

Behaviour, Suspensions and Exclusions Policy



Approved: September 2023

Review Date: November 2025

Responsible Officer: Director of Inclusion

Trust Ethos, Mission, Vision and Values



The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working together, transforming lives

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Where the words ‘Trust’ and ‘we’ are used in this document, it refers to Archway Learning Trust.

Where the word ‘Advisory Board’ is used it refers to the Academy Advisory Board (AAB) of an individual academy within the Trust.

Where appropriate the AABs of individual academies will publish details of the procedures and practices to implement Trust policies.

The term ‘Trust Executive Leadership Team’ (ELT) comprises, the Chief Executive Officer, Deputy Chief Executive Officer, Chief Finance Officer, Chief Operating Officer, Chief Corporate Services Officer, Chief People Officer and Director of Teaching & Learning.

Where the word 'users' is used it refers to staff, future staff issued with ICT access and/or hardware, AAB members, volunteers and regular visitors.

Where the phrase 'Senior Leader' is used, this refers to the ELT, Principals, Principals or Business Services Director within the Trust.

Where the phrase 'Principal' is used, this also refers to Headteachers.

Related Policies and Procedures

- Attendance Policy
- Equality & Diversity Policy
- Child on Child Abuse (Including Bullying) Policy
- RSHE (Primary) Policy
- RSHE (Secondary) Policy
- Safeguarding & Child Protection Policy

1. Policy Statement

- 1.1 The Trust is committed to the highest standards of behaviour for all students in order to ensure their safety, wellbeing and success.

2. Scope and Principles

- 2.1 This policy and all the information within covers Archway Learning Trust and all academies within the Trust.
- 2.2 This policy has been formulated based on the following legislation applicable to schools:
- [Behaviour in Schools September 2022](#)
 - [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2023](#)
 - [Keeping Children Safe in Education 2023](#)
 - [Use of reasonable force July 2013](#)
 - [Searching, Screening and Confiscation July 2022](#)
 - [Working together to improve school attendance](#)
 - [The Equality Act 2010 and schools](#)
- 2.3 The Trust Board is responsible for determining the content of the policy and delegating the implementation of the policy to the CEO.
- 2.4 The Trust Board and Academy Advisory Boards will work in partnership with staff, parents/carers, students and the wider community to maintain these standards.
- 2.5 Reasonable adjustments can be made to the behaviour policy for students with additional needs.
- 2.6 The appendices offer examples of what can be seen in Academies, however specific detail for each Academy can be seen on their individual websites.
- ## **3. Aims and Objectives**
- To support and encourage all students to achieve to the best of their ability.
 - To create a safe, supportive and inclusive learning environment.
 - To support students in their preparation for life after the Academy.
 - To actively support and promote the Christian ethos of the Trust.
 - To ensure equal opportunity by empowering students to reach their full potential.
 - To determine the roles and responsibilities of all within the Academy in establishing a calm and productive working environment.
 - To determine the boundaries of acceptable behaviour.
 - To outline procedures for dealing with breaches of the behaviour policy.
 - To make specific at those academies with a Church of England foundation how these goals relate to the Christian ethos of the Trust.
 - To ensure the policy is applied equally and fairly irrespective of any of the protected characteristics, as outlined by The Equality Act 2010.

4. Behaviour Curriculum

- 4.1 All Academies within the Trust work together on a behaviour curriculum. This curriculum provides support & guidance for all staff and students within the Trust.
- 4.2 Each Academy operates a common set of routines, reference to these are in Appendix 1. In addition to these, each Academy will operate a distinct set of both rewards and sanctions at Academy level. Further details can be found on Academy websites, where Academies describe their Academy Way.

5. Staffing structure to support the Policy

- 5.1 Staffing structures have been established across the Trust, as well as Academy levels to support & encourage our young people. Names and details of specific staff can be found on Academy websites, under the Who's Who section.

6. Transition between Key Stages

- 6.1 Students have comprehensive transition programmes in each of our Academies. Please see individual Academy websites for this information.

7. Rewards

- 7.1 The Trust's ethos of encouragement, praise and celebration is central to the promotion of good behaviour. Whilst recognising that learning should of itself be an exciting and rewarding adventure, more tangible rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued.

8. Interventions

- 8.1 Our inclusive ethos within the Trust aims to provide education for all. Interventions are required to allow students to access their education with the intention of re-integration into their lessons. Each Academy will work to provide interventions for students who may not be able to fully participate in lessons. This will depend on frequency and nature of behaviour displayed within the lessons. Reasons for this behaviour should be investigated by teams within an Academy, such as:
- Safeguarding
 - SEN Need
 - Literacy
 - EAL
 - Behaviour Support Team

- Attendance Team

The availability of interventions will be dependent upon the staffing teams at each Academy. Whilst we strive to allow for re-integration following interventions, there will be the need for sanctions for those who choose not to follow the Academy's 'Academy Way'.

Inclusion meetings take place in each Academy to plan interventions for students. Half termly meetings will also be arranged by the Trust Inclusion Team to support Academies.

9. Sanctions

- 9.1 Sanctions are applied to recognise a breach of acceptable behaviour or standards and are applied in order to bring about a change of behaviour in the future.
- 9.2 A range of sanctions is used for each Academy and their application should be clearly understood by staff, students and parents so that behaviour can improve in the future.
- 9.3 The Academy Way on each academy website make a clear distinction between the sanctions for major and minor offences.
- 9.4 For serious offences, the most serious sanctions will be imposed. The Trust will not tolerate students endangering the safety and welfare of staff or other students by dangerous or criminal activity. In particular, students selling drugs on the academy premises, bringing weapons into the academy or attacking staff/adults will be at risk of permanent exclusion.

10. Suspensions/Exclusions

- 10.1 This policy has been drafted with regard to Dfe Guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' September 2023
- 10.2 Principals at Archway Learning Trust academies will always firstly consider alternatives to suspensions/exclusion. However, the Principal has a duty to ensure good order and discipline among pupils and to safeguard their health, safety and welfare, and that of members of staff. In some cases, the principal may need to resort to suspending a pupil, either for a fixed term or permanently excluding.
- 10.3 Alternatives to suspension/exclusion could include:
 - using a restorative justice process which enables an offender to redress the harm that has been done to a victim;
 - internal suspension to a designated area within the Academy, dependent upon whether the Academy's resources can support its implementation;
 - a managed move, if the Academy feels that it can no longer manage the behaviour of a particular pupil the Academy may ask another school to take over his/her education. This will be considered with the full knowledge and co-operation of all parties.
- 10.4 The Trust is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled pupils, the Trust will make reasonable

adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

10.5 Before taking a suspension/exclusion decision, the Principal of an Academy will also have due regard to the following (reviewed on a case by case basis and in accordance with the DfE Guidance):

- for groups with high exclusion rates (pupils with SEN, pupils eligible for Free School Meals, looked after children, pupils whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the pupil;
- what additional support or alternative placement may be required for a pupil with a Statement of SEN/EHC Plan or a looked after child;
- that the permanent exclusion of a pupil with a Statement of SEN/EHC Plan or a looked after child should, as far as reasonably possible, be avoided.

10.6 The decision to suspend/exclude will only be taken for a disciplinary reason and all suspension/exclusion decisions will be formally recorded.

10.7 The Academy will be responsible for providing work for a suspended pupil for the first 5 days of the suspension. From the 6th day of a suspension until it expires the Academy will arrange suitable supervised full-time education. The Academy will provide parents/carers with details of where the pupil will need to attend and any transport arrangements if appropriate.

11. Child Protection & Safeguarding

11.1 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, and Child on Child Abuse (inc Bullying) policy*).

12. Publication of this information

12.1 A copy of this policy will be published on the Trust website as well as each Academy website.

Appendix 1 - Routines to support learning

All Academies in the Trust follow the same routines listed below:

Establish entry routines

- Meet and greet students positively at the threshold
- Ensure students are organised ready to learn
- Start the lesson with a retrieval activity

Establish Exit Routines

- Give clear instructions for packing away
- Give clear instructions for dismissing students

Ensure Silence during teacher talk

- Establish presence by taking ownership of the space
- Ensure student silence and attention by counting down 3-2-1 then the Academy agreed word

Ensure high expectations for student work

- Ensure all student work follows the agreed presentation policy
- Establish 'beautiful books' routines e.g. date in the right corner, title on the next line, underlined, miss a line, begin work

Promote Behaviour for Learning

- Catch students doing the right thing
- Use whole class positive reinforcement
- Use non-verbal cues and non-invasive forms to correct non-compliance
- Use Academy toolkit to reduce the risk of issuing a negative point removal

Appendix 2 - Support Mechanisms

The Academy believes it is essential to support students in achieving to their potential and as such will put in place support mechanisms to address any barriers to learning, both academic and behavioural. These strategies may be used at any stage of a student's career in the Academy and in response to misconduct in any of the different categories above. They are more likely to be used if behaviour is repeated and in an attempt to prevent the development into further serious misconduct. The support mechanisms the Academy can offer include:

- Achievement Diary / Report Cards
- Meetings with parents/carers
- Individualised curriculums
- Alternative Education Programmes
- Individual Education Plans / Pastoral Support Plans
- Common Assessment Frameworks
- Contract of Good behaviour
- Counselling from the Academy Chaplaincy team
- Counselling from the Academy Counsellor
- Links with outside agencies such as the Education Welfare Officer, the Community Police Officer, Academy Nurse, Academy Doctor, Behaviour Support etc.
- Consultation with the Educational Psychologist
- English as an Additional Language support
- Mentoring
- Learning Support Unit – short or full time courses
- Home Tuition
- Study Club
- Academy Clubs and Societies
- Peer Support e.g. Circles of Friends
- Change of Tutor Group
- Planned Move – Managed Move, Referral to Fair Access Placement

Appendix 3 - Legal Framework

According to the Education & Inspections Act 2011, The School Behaviour Regulations 2012 and the Behaviour in Schools Advice Document September 2022, Use of Reasonable Force Advice Document 2013 the Academy can:

- take measures to regulate the conduct of students when they are not on the Academy site and/or not under the supervision of a member of staff. This will include the conduct of students on academy trips and on their way to and from Academy;
- only give a sanction to a student for their behaviour outside the Academy once they are back on the academy premises, or elsewhere when the student is under the lawful control of a staff member;
- apply disciplinary sanctions to perpetrators of the use of defamatory or intimidating messages / images inside or outside of the Academy, particularly through medias such as mobile telephones and the internet;
- confiscate items that impede the learning of others;
- implement Parenting Contracts or Orders in order to enforce parental support for a student who is at risk of exclusion.

Use of reasonable force – guidance

- The term 'reasonable force' covers the broad range of actions used by teachers in physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student
- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.
- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Power to search students without consent: (Searching, Screening and Confiscation Advice for schools July 2022)

Principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
- pornographic images

Appendix 4

- Suspension/Exclusion Procedures

Any suspension/exclusion from the Academy will be authorised only by the Principal or the Deputy Principal in the Principal's absence.

Unless there is an immediate threat to the safety of others suspension/exclusion should not be imposed in the heat of the moment. The following procedures will therefore be carried out by the Principal:

- Ensure an appropriate investigation has been carried out.
- Consider all evidence available to support allegations.
- Allow the pupil to give his/her version of events.
- Check whether the incident may have been provoked.
- Consult others but not anyone who may later have a role in reviewing the decision.

If the Principal is satisfied that, on the balance of probabilities, the pupil did what he/she is alleged to have done, the Principal will suspend/exclude.

If a decision is taken to suspend/exclude a pupil:

- A letter is posted/sent home, outlining the incident and the length of the fixed term suspension/exclusion. The parents' right to make representations about the suspension/exclusion to the Academy Advisory Board highlighted.
- Principals may cancel a suspension/exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.
- When principals suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.
- When principals suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.
- For fixed term suspensions, a meeting is set up for the parent/carer and pupil to attend on return from suspension, with a senior member of staff.
- In accordance with the requirements set out in the DfE Guidance, the Academy Advisory Board will meet to consider reinstatement of the pupil if required to do so due to the length of the suspension or if requested by the parents.
- The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:
 - o The headteacher must notify the parents, the governing board, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
 - o The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;

- o Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;
 - o The pupil must be allowed back into the school from which they were excluded without delay.
 - o Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.
- A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.
- Governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged.

If the Principal decides to permanently exclude a pupil, the Academy Advisory Board must set up a Disciplinary Committee to review the case. In advance of the Disciplinary Committee, the Principal will prepare an exclusion report which explains why the pupil was excluded.

DfE Guidance clearly explains the procedures to be followed if suspension/ exclusion is applied. The Clerk to the AAB will supply full details to parents/carers and pupils, including procedures for appeal against the Principal's or Academy Advisory Board's decisions.

The Academy will ensure that the Principal shall act in accordance with the law and the DfE Guidance and will ensure that the Local Authority is informed of an exclusion in the circumstances required by the DfE Guidance.

The Academy will ensure that in carrying out their functions the Principal, the Academy Advisory Board and any Independent Review Panel have regard to the DfE Guidance.

