and attitudes.
- 18.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the learner to for further support.
- 18.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

19. Record keeping and data protection

19.1 We keep a record of incidents of misbehaviour and positive behaviour.

19.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by

- Gender
- Ethnicity
- EAL
- Pupil Premium
- SEND
- Disability
- Age
- Religion
- Children Looked After

19.3 We monitor 19.1 and 19.2 above to provide regular information on how effectively this Behaviour Policy is working.

19.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our Data Protection Policy.

20. Early intervention and support processes

20.1 Our academy recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management.

20.2 We will take steps to encourage young people to take responsibility for their own behaviour and help them to recognise and accept the consequences of inappropriate behaviour.

20.3 Leaders will provide training for staff in order to promote positive and consistent behaviour standards within the academy in line with its standard operating procedures and Behaviour Policy.

20.4 Parents and carers will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved.

20.5 The academy will take steps to identify learners who may benefit from early intervention through the effective management of transition points at all Key Stages. Behaviour support processes are implemented with learners when school sanctions do not act as a deterrent for repeated poor behaviour. The “Wave System” of support is used at our academy to ensure the support is given to the right learners and the right time.

20.6 The Wave System of Behaviour Support

Wave	Wave Entry Requirements	Support required
0	Learners who receive occasional negative incidents	<ul style="list-style-type: none">• Rewards and sanctions system to be used to impact positively• Parent/carer communication and involvement
1	Learners who accumulate repeat negative incidents in a week	<ul style="list-style-type: none">• Rewards and sanctions system to continue• Pastoral Manager support and light touch intervention• SEND specific support (as appropriate)• Parent/carer involvement
2	Learners who continue to accumulate repeat negative incidents each week despite Wave 1 support Learners who accumulate repeat internal exclusions	<ul style="list-style-type: none">• Rewards and sanctions system to continue• Pastoral Manager intervention via learner report and weekly meetings• Enrolled onto Refocus programme (as appropriate)• Bespoke intervention course (as appropriate)• SEND specific support (as appropriate)• Parent/carer involvement

3	Learners who continue to accumulate negative incidents and internal exclusions despite Wave 2 support Learners who have received a suspension	<ul style="list-style-type: none"> Rewards and sanctions system to continue Pastoral Manager meeting to devise Behaviour Support Plan (BSP) Pastoral Manager intervention via weekly meetings and learner reports Enrolled onto Light touch mentoring programme (as appropriate) Bespoke intervention course (as appropriate) SEND specific support (as appropriate) Parent/carer involvement
4	One-off serious incidents Learners who continue to accumulate negative incidents and internal exclusions despite Wave 3 support	<ul style="list-style-type: none"> Rewards and sanctions system to continue Senior Leader warning Pastoral meeting with Senior Leader to review/renew BSP Senior Leader behaviour intervention via report and weekly meetings Medium touch mentoring programme (as appropriate) Bespoke intervention course (as appropriate) Managed move (as appropriate) Additional learner/family support (dependent on need) SEND specific support (as appropriate) Parent/carer involvement
5	One-off serious incidents Learners who continue to accumulate negative incidents and internal exclusions despite Wave 4 support Learners who have failed a Managed Move	<ul style="list-style-type: none"> Principal's warning Governor panel Reintegration action plan Rewards and sanctions system to continue SEND specific support (as appropriate) Bespoke interventions course (as appropriate) Heavy touch mentoring programme (as appropriate) Parent/carer involvement

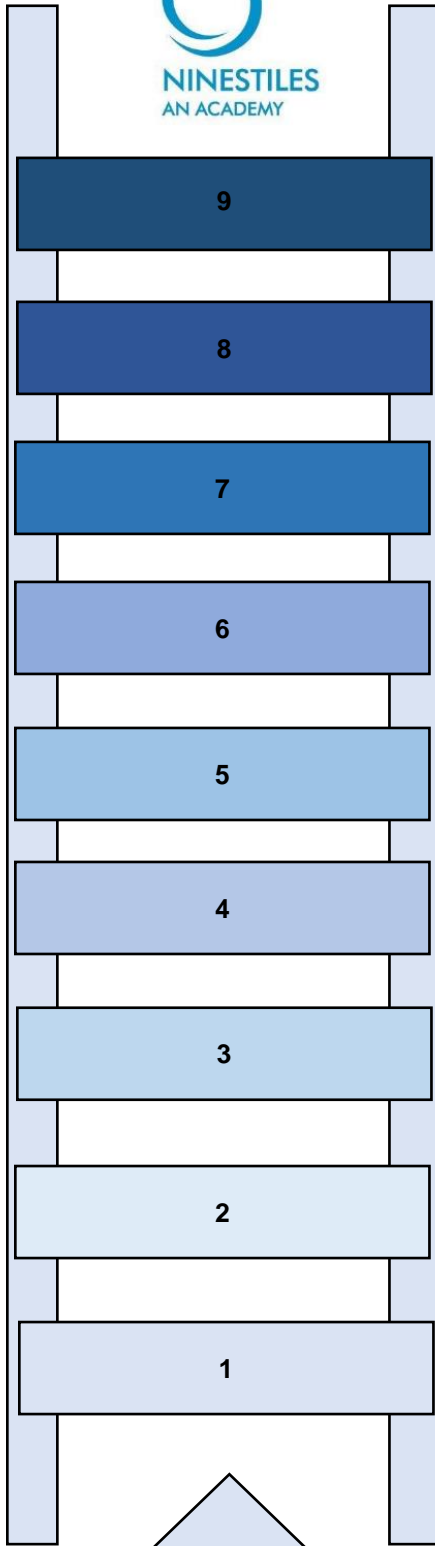
**Under the Equality Act 2010 the school will make reasonable adjustments where appropriate for learners with SEND.*

- Heads of Year – Each year group is assigned a specific pastoral leader individually responsible for the management of behaviour and support within their year group. In Waves 0-1, Heads of Year will implement a range of strategies to improve a learner's behaviour.
- Mentoring – The academy accesses specialist staff who can work on a 1-2-1 basis with individual learners or work with small groups as appropriate. There are a variety of mentoring programmes implemented at different stages of the Wave System.
- Learner reports – The academy operates a hierarchy of learner reports from Waves 2 to 4. Parents and carers will be contacted by the identified member of staff to discuss the rationale behind the support and collectively set targets for learners. A daily review of learner progress as well as formal weekly meetings will take place.
- Refocus programme – A group programme with a member of the pastoral team aimed at “re-focusing” learners back on their academic studies in place of poor behaviour.
- Bespoke intervention programmes – The academy has a range of Pastoral Intervention Programmes that are bespoke to specific needs, for example we run an anger management intervention programme. Behaviour data, referral panel and staff consultation are all used to identify the specific programmes learners may be enrolled on.
- Behaviour Support Plan (BSP) –A formal action plan for those learners on Wave 3 or 4. It will identify targets for the learner to improve and outline the strategies and support that is being provided for them.
- Vice Principal & Principal warnings – Are formal meetings held with learners, Parents, carers and senior leaders.

- Reintegration Plan – A Formal Action plan that will be issued when learners have been out of mainstream lessons for a period of time, this will be reviewed and renewed at each stage of the reintegration process.
- Access to alternative curriculum – The academy uses several providers in the local area.
- SEND specific support - Leaders of both the Pastoral and Curriculum areas along with the school
- SENDCO will devise strategies for staff in order to make reasonable adjustments for learners should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.



9. Manage Move Failure
8. Continual disruptive behaviour despite steps 1-7 Multiple FTE
7. Concerning persistent behaviour that impacts learning of peers and individual. Interventions demonstrate no impact on behaviours.
6. Serious incident (one off)
5. Failure to meet expectations following Pastoral Interventions.
4. Multiple behaviour incidents and BMR following Pastoral intervention. FTE recorded
3. Continued negative behaviours that result in multiple detentions and BMR incidents recorded following light touch Pastoral and Tutor support.
2. Repeated behaviours that do not meet expectations and result in detention.
1. Occasional behaviour that does not meet expectations
PERFECT BEHAVIOUR IN LINE WITH EXPECTATIONS



**RESPECT
COMMITMENT
ACHIEVEMENT**

9. 2 nd Manage Move discussed and arranged with support of Sharing Panel and parents/ carer. Alternative Provision considered dependant on learner circumstances. PEX considered dependant on reasons for MM failure and severity of incident.
8. LSU (Learning Support Unit) used to reintegrate learners following FTE. Learners spend larger periods of time completing intense intervention within LSU with mentoring and specific intervention to support concerns. Parental communication daily within LSU.
7. Manage Move discussed with parent/ carer. Weekly parental meetings to discuss learner targets/ behaviours/ praise/ learning- PM/ DOY/ SLT link. Weekly external mentoring. LSU triage following incidents and behaviour intervention plans followed and updated regularly.
6. RTM Governors/ Principal Mentoring insisted upon. Police School Liaison meeting. Targets set; SLT Report. Manage Move/ PEX considered by Principal dependant on incident.
5. Intervention insisted upon and Behaviour Plan in place to support specific intervention to encourage positive behaviours. SLT weekly check in. Regular Behaviour and Praise communication with parent/ care to discuss progress. Enrichment encouraged after school.
4. Internal/ External Mentoring or Intervention recommended and discussed with parents/ carers (meeting & consent). RTM arranged and targets set with learner, parent and PM/ DOY/ SLT. Learner on report following FTE- 3 levels of report (Tutor/ DOY/ SLT).
3. Pastoral support through intervention and parental communication in relation to BMR; email/ BMR Manager/ PM phone call. Behaviour Plan created (learner/ PM/ Parent input), recorded on ARBOR.
2. Parents emailed to inform them of detentions. Same day detentions P1-3, P4 next day. Tutor/ PM light touch support around expectations and P4 teacher detention reminders.
1. Behaviour system consistently applied by all staff members when expectations are not met.
PRAISE AND REWARD SYSTEM USED FOR ALL LEARNERS. Parents emailed when Praise awarded.

Appendix A – Uniform and Equipment list

Learners are to attend school no later than 08:30 ready for a prompt 08:40 start, wearing clean, smart, full school uniform that meets the high standards required of all.

Trousers	Trousers must be black and tailored; jeans / tracksuits / leggings / very flared trousers / very tight trousers / knee length trousers / trousers that gather at the ankle are not considered appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers must not trail on the floor or show any bare part of the ankle or legs.
Skirts	Skirts must be black with the Ninestiles logo; straight, tight, midi length skirts are not considered appropriate uniform. Skirts must be worn to at least knee length, not rolled up to make a mini skirt.
Shalwar Kameez	Shalwar Kameez must be plain black- worn for modesty.
Blazer	A Ninestiles branded blazer with white shirt and full-length Ninestiles tie must be worn. Blazer sleeves are not to be rolled up at any time.
Shirts	White, button down, full collar shirt to be tucked in with the top button done up.
Tie	Ninestiles blue and black tie to be worn at full length to the waist band of the trousers or/ skirt.
Socks	A pair of dark, non-patterned socks worn below the knee, above the ankle. Sports socks to be worn with HAL Kit for HAL lessons.
Bag	All of our learners must bring a bag with them every day. This bag must be large enough to accommodate A4 workbooks, full equipment, learner planner, reading book and a face covering; pouches are not permitted on the Ninestiles site.
Footwear	Footwear must be smart, polishable, black shoes; this does not include any sports branded footwear. Formal footwear must not have a logo or be of suede material and will be completely black, including the sole of the shoe.
Make-up	In line with our uniform and equipment expectations, which can be found on the school website, learners in Years 7, 8 and 9 cannot wear make-up and Years 10 and 11 may only wear subtle make-up with no heavy colourings or false eyelashes.
False Eyelashes	Learners will be asked to remove false eyelashes and these will be stored by the academy ready for parental collection.
Jewellery	Jewellery must not be worn on the school site at any point during the day. Any jewellery worn will be removed by learners and stored securely, ready for parental collection. All facial jewellery or visible body piercing is inadmissible. Plasters cannot be worn to cover piercings.
Hair	Hair must be sensibly styled with no extreme designs or unnatural colours.
Hair Accessories	All hair accessories must be plain black, this includes hair bands, slides and bobbles.
Nails	False nails and coloured varnish are not permitted. Learners will be asked to remove false nails and nail varnish.
Hats	Hats and caps must not be worn on the school site at any point during the day.
Turban	Turbans must be plain black.
Hijab	Hijabs must be plain black- worn for modesty.

Coats	Learners must remove coats prior to entering school at their assigned entrance, placing them in their bag or carrying them sensibly. Coats must not be worn inside at any point throughout the school day. Outerwear worn inside the school building will be confiscated until the end of the school day.
Hoodies	Hoodies are not permitted on site other than our HAL branded sports hoodie which may be worn for HAL lessons only.
HAL Kit	<p>The correct HAL kit consists of a HAL polo shirt, worn with either navy HAL joggers or HAL leggings, a HAL branded hoodie, sports socks and trainers.</p> <p>No sports branded or fashion clothing can be worn in replacement or over the top of HAL branded kit.</p>

Equipment

Learner brings every day:

- A school bag, big enough for A4 documentation
- Pen, pencil, ruler, sharpener, eraser
- Highlighter(s)
- Green pen
- Protractor
- Reading book
- School planner
- Scientific, specified calculator

Academy provides:

- Scissors
- Glue
- Compasses



Ninestiles Praise 2023-2024

What is our Praise Scheme?

Throughout the year, we constantly strive to find opportunities to celebrate learner successes. We will be using our new praise structure to recognise positive attitudes and behaviours in school to offer a range of praise and rewards for all learners. Details of rewards will be shared via the school website and updated each term.

Why do we have a rewards structure?

We have the reward structure in place to encourage positive attitudes and behaviours in school. It is widely acknowledged that reward systems can positively influence an individual's behaviour, attendance and/or punctuality record, which in turn has a positive effect on their overall academic performance. We hope all learners will aspire to meet the criteria each term, thus maximizing their learning opportunities in school and achieving a positive experience or reward for their efforts.

All staff members will enter Praise points when they see positive behaviours, outstanding effort, commitment and achievement, high levels of respect, etc.

Praise will take place in the following forms:

- Postcards/Certificates
- Individual Learner Acknowledgment Events
- Whole school competitions
- Weekly Year Assemblies
- Termly & Annual Achievement Assemblies
- Learner Leadership Awards
- Reward trips

Attending Termly Reward Trips

Reviewed termly to ensure all learners are rewarded for their efforts and successes

Learners must achieve:

- 97% Attendance
- Fewer than 3 detentions
- No more than 1 Isolation
- Zero internal or external suspensions

Praise Points

Learning Achievement	+2 Praise Points
Enrichment Commitment	+2 Praise Points
Respect within the Community	+2 Praise Points
SLT Commendation	+5 Praise Points

Half Termly Rewards HT1-6 all year groups

1st	£100 Amazon
2nd	£50 Amazon
3rd	£25 Amazon
4th	£10 Amazon
5th	£10 Amazon
6th	£10 Amazon
1x Yr7-11	£10 Cineworld

Termly Rewards T1-3 all year groups

1st	AirPods
2nd	£100 Amazon Voucher
3rd	£50 JD
1x Yr7-11	£15 Nandos

Yearly Rewards 2022-23 Yr7-10

1st	£200 Amazon Voucher
2nd	£100 JD Voucher
3rd	£50 Nandos
4th	£25 Cineworld
1x Yr7-11	£20 Amazon

Reward Trips & Celebrations 2022-23

Autumn Term WK COM 12/12	Cineworld Rush Bowling	Year group Celebration Reward Assemblies
Spring WK COM 27/3	Cineworld Rush Bowling Alton Towers Yr11	Year group Celebration Reward Assemblies
Summer	Drayton Manor Yr7-10 Prom YR11 Inclusion Trips Football Stadium Visit	Year group Celebration Reward Assemblies Ninestiles Awards Evening

Sanctions

Here is a non-exhaustive list of reasons for the sanctions we use at the academy to develop and maintain good order and minimise any disruption to learning.

Sanction	Reason for
Verbal warning, then planner warning	First and second instance of off-task behaviour (where expected learning behaviour is not followed, for example speaking to another learner during silent work)
Instant detention	<ul style="list-style-type: none"> • Third instance of off-task behaviour in lesson (20 minutes). • No equipment in lesson or attempt to replace equipment. • Missing a deadline or failing to complete homework (20 minutes) • Talking when directed not to during assemblies or in line ups • Inappropriate behaviour or volume in academy corridors or in social spaces • Being late to the academy or to a lesson • Intentional failure to follow the uniform code • Inappropriate language use • Dropping litter
Behaviour Modification Room (or equivalent internal) or Suspension (external)	<ul style="list-style-type: none"> • Truancy • Defiance including around uniform • Use of physical force. • Damaging academy property or that of others • Sexual harassment • Bullying/child-on-child abuse • Inappropriate language directed at a member of staff • Assaulting a member of staff or learner • Fighting • Smoking on or near the academy grounds • Any behaviour deemed by staff to be dangerous • Theft or handling stolen goods • Failure or refusal to attend detention
Alternative placements (mini moves)	<ul style="list-style-type: none"> • Where a learner has failed to respond to other interventions or where a leader deems the severity of an incident to merit it, a learner may be granted a place in another school's unit for a period of time, with parental agreement. • A learner may be directed to work in another Summit Learning Trust academy or other educational establishment for a fixed period of time, as an alternative to suspension. • Incident deemed to be serious by leaders
Managed move	<ul style="list-style-type: none"> • Learners may be identified as requiring a fresh start, and these can be arranged with parental agreement. A successful managed move is dependent on the learner meeting expectations at the receiving school.
Internal alternative provision	<ul style="list-style-type: none"> • Learners may be identified as requiring education in a small-group provision on-site that better meets their needs, where they are struggling to meet our expectations or where they face specific challenges that merit this.
Alternative provision (external)	<ul style="list-style-type: none"> • Learners may be identified as requiring education at a provision off-site that better meets their needs, where they are

	struggling to meet our expectations or where they face specific challenges that merit this.
Permanent exclusion	• Please see section 9 of our Behaviour Policy and Appendix C.

Our academy may also use the following sanctions:

- Limiting free time at break and lunchtime
- Removal of ICT access
- Confiscation of items
- Removal of privileges such as academy trips

We will strive to differentiate our Behaviour Policy where required to take into account the needs of learners.

Whilst the table above is a guide to usual procedures, an academy leader is able to use their judgment to impose a sanction that they believe in their professional opinion is in the best interests of our learners.

C – Procedures for suspensions and permanent exclusions

1 Suspensions

- 1.1 A learner may be excluded for one or more fixed periods (up to a maximum of 45 academy days in a single academic year).
- 1.2 The learner's view of events will be taken into account before deciding whether to suspend or exclude them. They will be given support of an advocate (for example, a parent, carer or social worker) where this is deemed appropriate by leaders.
- 1.3 For those learners who are under the care of a social worker, including looked after children (LAC) and previously looked after children, a balanced view will be taken around:
 - The child will often have safeguarding risks at home or in the community and school is known to be a protective factor
 - The Principal has a duty to provide a safe and calm environment for all learners and staff.
- 1.4 When a learner is excluded, the Principal must notify the parents or carers, without delay, of the period of exclusion and reasons for it. This may be done in person or by telephone.
- 1.5 The Principal will, without delay, provide the parents or carers with the relevant information, in writing.
- 1.6 If the exclusion is for more than 5 days, then parents or carers will be advised of arrangements for the continuation of education for the learner during the exclusion.
- 1.7 The local governing body will be notified of:
 - All permanent exclusions (including where a suspension is followed by a decision to permanently exclude)
 - All suspensions which would result in the learner being suspended for a total of more than 5 school days (or 10 lunchtimes) in a term
 - Any suspension or permanent exclusion which would result in the learner missing a public examination
 - All cancelled suspensions and exclusions.
- 1.8 The Local Authority will be notified of:
 - All suspensions and exclusions, regardless of length
 - All cancelled suspensions and exclusions
- 1.9 A suspension cannot be converted into a permanent exclusion. However, as suggested in the statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', "In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension."
- 1.10 Model letters from the relevant local authority must be used; they incorporate all the information the Principal is required to provide to the parents or carers and a list of people to send a copy of the letter to, to ensure that all relevant parties have been advised of the exclusion, namely:
 - The Chair of the Local Governing Body
 - The Clerk of the Local Governing Body
 - The Trust's Education Director
 - The Local Authority of the school
 - The Local Authority of the learner (if different to that of the school)

- The learner's social worker, if they have one
- The Virtual School Headteacher for Looked After Children (LAC) or those previously looked after

2 Representation from parents or carers

- 2.1 Parents or carers may make a representation to the Local Governing Body about an exclusion. Details of how to make a representation are included in the exclusion letter. If parents or carers have any disability, then adjustments must be made to assist their engagement in the process. Relevant and reasonable adjustments can be made in the whole process to assist parents, carers or learners who have a disability either physical or learning.
- 2.2 Where a learner has been excluded for more than 15 days in a term, the Local Governing Body must convene a meeting to consider reinstatement within 15 academy days of receiving notification of the exclusion. This also applies when the learner will miss a public examination or national curriculum test, however, in this case, the Local Governing Body must take reasonable steps to meet before the date of the examination.
- 2.3 For all other exclusions, a panel is only convened if
- the exclusion will take the learner's total days of exclusion above 15 for a term or
 - the exclusion will take the learner's total days of exclusion above five for the term AND the learner's parents or carers have requested a meeting with the Local Governing Body. In this instance the Local Governing Body must convene a meeting to consider reinstatement within 50 days of receiving notice of the exclusion. For representations on exclusions of fewer than 5 days, the Local Governing Body must consider the representation but has no power to overturn the exclusion.
- 2.4 Where requested/required the clerk to the Exclusion Panel will convene a panel of governors (minimum of 3) to consider the reinstatement of an excluded learner. The panel may consist of any three governors with the exception of the Principal, however, it is best practice for the panel to exclude staff governors and parent governors, where they have a child in the same year as the learner that has been excluded. Any governor with a conflict of interest must not be included on the panel (e.g., if they have had any involvement in the exclusion or will benefit from the learner being excluded). The clerk should notify the parents or carers in writing 5 days in advance of the meeting.

3 Local Governing Body panel

- 3.1 The meeting will be attended by the following:
- Panel of governors (minimum of 3)
 - Clerk to Exclusion Panel (where the Clerk is a member of staff, providing there is no conflict of interests, they may clerk the meeting)
 - Principal
 - Excluded learner (they may choose not to attend)
 - Parents/carers of the excluded learner (they may choose not to attend)
 - Companion to parents/carers or learner (where requested – each parent/carer and learner in attendance may be accompanied by a friend or representative.
 - Parents/carers may request that the local authority and/or home local authority attend a meeting of an academy's governing board as an observer; that representative may only make representations with the governing board's consent.

- The child's social worker, if they have one.
- The Virtual School Headteacher if the child is LAC.

A model agenda has been included in the appendices.

- 3.2 The outcome of the panel meeting is either to decline to reinstate the learner, or direct reinstatement of the learner immediately or on a particular date.
- 3.3 The Clerk will advise the parents or carers in writing of the outcome, namely whether:
- the learner has been reinstated.
 - the exclusion has been upheld.

4 Permanent exclusions

- 4.1 When a learner is permanently excluded the Principal must notify the parents or carers that the exclusion is permanent and the reasons for it.
- 4.2 The Principal must then provide the relevant information in writing to the parents or carers either directly or by posting it to the address held on file.
- 4.3 A model letter from the local authority will be sent by the Principal to the parents or carers with a copy also sent to other parties to ensure that all have been advised of the exclusion, namely:
- The Chair of the Local Governing Body
 - The Clerk of the Local Governing Body
 - The Trust's Education Director
 - The Local Authority of the school
 - The Local Authority of the learner (if different to that of the school)
- 4.4 The Local Governing Body must convene a meeting to consider reinstatement within 15 academy days of receiving notice of the exclusion.
- 4.5 The Clerk to the Exclusion Panel will convene a panel of governors (minimum of 3) to consider the reinstatement of an excluded learner. The panel may consist of any three governors with the exception of the Principal, however, it is best practice for the panel to exclude staff governors and parent governors, where they have a child in the same year as the excluded. Any governor with a conflict of interest must not be included on the panel (e.g., if they have had any involvement in the exclusion or will benefit from the learner being excluded). The clerk should notify the parents or carers in writing 5 days in advance of the meeting.

5 Local Governing Body panel

5.1 The meeting will be attended by the following:

- Panel of governors (minimum of 3)
- Clerk to the Exclusion Panel (where the clerk is a member of staff, providing there is no conflict of interests, they may clerk the meeting)
- Principal
- Excluded learner (they may choose not to attend)
- Parents/carers of the excluded learner (they may choose not to attend)
- Witness (where required)
- Companion to parents/carers or learner (where requested – each parent/carer and learner in attendance may be accompanied by a friend or representative.
- Parents/carers may request that the local authority and/or home local authority attend a meeting of an academy's governing board as an observer; that representative may only make representations with the governing board's consent.

5.1 A model agenda has been included below.

5.2 The outcome of the panel meeting is either to decline to reinstate the learner, or direct reinstatement of the learner immediately or on a particular date.

5.3 The Clerk will advise the parents or carers in writing of the outcome:

- if the learner has been reinstated.
- if the exclusion has been upheld.

6 Independent Review Panel

6.1 Parents or carers have the right to ask that an Independent Review Panel (IRP) be arranged to review the decision taken by the Local Governing Body not to reinstate their child, following their permanent exclusion.

6.2 The request must be made in writing within 15 academy days from the date on which notice in writing of the Local Governing Body's decision was given. Details of how to make a representation are included in the letter sent following the Local Governing Body meeting.

6.3 The role of the panel is to review the Local Governing Body's decision not to reinstate the excluded learner balancing the interests of the learner against the interests of other learners and people working within the academy.

6.4 The clerk, with the support of the Education Director will convene an Independent Appeals Panel in accordance with statutory guidance and will ensure that parents or carers are notified of the date, time and venue in writing 5 days in advance of the meeting.

6.5 The panel will consist of

- a lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.
- a current or former school governor (including members of PRU management committees and directors of academy trusts) who have served as a governor for at least 12 consecutive

months in the last five years, provided they have not been teachers or headteachers during that time.

- a headteacher/Principal or someone who has been a Headteacher/Principal within the last 5 years.

6.6 Members/directors/employees of Summit Learning Trust and governors of the excluding academy must not sit on the Panel.

6.7 All panel members and independent clerks must have received the relevant training within the two years prior to the date of the review. See paragraph 124 of the Statutory Guidance for full details.

6.8 The meeting will be clerked by an independent clerk.

6.9 Parents or carers have a right to request the attendance of an SEN expert at a review, regardless of whether the academy recognises that their child has SEN. If requested, the Trust must appoint an SEN expert to attend the panel and must cover the associated costs of this appointment.

6.10 The meeting may be attended by:

- Principal of the academy which excluded the learner
- Chair of the Local Governing Body panel (this may be delegated to another member of the panel)
- Excluded learner (they may choose not to attend)
- Parents/carers (they may choose not to attend)
- SEN Expert (where required)
- Interpreter (where required)
- Companion to parents/carers and learners (where requested – each parent/carer and learner in attendance may be accompanied by a friend or representative).
- Parents/carers may request the attendance of a Local Authority or Home Local Authority representative at the meeting. Their representations are at the discretion of the IRP panel.

6.11 The possible outcomes of the Independent Appeals Panel meeting are:

- to uphold the Local Governing Body's decision
- to recommend that the Local Governing Body reconsiders reinstatement; or
- to quash the decision and direct that the Local Governing Body considers reinstatement.

6.12 The Clerk to the Independent Review Panel will advise the parents or carers, the academy and the Local Authority in writing of the outcome.

7 Reconsidering the exclusion

7.1 Where the panel directs (quashes) or recommends that the Local Governing Body reconsider whether a learner should be reinstated, the Local Governing Body must reconvene to do so within 10 academy days of being given notice of the panel's decision. Reconsidering reinstatement provides an opportunity for the same Local Governing Body panel to look at its decision afresh, in light of the independent review panel's findings. There is no requirement to seek further representations for either the Academy or the parents/carers or to invite them to the reconsideration meeting.

7.2 The Local Governing Body should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by them.

7.3 The Local Governing Body's decision should demonstrate how they have addressed the concerns raised by the independent review panel and this should be communicated, in writing, to parents/carers, the Principal and the local authority by letter without delay.

Letter

All Local Authority letter templates are to be inserted onto academy headed paper and dated and relevant sections completed.

1 – Model Agenda

Agenda

[Academy]

[Child's Name] – Exclusion Meeting

Date: [date]

Time: [time]

Location: [location of meeting]

Present:

Apologies:

Name (xx) Chair Parents/carers/learner If applicable

Name (xx) Governor

Name (xx) Governor

Name (xx) Clerk

Name (xx) Learner

Name (xx) Parent

Name (xx) Parent

Name (xx) Principal

Name (xx) Representative
for x

Name (xx) Witness

Name (xx) Teacher

No	Item	Who
1	Introductions and Meeting Procedure	The Chair
2	Summary of events from the Principal/academy representative	Principal
3	Questions from the parents/carers and/or learner or representative	Parents/Carers
4	Questions from the Exclusion Panel	Exclusion Panel
5	Questions from the Local Authority (if invited)	LA
6	Representations from parents/carers and/or learner or representative	Parents/learner
7	Questions from the academy	Principal
8	Questions from the Exclusion Panel	Exclusion Panel
9	Questions from the Local Authority (if invited)	LA
10	Summing up from the academy	Principal
11	Summing up from the parents/carers and/or learner or representative	Parents/carers/learner
12	Representations from Local Authority (if invited)	LA
13	Close. The Exclusions Panel remain to make a decision, which is communicated by email/telephone within 24 hours and within 48 hours in writing.	

	Supporting documentation provided with agenda
1	
2	
3	
4	
5	

Appendix D – Search and Confiscation Log

Date	Learner Name	Search Y/N	Reason for search	Searched by (Confirm 2 members of staff)	List Item(s) found or state nothing found	List items confiscated	Confiscated by?	Where are the items stored?	Police informed Date/time and by whom	Parent informed ? Date/time and by whom	Date Item returned or if collecte d – who by.