Behaviour Policy

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1 Aims

1.1 This is the behaviour policy of Phoenix Academy

1.2 The Phoenix Academy is part of Future Academies Trust.

1.3 The aims of this Policy are as follows:

1.3.1 to create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour;

1.3.2 to actively promote and safeguard the welfare of pupils at the Academy and to protect all who come into contact with the Academy from harm;

1.3.3 to ensure, so far as possible, that every pupil in the Academy is able to benefit from and make their full contribution to the life of the Academy, consistent always with the needs of the Academy's community;

1.3.4 to set out a clear and fair process for the proper investigations of reports of misbehaviour;

1.3.5 to encourage pupils to accept responsibility for their behaviour;

1.3.6 to consider how negative behaviours can be prevented or prevented from recurring, including taking proportionate action to restore standards of acceptable behaviour;

1.3.7 to enable staff to respond to incidents of misbehaviour promptly, fairly, predictably and with confidence;

1.3.8 to set out the sanctions available to the Academy in the event of pupil misbehaviour;

1.3.9 to help promote a whole school culture of safety, equality, inclusion and protection;

1.3.10 to recognise that suspension and permanent exclusion are important behaviour management tools which may be used where necessary, proportionate and lawful to protect the welfare and education of pupils and staff.

1.4 This Policy forms part of the Academy's whole school approach to promoting pupil safeguarding and well-being, which seeks to involve everyone at the Academy to ensure that the best interests of pupils is at the heart of all decisions, systems, processes and policies. Where circumstances arise that endanger the safety of a pupil or staff member, the Academy will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

2 Application

2.1 This Policy applies to the whole Academy

2.2 This Policy applies to all pupils at the Academy and at all times when a pupil is:

2.2.1 a registered pupil at the Academy (including where the pupil is off-site for whatever reason);

2.2.2 in or at the Academy (to include any period of remote education);

2.2.3 representing the Academy or wearing school uniform;

2.2.4 travelling to or from the Academy;

2.2.5 on Academy organised trips;

2.2.6 associated with the Academy at any time.

2.3 This Policy also applies to pupils at all times and places including out of school hours and off the Academy premises if failing to apply this Policy may:

2.3.1 affect the health, safety or well-being of a member of the Academy's community (including the pupil) or a member of the public;

2.3.2 have repercussions for the orderly running of the Academy; or

2.3.3 bring the Academy into disrepute.

3 Definitions

3.1 Where the following words or phrases are used in this Policy:

3.1.1 The Behaviour Policy is referred to as **this Policy**;

3.1.2 **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian);

3.1.3 **EHC Plan** means an Education, Health and Care Plan;

3.1.4 **School days** mean any day on which there is a school session to which attendance is required;

3.1.5 **DSL** means the Academy's Designated Safeguarding Lead. References to DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable;

3.1.6 **SEN** means special educational needs;

3.1.7 **Exclusion** of a pupil means exclusion on disciplinary grounds. It does not include situations where a pupil is sent away from the Academy or told not to attend for reasons that are not disciplinary.

3.1.8 **Alternative Provision** means education arranged by the Academy for pupils to be educated off-site on a temporary basis; and pupils being directed to off-site provision to improve their behaviour.

3.1.9 **KCSIE** means the statutory guidance Keeping children safe in education 2026.

3.1.10 References to **restrictive intervention** mean to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses "restrictive interventions" as the umbrella term to describe both

physical and non-physical actions aimed to restrain pupils in different ways.

3.1.11 References to **reasonable force** mean physical restrictive interventions. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

3.1.12 References to **seclusion** mean a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

3.1.13 References to **restraint** mean a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

3.1.14 The term '**making or sharing nudes and semi-nudes**' refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term '**images**' includes all visual content, such as photographs, videos and livestreams.

Images may be taken by the child themselves or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

4 Responsibility for this Policy

4.1 The Academy Trust has overall responsibility for all matters which are the subject of this Policy.

4.2 The Academy Trust will comply with its duties under the Children and Families Act 2014, the Equality Act 2010 and the specific requirement under section 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Academy Trust is required to have due regard to the need to:

4.2.1 eliminate discrimination and other conduct that is prohibited by the Act;

4.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

4.2.3 foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

4.3 Academy leaders will:

4.3.1 Be highly visible, routinely engage with pupils, Parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;

4.3.2 Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;

4.3.3 Make sure all new staff are inducted clearly into the Academy's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the Academy;

4.3.4 Consider any appropriate training which is required for staff to meet their duties and functions within this Policy;

4.3.5 Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils behaviour;

4.3.6 Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and well-being.

4.4 **Academy staff will:**

4.4.1 play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;

4.4.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships as set out in this Policy, so pupils can see examples of good habits and are confident to ask for help when needed;

4.4.3 challenge pupils to meet the Academy's expectations and maintain boundaries of acceptable conduct;

4.4.4 communicate expectations, routines, values and standards explicitly through teaching behaviour and in every interaction with pupils;

4.4.5 the impact of their own behaviour on Academy culture and how they can uphold the principles set out in this Policy in addition to those set out in the staff code of conduct.

4.5 The Academy Trust will be responsible for providing suitable training to all staff on all matters related to this Policy. The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles. This includes:

4.5.1 how staff can support pupils in meeting high standards of behaviour;

4.5.2 effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation and how to judge when it is appropriate to use restrictive interventions, including understanding how to assess whether their response is reasonable under pressure;

4.5.3 how staff can help to ensure that this Policy is applied in a way that is consistent, fair, proportionate and predictable;

4.5.4 where applicable to reflect the need of particular pupils.

4.6 The level and frequency of training depends on the role of the individual member of staff. The Academy maintains written records of all staff training.

4.7 In order to achieve full and effective implementation of this Policy, the Academy Trust has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the Policy up to date and compliant with the law and best practice	Principal	As required, and at least termly
Monitoring the implementation of the Policy	Principal	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the Policy	Assistant Principals (Pastoral) & Principal	As required, ideally termly
Maintaining up to date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	Assistant Principals (Pastoral)	As required, and at least termly
Formal annual review	Proprietor	Annually
Overall responsibility for content and implementation	Proprietor	As a minimum annually

5 Promoting high expectations of good behaviour

5.1 It is everyone's responsibility to promote good behaviour and this includes the Academy Trust, staff, parents and pupils at the Academy.

5.2 Pupils are educated about good behaviour through the operation of the Academy's curriculum, PSHE, relationships education / relationships and sex education programmes and the Academy's pastoral support systems. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). This will also include induction to the Academy's systems and routines on joining the Academy and re-induction after removal from the classroom, periods of internal suspension, time spent at off-site provision or in Alternative Provision and following external suspension.

5.3 The Academy will seek to create a culture of zero tolerance for sexism, racism, misogyny, misandry, homophobia, biphobia, sexual violence / harassment, derogatory behaviour or other forms of physical violence and conflict. The Academy's values and standards will be upheld and demonstrated throughout all aspects of Academy life, underpinned by this Policy and the Academy's pastoral support system, as well as by a planned programme of evidence-based RSHE.

5.4 Pupils are expected to treat each other and staff with respect and meet the behaviour expectations set out in this Policy.

5.5 Parents are expected to work in partnership with the Academy over matters of behaviour. The Academy will help parents understand what is expected of pupils and why maintaining good behaviour is important to pupils' well-being and attainment. Parents will normally be informed as soon as reasonably practicable of any reports that their child / young person may have breached this Policy.

5.6 The Academy understands that rewards can be more effective than sanctions in the promotion of good behaviour. Appendix 3 sets out how the Academy will reward good behaviour.

5.7 The Academy's ethos in relation to behaviour is the promotion of obvious kindness, genuine mutual respect, and aspiration across all lessons and activities at the academy.

5.8 The Academy's character curriculum will teach how to achieve the ethos of the Academy in relation to behaviour and it will be embedded throughout the school day to create an environment where good conduct is more likely, and instances of poor conduct are reduced or inexistent. Further details can be found in Appendix 7.

6 Special educational needs and/or disability

6.1 The Principal and Academy Trust will comply with their statutory duties in relation to SEN and disability and the Equality Act 2010 when making decisions in line with this Policy. This includes having regard to the SEND Code of Practice.

6.2 If staff have a concern that a pupil's behaviour may be as a result of unmet educational or other need, staff will seek the advice of the Principal / SENCO] and further action in accordance with the Trust's Special educational needs and disability policy will be considered.

6.3 Where the Academy has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, SEN and disabilities or a pupil with an EHC plan, it should consider, in partnership with others including, where relevant, the local authority, what additional support or alternative placement may be required. If the pupil is on the SEN register or has an EHC Plan the Academy should assess the suitability of provision. Where a pupil has an EHC plan, the Academy should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review or emergency review of the pupil's EHC Plan prior to making the decision to suspend or permanently exclude.

6.4 The Academy recognises that where challenging behaviour is related to a pupil's SEN or disability, use of positive discipline and reward methods may be more effective in improving their behaviour.

6.5 The Academy will be mindful that not all pupils requiring behavioural support will have identified special educational needs or a disability.

6.6 This Policy will be adjusted where it is necessary to do so by reason of the pupil's SEN and disabilities and the Academy will consider the issue of reasonable adjustments, including when deciding:

6.6.1 how to communicate this Policy and ensure understanding of the expectations in relation to behaviour;

6.6.2 how to apply the Academy's policy on the use of mobile electronic devices and smart technology;

6.6.3 what support a pupil may require to meet the behaviour expectations in this Policy;

6.6.4 how the behaviour expectations will apply;

6.6.5 how an investigation will be conducted;

6.6.6 whether a sanction / other action under this Policy is appropriate;

6.6.7 if a sanction is appropriate, which sanction may be appropriate.

6.7 Where a suspension or permanent exclusion is being considered, the Academy will ensure that a pupil with SEN and / or disability is able to present their case fully.

6.8 For pupils with SEN but without an EHC Plan, the Academy will review, with external specialists as appropriate, whether current support arrangements are appropriate and what changes may be required. This may provide a point to request an EHC assessment or a review of the pupil's current package of support.

7 Safeguarding

7.1 The Academy will take into account their safeguarding duties, KCSIE and follow the procedures set out in the Academy's Safeguarding and child protection policy.

7.2 Safeguarding issues can manifest themselves via child-on-child abuse such as:

7.2.1 bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying, and faith-based prejudice or faith- or race-based discrimination);

7.2.2 abuse within intimate personal relationships between peers (teenage relationship abuse);

7.2.3 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);

7.2.4 physical assault and harm, or the threat of harm with a weapon;

7.2.5 harmful sexual behaviour, including misogyny, misandry, sexual violence, such as rape, assault by penetration and sexual assault, possibly with an online element which encourages sexual violence;

7.2.6 sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

7.2.7 the escalatory nature of misogyny and misandry and derogatory behaviour towards others and the benefits of early identification and intervention;

7.2.8 causing somebody to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

7.2.9 upskirting and / or attempts to commit upskirting;

7.2.10 initiation / hazing type violence and rituals; and

7.2.11 consensual and non-consensual making or sharing of nudes and semi-nudes.

7.3 Child-on-child abuse can occur both inside and outside of the Academy and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as " banter", " having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, misogyny, misandry and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

7.4 The Academy will adopt a zero-tolerance approach to abuse in order to prevent harm to pupils.

7.5 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic / misandrist messages, the non-consensual making or sharing of nudes and semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content. Staff should be aware that online safety risks include those arising from generative AI applications which can simulate harmful contact online.

7.6 When an incident involves making or sharing nudes or semi-nudes, the member of staff should refer the incident to the DSL as the most appropriate person to advise on the Academy's response. All incidents involving the making or sharing of nudes and semi-nudes require a safeguarding response, regardless of whether they are consensual or non-consensual. All such incidents will require a proportionate approach that considers the age[1], development and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

7.7 Where it is necessary to safeguard pupils or staff, the Academy may temporarily restrict a pupil from attending the Academy for safeguarding reasons. Such arrangements are separate from the Academy's disciplinary procedures and do not constitute a suspension or permanent exclusion. Further information is set out in the Academy 's Safeguarding and child protection policy.

8 Responding to misbehaviour

8.1 Reporting concerns is encouraged at the earliest opportunity.

8.2 The Academy adopts a culture of openness and transparency. All concerns will be taken seriously including scenarios where potential breaches of discipline appear minor.

8.3 When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this Policy. Staff will also respond in a fair and proportionate manner so pupils know with certainty that behaviour falling short of this Policy will always be addressed.

8.4 The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. Staff may use de-escalation techniques, reflective conversations and other appropriate behaviour management strategies to restore calm before determining whether any disciplinary sanction is required.

8.5 The Academy recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

8.6 Where appropriate, the Academy's response to misbehaviour will seek not only to address the immediate behaviour but also to support pupils to understand

[1] Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive.

the impact of their behaviour, take responsibility for their actions, rebuild positive relationships and reduce the likelihood of further incidents. This may include reflective conversations, restorative approaches, pastoral support and other appropriate interventions alongside any disciplinary sanction.

8.7 Where appropriate, staff should consider contributing factors that are identified after a behaviour incident has occurred, for example if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEN and disabilities (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges outside of school.

8.8 The Academy will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or likely to suffer, harm. Where this may be the case, Academy staff will follow the Academy's Safeguarding and child protection policy and speak to the DSL.

8.9 The Academy will give consideration to any risks posed to the welfare of pupils and staff when deciding whether to impose sanctions for a breach of this Policy.

8.10 The Academy's pastoral support team assists pupils in managing their behaviour. Where appropriate, pupils may receive targeted support, intervention or restorative measures in addition to any disciplinary sanction imposed.

8.11 All decisions in relation to sanctions will be made on the Academy's premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the Academy Trust.

8.12 Any sanction imposed on a pupil will be legal, fair and proportionate.

8.13 In relation to pupils with SEN and disabilities whose needs may affect behaviour, the Academy will consider the pupil's SEN and disabilities when implementing this Policy in relation to their behaviour and will make reasonable adjustments.

8.14 Where a pupil is a looked after child, the Academy will inform the local authority of serious sanctions in the same way as it would with Parents and take account of other relevant considerations prior to imposing the sanction.

9 Minor breaches

9.1 All reports of misbehaviour will be taken seriously no matter how minor. Reports of minor breaches of discipline are considered by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see Appendix 3 for details of possible sanctions).

9.2 A minor breach of this Policy may be referred to a senior member of staff and external agencies prior to, during or following an informal investigation.

10 Serious breaches or recurrent misbehaviour

10.1 Reports of serious breaches or recurrent misbehaviour should be referred to the Principal.

10.2 The main categories of behaviour which are likely to be considered to be serious breaches include:

10.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco (including vapes and E-cigarettes) as prohibited by the Academy's policy on smoking, alcohol and the misuse of drugs and substances;

10.2.2 all types of bullying and discriminatory conduct;

10.2.3 actual or attempted theft, blackmail, intimidation, and other such conduct capable of amounting to a criminal offence including being an accessory or conspirator;

10.2.4 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);

10.2.5 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");

10.2.6 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);

10.2.7 abuse in personal relationships between peers including intimate relationships;

10.2.8 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;

10.2.9 consensual and non-consensual making or sharing of nudes or semi-nudes;

10.2.10 behaviour in contravention of the Academy's policies on the acceptable use of technologies or online safety;

10.2.11 supply or possession of pornography;

10.2.12 behaviour which may amount to a criminal offence, such as:

10.2.13 possession or use of firearms, knives or other weapons;

10.2.14 vandalism, defacement and / or destruction of Academy property;

10.2.15 serious academic misconduct, including cheating in examinations or assessments, plagiarism, collusion, impersonation or any attempt to obtain an unfair advantage in an assessment;

10.2.16 recurrent instances of misbehaviour which are inconsistent with the Academy's ethos; this includes persistent disruptive behaviour to the learning of themselves and others, defiance to staff and behaviour which impacts on the smooth running of the academy.

10.2.17 other misconduct which affects the safety or welfare of a member or members of the Academy's community, or which brings the Academy into disrepute (single or repeated episodes) on or off the Academy's premises; and

10.2.18 other misconduct specifically provided for in the related policies listed in Appendix 6.

10.3 The Academy will operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken:

10.3.1 in response to a serious breach and / or recurrent breaches of this Policy; and

10.3.2 where allowing the pupil to remain at the Academy would seriously harm the education and / or welfare of the pupil and / or others such as the Academy's staff or pupils.

10.4 Where natural justice requires consultation with the Parents prior to reaching a decision, it should be noted that consultation does not require itemisation of every fact, matter or incident forming part of the allegation, complaint or rumour. The Academy will instead seek to ensure that Parents have adequate and timely information of the allegation, complaint or rumour and their possible consequences, and an opportunity to respond to them. Consultation may take place at a meeting called for that purpose, or may be satisfied by other means of communication.

10.5 Permanent exclusion will only be used as a last resort where other appropriate strategies, support measures and interventions have either been exhausted or are not appropriate in the circumstances.

10.6 Reports of a serious breach or recurrent misbehaviour will be investigated in accordance with the procedures set out in Appendix 2.

10.7 Before deciding whether to suspend or permanently exclude a pupil, the Principal will take reasonable steps to ensure that the pupil is able and encouraged to express their views, having regard to the pupil's age and understanding, unless it would not be appropriate to do so. Where relevant, the pupil will be given support to express their views, including through advocates such as Parents or, if the pupil has one, a social worker.

10.8 The Principal will inform the pupil about how their views have been factored into any decision made, where appropriate.

10.9 Appendix 4sets out a non-exhaustive list of possible sanctions which may be imposed for serious breaches and recurrent misbehaviour this Policy.

11 Suspected criminal behaviour

11.1 Before investigating a behaviour incident, the Academy will consider whether a criminal offence may have been committed and should be reported to the police.

11.2 When dealing with behaviour that may amount to a criminal offence the Academy will consider whether the pupils involved have additional vulnerabilities including:

11.2.1 Disability

11.2.2 Special educational needs

11.2.3 Neurodiversity including Autistic Spectrum Condition

11.2.4 Mental health concerns

11.2.5 Difficult personal circumstances outside of school

11.2.6 Gang or Organised Crime Group associations

11.2.7 Social isolation

11.3 The DSL will liaise with the Principal to inform them of any issues relating to police investigations, including making them aware of the requirement to have an appropriate adult.

11.4 Where a report is made to the police in relation to a pupil registered at the Academy and regardless of who has made the report, the Academy will not act in a way which could prejudice a criminal investigation or tip off anyone who may be involved. The Academy will keep in mind that any records created (including witness statements) may be requested by the police, crown prosecution service or defence solicitors for use within criminal proceedings, with disclosure to other parties.

11.5 Depending on the individual circumstances of the case, and usually having liaised with the police, the Academy may decide to continue its investigation and/or impose sanctions.

11.6 The Academy will follow its Safeguarding and child protection policy and procedures.

12 Removal from the classroom or "internal suspension"

12.1 Removal is where a pupil, for disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

12.2 Removal from the classroom, or "internal suspension" is not the same as seclusion. Seclusion is a non-disciplinary intervention used only as a safety measure. In such circumstances, the pupil is not acting with intent. Removal from the classroom, by contrast, is a disciplinary measure and is supervised, structured, time-limited and focused on learning and reintegration.

12.3 Removal from the classroom is considered to be a serious sanction and will only be imposed in response to a serious breach of this Policy. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

12.4 Removal from the classroom will only happen for the following reasons:

12.4.1 to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

12.4.2 to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;

12.4.3 to allow the pupil to regain calm in a safe space.

12.5 Parents will be notified of removal of the pupil from the classroom on the same day.

12.6 The Academy's arrangements for removal from the classroom are twofold:

12.6.1 For lesson removal, the on call member of staff will remove students from their normal lessons and take them to continue with written work in the Reflection Room. This period will last for the remainder of the lesson that they were removed from.

12.6.2 For longer periods of internal suspension, students will be referred by their year team for a 1-5 day placement in Phoenix Aspire. Here, students will access their normal lessons online in a supervised computer room. They will also throughout the day receive behaviour support and bespoke mentoring to make it more likely that they will be able to reintegrate to mainstream lessons at the end of the placement.

12.6.3 Reintegration from Phoenix Aspire to mainstream lessons will be preceded by a reintegration meeting which parents or carers are required to attend.

12.7 The Academy will consider whether patterns of removal from the classroom are typically proportionate, and each child's case will be dealt with on its own individual facts. The Principal and staff will:

12.7.1 consider whether any assessment of underlying factors of disruptive behaviour is needed;

12.7.2 facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

12.7.3 ensure that pupils are never locked in the room of their removal except in limited exceptional situations (i.e. in order to protect the safety of pupils and staff from immediate risk);

12.7.4 if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker;

12.7.5 If the pupil is looked after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

12.8 Where patterns exist, the Principal and staff will provide a pupil who is removed from the classroom continuous meaningful education during any period of removal. Removal will be time-limited, and pupils will continue to be supervised by a member of staff.

12.9 The Principal will maintain overall strategic oversight of the use of removal from the classroom.

12.10 The Academy will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.

13 Use of restrictive interventions, including the use of reasonable force

13.1 There are circumstances when it is appropriate for staff to use restrictive interventions, including reasonable force, seclusion or restraint, to safeguard pupils and others. All members of staff have a legal power to use reasonable force in certain circumstances. Any use of restrictive interventions, including the use of reasonable force will be in accordance with the DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (DfE, December 2025, in force from 1 April 2026).

13.2 Corporal punishment is not used at the Academy and the use of force and other restrictive interventions, including seclusion and restraint must never be used as a form of punishment.

13.3 Restrictive interventions are exceptional measures used only when other less restrictive strategies (such as de-escalation and behaviour support planning) have been ineffective or are inappropriate, and where it is necessary, proportionate and in the best interests of the pupil and/or others.

Lawful purposes for restrictive interventions

13.4 Reasonable force may be used to prevent or stop a pupil from doing any of the following:

a) committing a criminal offence;

b) causing injury to themselves or others;

c) causing damage to property;

d) causing disorder among pupils at the school, whether during a teaching session or otherwise.

13.5 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see paragraph 13 below).

13.6 In all cases “reasonable” means using no more force than is necessary, for the least amount of time required to address the risk. Staff should ensure that any intervention preserves the dignity, safety and wellbeing of the pupil.

13.7 Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a

risk of physical and psychological harm, and it should be avoided where possible.

Seclusion

13.8 Seclusion (a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving) should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It must not be used as a punishment, and the pupil must be supervised at all times and allowed to leave as soon as the immediate risk has reduced.

Prevention and individual needs

13.9 The Academy is committed to minimising the use of restrictive interventions by focusing on proactive strategies, early intervention, and de-escalation. Staff are expected to use whole-school strategies and individualised approaches to minimise the need for restrictive interventions.

13.10 The Academy implements whole-school measures to support behaviour management, including creating a positive classroom environment, training staff in communication and de-escalation techniques, and fostering strong staff-pupil relationships.

13.11 Individual approaches include working closely with parents, developing behaviour support plans tailored to individual needs, and providing strategies to help pupils calm down before behaviour escalates. For pupils with SEND, these measures will reduce the occurrence of challenging behaviour and the need for restrictive interventions.

Recording

13.12 The Academy ensures that each significant incident in which a member of staff uses force on a pupil, and each incident of seclusion or restraint is recorded in writing, by the staff member(s) involved as soon as practicable after the event, and no later than the same day. Each incident is reported on the school's MIS, Bromcom.

13.13 Each record will include:

e) name(s) of pupil(s) and staff involved, and any witnesses

f) relevant needs or vulnerabilities of the pupil(s), including SEND status

g) time, date, location and approximate duration of the intervention

h) a brief account of the incident, the behaviours observed, identified or potential triggers, the risks identified, and any de-escalation strategies used

i) details of the restrictive intervention used (type, degree of force, restraint or seclusion details)

j) brief account of why the intervention was assessed as necessary in that instance

k) details of any injuries sustained, and post-incident support provided

13.14 A significant incident is any incident where the use of force goes beyond appropriate physical contact.

13.15 In the EYFS setting, a record is kept of any occasion where physical intervention is used, and parents / carers are informed on the same day, or as soon as reasonably practicable after the incident]

13.16 The Academy uses the recorded data to monitor patterns and trends, support reflection and learning, and inform improvements in practice and behaviour support planning.

Reporting

13.17 The Academy ensures that each significant incident in which a member of staff uses force on a pupil, and each incident of seclusion or restraint is reported to the parents of the pupil involved as soon as practicable after the incident. We endeavour to do this no later than the same day, except where:

13.17.1 the pupil is aged 20 or over; or

13.17.2 it appears to the staff member that doing so would be likely to result in serious harm to the pupil.

13.18 In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident. Decisions on serious harm and referral to the local authority will usually be made by the DSL and therefore staff should contact the DSL without delay in these circumstances.

13.19 A report of the incident made to parents will include the following details:

l) time, date, location and approximate duration of the intervention

m) brief account of why the intervention was assessed as necessary in that instance

n) details of the restrictive intervention used (type, degree of force, restraint or seclusion details)

o) details of any injuries sustained, and post-incident support provided

13.20 Information is communicated to parents in writing, and the Academy will normally invite parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

p) any behavioural triggers or warning signs of an impending incident

q) whether any agreed behaviour support plans were followed

r) what de-escalation strategies were used and how effective they were

s) what might be done differently in the future

13.21 The Academy may use this information to amend any existing behaviour support plans, as needed.

14 Searching, screening and confiscation

14.1 Academies can impose reasonable and proportionate disciplinary measures. This enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction where it is reasonable to do so.

14.2 The Academy's policy on searching and confiscation has regard to the Searching screening and confiscation guidance for schools, and KSCIE.

Searching

14.3 Only the Principal, or a member of staff authorised by the Principal, can carry out a search for specific items, or all items set out in this Policy.

14.4 The Principal can require and authorise a member of the security staff to undertake a search. If a security guard, who is not a member of the school staff, searches a pupil, this guidance should be followed and the person witnessing the search should be a permanent member of the school staff. The Principal may not require a member of staff to undertake a search if they refuse.

14.5 A search can be considered if the authorised person has reasonable grounds for suspecting that the pupil is in possession of an item **prohibited by law** or any item identified in this Policy for which a search can be made, or if the pupil has agreed.

14.6 The authorised person should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

14.7 Before any search takes place, the authorised person conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

14.8 The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.

14.9 If a pupil refuses to co-operate with the search, the authorised person should assess whether it is appropriate to use reasonable force to conduct the search. An authorised person can **only** use reasonable force to search for items that are **prohibited by law**. Reasonable force **cannot be** used to search for items are prohibited or restricted by the Academy (as set out in Appendix 3). The decision to use reasonable force should be made on a case-by-case basis. The authorised person should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

14.10 Searches will be carried out on the Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.

14.11 When exercising these powers, the Academy must consider the age and needs of pupils being searched or screened. This includes the individual needs of

pupils with SEN and making reasonable adjustments that may be required where a pupil has a disability.

14.12 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Principal / DSL and / or pastoral member staff] will be sought. During this time the pupil should be supervised and kept away from other pupils.

14.13 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only if:

14.13.1 staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency; and

14.13.2 in the time available it is not reasonably practicable to summon another member of staff.

14.14 If a search is conducted without a witness, the authorised person should immediately report this to another member of staff, and ensure a record of the search is kept.

14.15 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

14.16 "Possessions" means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

14.17 The DSL should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of an item **prohibited by law** as listed above.

14.18 **The Academy usually requires the pupil's agreement** to search a pupil and their possessions:

14.18.1 for any item which the Academy has prohibited or restricted in this Policy (for a list of prohibited and restricted items see Appendix 3); and

14.18.2 where there is no suspicion that a pupil has an item **prohibited by law** in their possession.

14.19 Under this Policy the Academy makes it a condition of having a locker or space that the pupil agrees to have these searched. If the pupil then withdraws their agreement to search, a search may be conducted both for the items prohibited by law and any items prohibited / restricted under this Policy without the pupil's agreement or cooperation.

14.20 In these circumstances, if the pupil refuses to co-operate, the authorised person(s) cannot use reasonable force to undertake the search.

14.21 The authorised person should ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched and the factors that may influence the pupil's ability to give informed consent. If a pupil does not agree to the search, the Academy will consider why this is. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with this Policy, ensuring that they are responding to misbehaviour consistently and fairly.

14.22 If a search is necessary but not required urgently, the staff member will seek advice from the DSL, Principal or appropriate member of pastoral staff.

14.23 The Academy will consider whether it may be necessary to inform parents of a search for an item prohibited / restricted by this Policy.

14.24 The Academy does not require the pupil's agreement to search a pupil and their possessions for any item where the Academy has reasonable grounds for suspecting that a pupil has an item **prohibited by law** in their possession.

14.25 The following are items **prohibited by law**[2]:

14.25.1 knives or weapons, alcohol, illegal drugs and stolen items;

14.25.2 tobacco and cigarette papers, fireworks and pornographic images;

14.25.3 any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence; or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil).

14.26 The Principal, and staff authorised by the Principal, may use reasonable force to search a pupil's possessions where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession and the pupil refuses to co-operate with a search. The decision to use reasonable force should be made on a case-by-case basis. The authorised person should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

14.27 If it is believed that a pupil has an item **prohibited by law**, it may be appropriate for a member of staff to carry out:

14.27.1 search of outer clothing; and / or

14.27.2 search of the Academy property (e.g. a pupil's locker or desk; and / or

14.27.3 search of personal property (e.g. bag or pencil case).

14.28 Parents will be informed of any search for an item prohibited by law, and the outcome of the search as soon as is practicable. A member of staff will inform

[2] Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951)

the parents of what, if anything, has been confiscated and the resulting action the Academy has taken, including any sanctions applied.

14.29 Being in possession of an item prohibited by law may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. Where any such item is found, the member of staff must refer the matter to the DSL without delay.

14.30 The staff member should also involve the DSL without delay if they believe that a search has revealed a safeguarding risk.

Strip searching

14.31 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers.[3] More information is contained within the Searching Screening and Confiscation Guidance.

14.32 While the decision to undertake a strip search itself and its conduct are police matters, Academy staff retain a duty of care to the pupil(s) involved and should advocate for pupil well-being at all times.

14.33 Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Academy staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.

14.34 An "appropriate adult" must be present at a strip search that would result in intimate parts of the body being exposed. Depending on the circumstances, the Academy may wish to involve an "appropriate adult" during other searches conducted by the police where this is deemed necessary to ensure the pupil's well-being. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of children and vulnerable adults in police custody. This adult must not be a police officer or otherwise associated with the police. Examples of an appropriate adult include, but are not limited to, a parent, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. An appropriate adult is not required when a pupil is eighteen or above.

14.35 An appropriate adult not of the same sex as the pupil being searched may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil being searched is permitted to be present, and the search must not be carried out in a location where the pupil could be seen by anyone else.

14.36 Except where there is an immediate risk of harm and where reasonably possible, parents will be informed before a strip search takes place.

14.37 Parents will always be notified after a strip search has taken place.

[3] Police and Criminal Evidence Act 1984 (PACE) Code A and / or PACE Code C.

14.38 The Academy will keep a record of searches (see below under **Record Keeping**).

14.39 Following a strip search, the Academy will give pupils appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves the DSL. In all cases pupils should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. Staff should give particular consideration to any pupils who have been strip searched more than once and / or groups of pupils who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

Screening

14.40 The Academy may impose a requirement that pupils undergo screening for the detection of weapons.

14.41 Screening will take the form of a walk through or hand-held metal detector to scan all pupils for weapons before they enter the Academy premises.

14.42 If a pupil has a disability and /or special educational needs, the Academy will make any reasonable adjustments to the screening process as required.

14.43 If a pupil refuses to be screened, the Academy will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.

Confiscation

14.44 All members of staff may confiscate, retain or dispose of a pupil's property (however it is found) where they have reasonable grounds for suspecting that the item:

14.44.1 poses a risk to staff or pupils;

14.44.2 is prohibited by law, or a restricted / prohibited item under this Policy; or

14.44.3 is evidence in relation to an offence.

14.45 The Academy's general power to impose sanctions enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction under this Policy, where reasonable to do so.

Mobile electronic devices

14.46 In accordance with DfE guidance, the Academy maintains a mobile electronic device-free environment by default.[4]

14.47 A mobile electronic device may be confiscated in accordance with this Policy. If there is good reason to suspect that the device has been, or could be used

[4] Section 36 of the Children's Wellbeing and Schools Act 2026 requires schools in England to have regard to published guidance on mobile phones. This gives the guidance on mobile phones in schools the force of law. The provision comes into force on 29 June 2026.

to cause harm, to disrupt teaching or breach this Policy, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

14.48 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour.

14.49 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of this Policy or a criminal offence, or hand it over to the police if the material is suspected to be evidence relevant to an offence.

14.50 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.

14.51 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the Academy's policy on sharing nudes and semi-nudes images or videos as set out in the Safeguarding and child protection policy and consult the advice set out in the Searching Screening and Confiscation Guidance and UKCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people.

14.52 The Academy will comply with data protection law in relation to any search of an electronic device.

Disposal of confiscated items

14.53 Confiscated items will be disposed of at the discretion of the Academy unless the law requires the Academy to hand the confiscated item to the police, and in line with the Searching screening and confiscation guidance for schools [paragraphs 58-71] . In addition, the Academy will deal with the following specific items as outlined below.

14.54 **Controlled drugs** must be delivered to the police as soon as possible unless there is a good reason not to do so. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

14.55 **Other substances** which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

14.56 Items **that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

14.57 **Pornographic images**: Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As

possession of such images may indicate that the pupil is at risk of harm, the DSL will also be notified and will decide whether to make a referral to children's social care.

14.58 Other pornographic images will also be discussed with the DSL. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

14.59 **Weapons or items which are evidence of an offence**: these will be passed to the police as soon as possible.

14.60 **An item prohibited or restricted by the Academy:** these may, at the discretion of the Principal or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the Academy.

15 Intervention, support and reintegration

15.1 The Academy has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern. The Academy will adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion, including:

15.1.1 frequent and open engagement with Parents, including home visits if deemed necessary;

15.1.2 providing mentoring and coaching;

15.1.3 providing targeted pastoral support, including access to trusted adults and opportunities for pupils to discuss and reflect on their behaviour;

15.1.4 short-term behaviour report cards or longer-term behaviour plans;

15.1.5 Alternative Provision; and

15.1.6 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

15.2 Where the Academy has serious concerns about a pupil's behaviour it will consider appropriate interventions, including whether the following might be appropriate: an assessment of a pupil's SEN and disabilities; where a pupil has an EHC plan, an emergency review and / or whether a multi-agency assessment.

15.3 The Academy will use Alternative Provision where planned interventions for individual pupils take place in place of mainstream lessons at a different location. In this Policy Alternative Provision is used for planned interventions for behavioural reasons and / or as a preventative measure to support pupils at risk of permanent exclusion.

15.4 Following a sanction or separation for safeguarding purposes, the Academy will consider appropriate strategies to help the pupil(s) involved understand the impact of their behaviour, take responsibility for their actions, improve their behaviour, meet the behaviour expectations of the Academy and how to reintegrate successfully back into school. This may include reflective conversations, restorative approaches, pastoral support or other targeted interventions where appropriate and reintegration meetings between the Academy, pupils, parents and, if relevant, other agencies and will be considered on a case-by-case basis.

16 Record keeping

16.1 The Academy will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriately skilled staff.

16.2 The Academy will keep separate records and information about **behaviour**, including records and analysis of:

16.2.1 permanent exclusions and suspensions, incidents of poor behaviour and any use of internal suspension;

16.2.2 bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents;

16.2.3 sexual harassment and/or sexual violence;

16.2.4 any restrictive physical intervention.

16.3 The Academy will record all **searches**:

16.3.1 in relation to prohibited items by law;

16.3.2 conducted by police officers which will be recorded in the Academy's safeguarding reporting system (including whether or not an item is found).

16.4 Records of the search will include:

16.4.1 the date, time and location of the search;

16.4.2 which pupil was searched;

16.4.3 who conducted the search and any other adults or pupils present;

16.4.4 what was being searched for;

16.4.5 the reason for searching;

16.4.6 what items, if any, were found; and

16.4.7 what follow-up action was taken as a consequence of the search.

16.5 The Academy will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

16.6 The Academy will keep a separate record of **sanctions** imposed for serious misbehaviour including suspensions and permanent exclusions. The record will include:

16.6.1 the name and year group of the pupil concerned;

16.6.2 the nature and date of the offence;

16.6.3 the sanction imposed and reason for it; and

16.6.4 the name of the person imposing the sanction

16.7 The Academy will keep a record of each significant incident in which a member of staff uses force on a pupil, and each incident of seclusion or restraint. Details of the Academy's recording and reporting duties in relation to restrictive interventions are set out in paragraph 12 above.

16.8 The Academy Trust/ Behaviour Review Committee and DSL will review the records in order to evaluate all data recorded in order to meet their obligations under this Policy and establish trends (for example, in respect of particular socio-economic groups, or groups with a protected characteristic).

16.9 The information created in connection with this Policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.

16.10 All records created in accordance with this Policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

17 Publication availability and feedback

17.1 This Policy is published on the Academy's website.

17.2 This Policy is available in hard copy on request, including in accessible formats.

17.3 The Academy welcomes feedback on how the Academy can continue to improve this Policy, and this can be sent to admin@phoenix.futureacademies.org marking the subject line 'Feedback on Behaviour Policy.'

Appendix 1 Off-site directions and managed moves

1 Off-site directions

1.1 The Academy Trust can require a pupil to attend another education setting temporarily to improve their behaviour. This is known as an "off-site direction."[5]

1.2 The Academy Trust delegates to the [Principal/ Headteacher] the authority to impose an off-site direction.

1.3 An off-site direction will only be used where in-school interventions and / or outreach have been unsuccessful or deemed inappropriate and will only be used to arrange a time-limited placement in Alternative Provision. It will not be used as a sanction for recent or past misconduct.

1.4 Where an off-site direction is being considered, pupils should be supported to share their view and kept informed of how this is taken into account in the decision-making process.

1.5 The Headteacher can make an off-site direction without parental consent. The Headteacher will provide written notification to parents (or pupils aged 18 or over) (and the local authority if a pupil has an EHC plan / is a looked after child) and any information about the placement as soon as practicable after the direction has been made and no later than two school days before the first day the pupil is required to attend the Alternative Provision.[6][7]

1.6 The notice must include:

(a) the address of the alternative educational provision;

(b) the person the pupil should report to on first attending;

(c) the number of days the requirement is to be imposed;

(d) the reasons for, and objectives of, imposing the requirement; and in relation to the educational provision;

(e) where two sessions per day are provided, the time the morning session commences, the afternoon session ends and the break between them commences and ends, or

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[5] For the purposes of section 29A of the Education Act 2002, as applied to academies by the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, references to the governing body of a maintained school are to be read, in relation to an academy, as references to the proprietor of the academy (i.e. the Academy Trust). The Academy Trust is therefore responsible for the statutory functions relating to an off-site direction, including arranging the off-site direction; ensuring that the required written notification and prescribed information are provided; holding review meetings and keeping the placement under review; deciding following each review whether the requirement should continue; and providing the required written notification of that decision. These operational functions may be carried out (i.e. delegated) in accordance with the Academy Trust's governance arrangements and scheme of delegation, and/or or via the adoption of this Behaviour Policy. The Academy Trust remains ultimately responsible for ensuring that the statutory requirements are met.

[6] Where an off-site direction or relevant placement was imposed by an academy school before 26 July 2026, and the pupil remains on that placement on or after this date, the academy trust must provide the parent (or pupil aged 18 or over, and the local authority where the pupil has an EHC plan) with written notice of the requirement (including all the prescribed information listed at 1.5 except the details of the person to whom the pupil should report on first attending) as soon as practicable on or after 26 July 2026, and no fewer than six days before the first review meeting.

[7]

(f) where a single session per day is provided, the time the session commences and ends.

1.7 The off-site direction can be full-time or a combination of part-time support in Alternative Provision and continued education at the Academy.

1.8 The duration of an off-site direction will depend on what best supports the pupil's needs and potential improvement in behaviour.

1.9 A proposed maximum period of time will be decided during the planning phase for an off-site direction and agreed between the Academy and the Alternative Provision. Also, as part of the planning, alternative options will be considered once the time limit has been reached, including a managed move (if the pupil is placed in a mainstream school) on a permanent basis upon review of the time limited placement.

1.10 The nature of the intervention, its objectives, and the timeline to achieve these objectives will be clearly defined and agreed with the Alternative Provision before the placement starts. The plan will then be frequently monitored and reviewed. A pupil must continue to receive a broad and balanced curriculum to support their reintegration once the off-site direction ends.

1.11 Prior to making an off-site direction, the Academy will be satisfied that appropriate interventions and support have been considered and, where appropriate, implemented. This may include pastoral interventions, behaviour support strategies, engagement with parents, multi-agency support and any relevant statutory assessments.

1.12 Before an off-site direction commences, the Academy will ensure that relevant information is shared with the Alternative Provider and, where appropriate, the local authority. This may include information relating to the pupil's attainment, educational needs, academic potential, safeguarding concerns, behaviour history, current risk assessments and any strategies that have been identified to support the pupil's welfare, behaviour and successful engagement with education.

1.13 The Academy and the Alternative Provider will work together to ensure that sufficient information is shared before the placement begins so that appropriate educational provision, safeguarding arrangements and risk management measures can be implemented from the outset.

1.14 In all cases parents will be expected to support the arrangements made pursuant to an off-site direction, and pupils will be expected to attend the Alternative Provision as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they had failed to attend the Academy.

1.15 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, safeguard their welfare and support successful

reintegration, as well as any SEN, disabilities, health needs or other vulnerabilities the pupil may have.

1.16 The off-site placement will be regularly reviewed and parents will be involved in the review.[8]

1.17 The following individuals will be invited to the review:

1.17.1 The parent (s),

1.17.2 Principal,

1.17.3 Assistant Principal Pastoral

1.17.4 the Provider;

1.17.5 In case of a pupil with an EHC Plan, the local authority.

1.18 The Academy Trust delegates the review of placements the Behaviour Review Committee.

1.19 Following each review meeting, the Academy Trust (acting through the designated representative of the Academy Trust) will decide whether the off-site direction should continue, and for how long. The designated representative of the Academy Trust (or their appointee) will provide written notification of that decision to the parents with its reasons on behalf of the Academy Trust.

1.20 The purpose of the review(s) process is to ensure that the off-site placement is achieving its objectives, and that the pupil is benefitting from it. Parents will be informed in writing each time that the placement is extended including the reasons for this. Parents and pupils are encouraged to praise progress and raise any concerns about the off-site direction at an early stage. As part of the review(s) the Academy will design a reintegration strategy that:

1.20.1 offers the pupil a fresh start;

1.20.2 helps them understand the effect of their behaviour on themselves and others;

1.20.3 teaches them how to meet the high expectations of behaviour in line with the Academy's ethos and culture;

1.20.4 fosters a renewed sense of belonging within the school community; and

[8] Where an off-site direction or relevant placement was imposed by an academy school before 26 July 2026, and the pupil remains on that placement on or after this date, the trust must hold the first review meeting as soon as reasonably practicable after 1 August 2026, regardless of whether a review meeting has been held in the previous 10 weeks. Subsequent review meetings must then be held as normal, i.e. at intervals the trust considers appropriate, having regard to the pupil's needs. The trust must also ensure, so far as practicable, that the review meeting is arranged at a date and time suitable for the parent (or pupil aged 18 or over). If the parent or pupil aged 18 or over, or the local authority where the pupil has an EHC plan, request a review meeting and there has not been one within the 10 weeks before the request was made, the trust must hold a review meeting as soon as reasonably practicable after 1 August 2026. An invitation to attend the review meeting or to submit written views on whether the off-site direction should continue must be sent at least six days before the scheduled meeting. The invitation must make clear that written views need to be submitted before the date of the meeting.

1.20.5 builds engagement with learning.

1.21 Following review of an off-site direction placement, a permanent managed move may be considered where all relevant parties agree that it is in the pupil's best interests.

1.22 There will be a reintegration meeting before or at the beginning of the pupil's return to the Academy to discuss the reintegration strategy. Parents will be invited to attend but they are not required to attend.

1.23 During the period of an off-site direction the pupil must be recorded in the attendance register using code D to indicate that the pupil is absent with leave to attend another school at which they are registered (dual registered).

1.24 The Academy and Academy Trust will comply with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026 and will have regard to the Alternative Provision Guidance when exercising their respective functions in relation to an off-site direction..

2 Managed moves

2.1 Managed moves are a behaviour management tool to prevent permanent exclusion, ensure high standards of behaviour and maintain the safety of the school community. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school / academy permanently.

2.2 Managed moves are voluntary and agreed with all parties involved, including the parents and the new school. Pupils should be supported to share their view and kept informed of how this is considered in the decision-making process. Managed moves should only occur when it is in the pupil's best interests.

2.3 If a temporary move to another setting is needed to improve the pupil's behaviour, the Academy will use an off-site direction (as described above) rather than a managed move. The law does not allow for “trial admissions” or “trial managed moves”.

2.4 Managed moves should only be offered as part of a planned intervention. Prior to any managed move, the Academy will be satisfied that appropriate interventions and support have been considered and, where appropriate, implemented. This may include pastoral interventions, behaviour support strategies, engagement with parents, multi-agency support and any relevant statutory assessments.

2.5 Where a pupil has an EHC plan, the Academy will contact the relevant local authority prior to the managed move. If the local authority, both placements and parents are in agreement that there should be a managed move, the Academy will ask the local authority to amend section I of the pupil's EHC plan.

2.6 Where a pupil has a social worker, including where they are the subject of a Child in Need Plan or Child Protection Plan, the Academy will notify the pupil's social worker as soon as a managed move is being considered and before any managed move is agreed. The DSL will also be involved in the consideration of the proposed managed move. Unless doing so would create a safeguarding risk, the pupil's parents will also be informed.

2.7 Where the pupil is looked after, the Academy will notify the relevant local authority's Virtual School Head as soon as a managed move is being considered and before any managed move is agreed.

2.8 Where a managed move is agreed by all relevant parties and is considered to be in the pupil's best interests, the Academy and the receiving school will work together to ensure that any Personal Education Plan is reviewed and amended as necessary to reflect the move and the pupil's ongoing educational, safeguarding and welfare needs.

2.9 The Academy will share any relevant information with the new school before the managed move, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management and / or other pupil support strategies. This will enable the new school to ensure that the pupil is protected and provided with an effective integration strategy.

2.10 Where a managed move follows a period of off-site direction, the pupil will remain on the roll of the Academy throughout the period of the off-site direction. The pupil's name will only be removed from the Academy's admission register when the move becomes permanent.

Appendix 2 Investigation of incidents

1 Investigation

1.1 The Principal may investigate incidents which potentially give rise to a breach of this Policy, or they may appoint a member of staff to carry out the investigation.

1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.

1.3 The purpose of such an investigation is to make findings on the balance of probabilities, where possible, as to what has happened. The investigator never presupposes guilt in these situations. Staff who work on pastoral and safeguarding matters are trained to be sensitive and impartial. Government guidance, which all schools must follow, exhorts us to recognise that 'It could happen here' in relation to a wide range of harmful behaviours - but this is a warning against complacency rather than a presumption of guilt. Ultimately, the standard that staff adhere to is the 'balance of probabilities', i.e.: is it more likely that the allegations are true than they are not. This is not the same as the standard applied by the police, for example, when they consider allegations against the criminal standard of 'beyond reasonable doubt'."

1.4 The pupil or pupils involved will be interviewed as part of the investigation to allow them to give their full version of events.

1.5 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate.

1.6 If further information comes to light to which the pupil has not yet had an opportunity to respond, the Academy will consider whether it is necessary to re-interview the pupil suspected of a breach of this Policy and any other relevant pupils and staff.

1.7 Parents do not need to be notified that interviews are taking place, and their consent is not required.

1.8 Parents may be invited to attend an interview in the case of potentially serious breaches where the Academy deems it appropriate to do so.

1.9 CCTV footage may be viewed and pupils' desks, lockers and / or personal belongings may be searched during the course of an investigation.

1.10 It may sometimes be necessary to delay or suspend an investigation, for example where the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will consider advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual

harassment, the Academy will have regard to KCSIE and the Academy's DSL will take a leading role on decisions.

1.11 Where the Principal has appointed a member of staff to investigate an incident which may result in suspension or permanent exclusion, the investigator will report the outcome of their investigation to the Principal to enable the Principal to make an informed decision.

1.12 When interviewing and carrying out an investigation the Academy will comply with its duties under the Equality Act, including the duty to make reasonable adjustments, and also consider whether a pupil may require additional support due to the pupil's SEN and disabilities, additional needs or other special circumstances such as mental health difficulties.

1.13 Following the conclusion of an investigation and any disciplinary process, the Academy may, where appropriate, consider whether reflective conversations, restorative approaches or other pastoral interventions would assist those affected to understand the impact of the incident, rebuild positive relationships and support the pupil's successful reintegration into the Academy community. Such approaches will only be used where they are considered safe, appropriate and in the best interests of all those involved.

2 Removal from the classroom or suspension pending further investigation

2.1 Where the incident is serious and it has not been possible to complete the full investigation on the day that the incident occurred or was brought to the attention of the Academy, the pupil may be removed from the classroom while the investigation continues. During this time the pupil will receive a broad and balanced curriculum.

2.2 Alternatively, where it is not appropriate for the pupil to remain on the Academy's premises while the investigation continues, the Principal may suspend the pupil pending further investigation. The length of the suspension will be kept to the minimum required to complete the investigation.

2.3 Before a suspension pending further investigation is imposed, the Principal must be satisfied that there is sufficient information in relation to the pupil's involvement in the incident.

2.4 A suspension pending further investigation is a serious sanction and the statutory procedure set out in the Suspensions and Permanent Exclusions Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).

2.5 The Principal will take into account the period of removal from the classroom or suspension when determining the final sanction.

Appendix 3 Use of mobile electronic devices and smart technology

1 For the purposes of this policy mobile electronic devices include but are not limited to mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and / or receive notifications or messages via phone networks, access generative AI tools or the ability to record audio and / or video).

2 In accordance with DfE guidance, the Academy maintains a mobile electronic device-free environment by default[9]. Pupils are not permitted to use mobile electronic devices during the School day, including during lessons, the time between lessons, breaktimes and lunchtimes.

3 The Academy recognises the risks associated with pupils having unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G), including the risk of pupils sexually harassing, bullying or controlling their peers using their mobile or other smart technology; or sharing nudes or semi-nudes consensually or non-consensually (often via large group chats); or viewing and / or sharing pornography and other illegal, inappropriate or harmful content (including content created by generative AI tools in real-time). The restrictions set out in this policy are considered to be a reasonable and proportionate response to these risks. It is the responsibility of Principal to keep these restrictions under review, including their impact and effectiveness.

4 In emergencies, pupils may request to use the School telephone. Parents / carers should contact the Academy office if they need to pass urgent messages to pupils and a message will be relayed promptly.

5 Mobile electronic devices must not be brought into examination rooms under any circumstances, except where special arrangements for the use of a tablet or laptop have been agreed with the Principal in writing.

6 Pupils must not communicate with staff using mobile electronic devices unless expressly authorised by a member of staff, for example during an educational visit. Any authorised communication should be brief, appropriate and courteous.

7 Mobile electronic devices may be confiscated and searched in appropriate circumstances. Please see paragraph 13 of the Academy's behaviour policy on the searching of electronic devices.

Bringing mobile electronic devices to School

8 The Academy strongly recommends that pupils do not bring mobile electronic devices to school. Pupils who do bring such a device to school must hand it in

[9] Section 36 of the Children's Wellbeing and Schools Act 2026 requires state-funded schools in England to have regard to published guidance on mobile phones. This gives the guidance on mobile phones in schools the force of law. The provision comes into force on 29 June 2026. Schools must implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. There are a number of ways in which schools can ensure that they are mobile phone-free, and it is for principals/headteachers to decide how best to achieve this within their own unique contexts. The 'Bringing mobile electronic devices to School' section below provides recommendations for how schools can achieve this. Academy's may also find the DfE's Creating a mobile phone-free environment: school case studies guidance useful.

at the beginning of the day. Mobile electronic devices are securely stored in the school's phone boxes for the duration of the School day.

9 Any breach of these arrangements will result in immediate confiscation of the device and an appropriate sanction will be applied in accordance with the Academy's Behaviour Policy.

10 FOR SIXTH FORM STUDENTS ONLY, use of personal laptops and tablets will be permitted on the condition that its use has been previously approved by a member of staff, and the device is connected to the Academy's network and only used for academic work.

11 The use of cellular data (e.g. GPRS, 3G, 4G, 5G etc) to access the internet while pupils are on the premises or otherwise in the care of the Academy is strictly prohibited at all times.]

12 The Academy does not accept any responsibility for the theft, loss of, or damage to, mobile electronic devices brought onto the premises, including devices that have been confiscated or handed in for safe keeping.

Exceptions and reasonable adjustments

13 The Academy will consider whether adaptations and reasonable adjustments to this policy need to be made for individual pupils, including where:

13.1 use of a mobile electronic device is required to support a pupil's medical needs;

13.2 use is necessary for safeguarding reasons; or

13.3 access to a device is required as a reasonable adjustment for a disabled pupil under the Equality Act 2010.

14 All exceptions must be agreed in advance, recorded appropriately, and may be withdrawn if the device is misused.

15 In certain circumstances, a pupil may be given permission to use their personal mobile electronic device for educational purposes, however express permission must be given by a member of staff in advance and the device must be connected to the Academy's network.

16 Separate arrangements apply for the use of mobile electronic devices by pupils in the sixth form. The Academy permits limited access to their mobile electronic devices at specific times and in specific locations as set out below, without compromising the Academy's policy on mobile phone use for younger pupils[10].

16.1 Sixth form pupils may only use mobile electronic devices in designated sixth form areas, such as the sixth form common room or study area

[10] Academies should consider whether students in the sixth form should be permitted access to their mobile phone at certain and limited times and locations, reflecting this period of education as one of increased independence and responsibility, without compromising the Academy's policy on the use of mobile phones for other pupils.

16.2 Mobile electronic devices must not be used during lessons or supervised activities unless expressly authorised by a member of staff for educational purposes.

16.3 Mobile electronic devices must not be used at any time in front of younger pupils, including in corridors, classrooms, shared social spaces, or outdoors on school premises.

16.4 Any misuse of a mobile electronic device by a sixth form pupil will result in sanctions in line with the Academy's Behaviour Policy, including confiscation of the device and withdrawal of permission to use mobile electronic devices on the premises, either temporarily or permanently.

16.5 The Academy reserves the right to amend or withdraw sixth form access arrangements if they are found to undermine behaviour expectations, safeguarding arrangements, or the effective operation of the Academy's mobile phone-free policy.

17 Separate arrangements apply for use of mobile electronic devices by pupils on educational visits.

Appendix 4 Rewards and Sanctions

1 Examples of the rewards and sanctions the Academy ordinarily uses are set out below.

Examples of rewards

Students will be awarded HOUSE POINTS for excellent contributions in relation to our three Phoenix Values of KNOWLEDGE, ASPIRATION and RESPECT.

House points will go towards students' individual achievement records and also count towards the termly total for their house. The house system is a crucial part of school life at Phoenix. It encourages pupils to feel a strong sense of belonging and brings together different year groups, encouraging students to feel part of a wider school community.

Students can earn individual and group rewards in recognition of exemplary classwork, attendance, and/or behaviour reflecting the Phoenix Values.

Every week, routine celebrations of excellent student contributions happen via the use of the following:

- Every lesson, one student will earn Star of the Lesson for their outstanding work or progress. Parents will receive a notification on MCAS when that happens.
- Daily shout-outs at line-up (texts sent home to notify parents)
- Phoenix Superstar (texts sent home to notify parents)
- Weekly reward certificates and other prizes in assemblies.
- Termly Principal's Breakfast for outstanding students.

End-of-year rewards trips for the highest-scoring individuals across the school.

Students' achievements will also count towards group rewards for their tutor group or house. These include the following:

Half-termly non-uniform day for all students in the house with the greatest number of house points each half-term.

Termly rewards trip for tutor groups with the highest attendance. **Prohibited and restricted items**

Restricted items	Laptops and tablets tablets (allowed under special situations in the Sixth Form);
Prohibited items	mobile phones; personal laptops;

	personal tablets; smart watches; and-held electronic games; other electronic devices; vaping devices / e-cigarettes

2 Examples of appropriate sanctions

Type of breach	Examples of behaviour	Examples of appropriate sanctions	Notes for staff and Parents
Minor breaches	Low-level disruption, rudeness, less serious cases of defiance, incomplete classwork/homework.	Verbal warnings, Detention, lesson removal (Reflection Room)	Staff member responsible for dealing with these behaviours Action taken if pupil's behaviour escalates
Serious breaches	Recurrent stage 1 behaviours + other more disruptive behaviours	Internal suspension, extended detentions, external suspension	Staff member responsible for dealing with these behaviours Action taken if pupil's behaviour escalates (e.g. see Deputy) Inform Parents
Very serious breaches	Recurrent stage 2 behaviours + other more serious behaviours examples such as: • Physical assault against a pupil • Physical assault against an adult • Verbal abuse or threatening	External suspension or permanent exclusion	Staff member responsible for dealing with these behaviours Inform Parents

	behaviour against a pupil • Verbal abuse or threatening behaviour against an adult • Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy • Bullying • Racist abuse • Abuse relating to sexual orientation or gender reassignment • Abuse relating to disability		

3 Suspension and permanent exclusion

3.1 Telling a pupil to leave the school or not allowing them to attend school on disciplinary grounds is a suspension (if temporary) or a permanent exclusion (if permanent). Whenever the Academy asks a pupil to leave school, or not to attend school, on disciplinary grounds, this will be done in accordance with the School suspensions and permanent exclusions guidance.

3.2 A **suspension** is where a pupil is temporarily removed from the Academy. A pupil may be suspended for one or more fixed periods (including lunch time suspensions, which each count as half a day).

3.3 A pupil can be suspended up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

3.4 Sending a pupil home "to cool off" is unlawful when it does not follow the statutory suspension or permanent exclusion process and regardless of whether it occurs with the agreement of parents.

3.5 Following a suspension there will be a reintegration meeting before or at the beginning of the pupil's return to school to discuss the reintegration strategy. Parents may be invited to attend.

3.6 The Academy will not extend a suspension or convert a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light following investigation, the Principal

may issue a further suspension to begin immediately after the first suspension ends or issue a permanent exclusion to begin immediately after the end of the suspension.

3.7 A **permanent exclusion** is when a pupil is no longer allowed to attend the Academy (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

3.7.1 in response to a serious breach or persistent breaches of this Policy; and

3.7.2 where allowing the pupil to remain at the Academy would seriously harm the education or welfare of the pupil or others such as staff or pupils.

3.8 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 by the time the cancellation takes effect

3.9 Only the Principal has the power to impose a suspension or permanent exclusion from school. An "Acting Head" who has been formally appointed to this position in the Principal's absence or pending the appointment of a Principal will also have this power.

3.10 The decision to suspend or exclude permanently will be lawful, reasonable, fair and proportionate.

3.11 A pupil's behaviour both in school and outside school can be considered grounds for suspension or permanent exclusion.

3.12 In all cases the Principal will, without delay, write to Parents notifying them of the period of the suspension or permanent exclusion, the reason(s) for it and their rights as set out in theof the Suspensions and permanent exclusions guidance.

3.13 The Principal should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending Alternative Provision. This can include utilising online pathways. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

3.14 The Principal must take account of their legal duty of care when sending a pupil home following a suspension or permanent exclusion.

3.15 The Principal can cancel a suspension or permanent 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 the Principal cancels a suspension or permanent exclusion:

3.15.1 the Principal must notify the Parents, the governing board, the local authority and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;

3.15.2 the governing board's duty to consider reinstatement ends, and there is no requirement to hold a meeting to consider reinstatement;

3.15.3 parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the Principal to discuss the circumstances that led to the suspension or permanent exclusion being cancelled which should be arranged without delay;

3.15.4 the pupil must be allowed to attend the Academy without delay;

3.15.5 any days spent out of the Academy as a result of any suspension or permanent exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

Appendix 5 Regulatory framework

4 Regulatory framework

4.1 This Policy has been prepared to meet the Academy's responsibilities under:

4.1.1 Education Act 2002, as amended by the Education Act 2011;

4.1.2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;

4.1.3 The Education and Inspections Act 2006;

4.1.4 The Education Act 1996;

4.1.5 The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 and as modified and amended by the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026;

4.1.6 Education (Independent School Standards) Regulations 2014;

4.1.7 School Attendance (Pupil Registration) (England) Regulations 2024;

4.1.8 Education and Skills Act 2008;

4.1.9 Children and Families Act 2014;

4.1.10 [• Children Act 1989;]

4.1.11 [• Childcare Act 2006;]

4.1.12 Children's Wellbeing and Schools Act 2025 (section 36 – mobile phones);

4.1.13 Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025 (together referred to as 'data protection laws');

4.1.14 Human Rights Act 1998; and

4.1.15 Equality Act 2010.

This Policy has regard to the following guidance and advice:

4.2 Keeping children safe in education (DfE, September 2026) (KCSIE);

4.3 Working together to safeguard children 2026 (DfE, updated March 2026);

4.4 Information sharing advice for safeguarding practitioners (DfE, May 2024);

4.5 Behaviour in schools: advice for headteachers and school staff (DfE February 2024) (Behaviour Guidance);

4.6 Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, July 2017);

4.7 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, June 2026, in force from 26 July 2026) (Suspension and Permanent Exclusion Guidance);

4.8 Restrictive interventions, including use of reasonable force, in schools (DfE, December 2025, in force from 1 April 2026);

4.9 Searching, screening and confiscation: Advice for schools (DfE, July 2022) (Searching, Screening and Confiscation Guidance);

4.10 Mobile phones in schools (DfE, June 2026);

4.11 Alternative provision (DfE, February 2025) (AP Guidance);

4.12 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);

4.13 Mental health and behaviour in schools (DfE, November 2018);

4.14 Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018);

4.15 Police and Criminal Evidence Act 1984 (PACE) Code A (Home Office, 2023 updated December 2023);

4.16 Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019, updated December 2023);

4.17 Guidance for Appropriate Adults (Home Office, December 2024);

4.18 Relationships education, relationships and sex education and health education (DfE, September 2026);

4.19 The designated teacher for looked-after and previously looked-after children (DfE, February 2018);

4.20 Working together to improve school attendance (DfE, June 2026);

4.21 Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015).

Appendix 6 Other relevant policies

1 The following Academy policies, procedures and resource materials are relevant to this Policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

1.1 Acceptable use agreement - Students

1.2 Anti-bullying policy

1.3 Attendance policy

1.4 Smoking, alcohol and the misuse of drugs and substances policy

1.5 Uniform policy

1.6 Academy Home-School Agreement

1.7 Online safety policy

1.8 Safeguarding and child protection policy

1.9 Special educational needs and disabilities policy

1.10 Use of reasonable force and physical restraint policy and

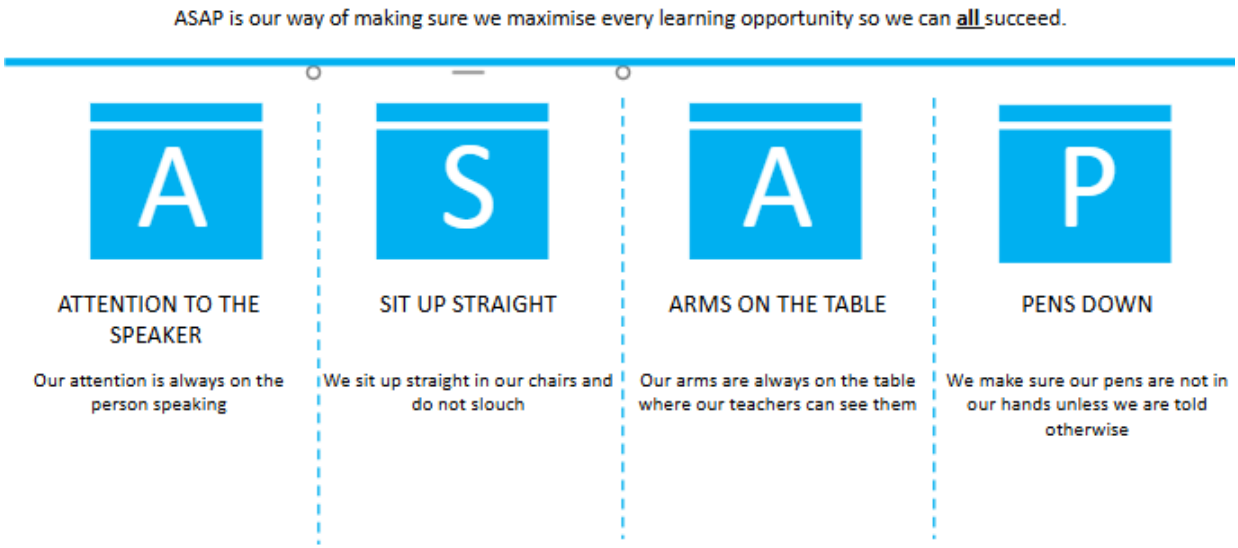
1.11 Relationships, Sex and Health Education policy

Classroom Culture and Expectations

a) ASAP

A core part of classroom routines include students 'sitting in ASAP' when requested to ensure a successful lesson for all. ASAP posters are in every classroom. This is our way of having a visual check that all students are listening attentively and attending throughout periods of teacher exposition or whole-class questioning.

We recognise that some students may need additional support with meeting these expectations, but we hold these same high standards for all students.



b) Presentation Guidelines

We have extremely high standards of presentation for students' books and assignment folders.

Every lesson, students must set their work out in a neat and organised manner to ensure their notes and classwork are always organised, presentable, and thus easy to return to for revision.

Transitions and Daily Operations

Everyday students are expected tor transition around the school and partake in core Phoenix Routines that make sure every hour and every lesson on site is predictable, safe, and calm.

These include:

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<td><u>Line-Ups</u>

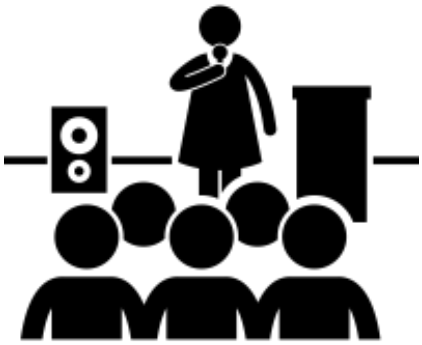
• Our daily line-ups enable us to celebrate successes, make key announcements, and ensure all transitions to lessons are calm and purposeful.

• Line-ups happen four times a day (8.25AM, 10.25AM, 1.15PM and 3PM) and are a hallmark of high Phoenix behavioural standards.

• Students are required to be at their line up area on time, with the required equipment in their hands. Students line up in their relevant class in alphabetical order and are then led to their classroom by their teacher.</td>
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<td><u>Entry, Exit, and Class Routines</u>

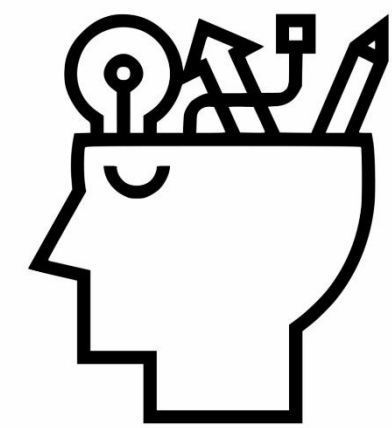
• From all line-ups, children are largely silent on the way to class only saying “good morning” or “good afternoon” to staff. Students are required to use their ‘whole class voice’ and use teachers full names when greeting them.

• Students that regularly do this will be rewarded with house points. If students do speak to their peers during these transitions they are sanctioned with a 30-minute detention.

• Between other lessons, children must be calm and orderly around the school but are allowed to speak. Children can use the toilet in the five minutes between lessons as long as they are not late for lessons.</td>
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<td><u>School Assembly</u>

• Once a week students have a year group or key stage assembly. This is led by middle and senior leaders at the school.

• Students must sit silently and attentively whilst they listen to stories and announcements that illustrate the week’s particular message.</td>
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Top Ten Tests

- In order to build up their bank of core knowledge students are given recall tests each week known as 'Top Ten Tests' (TTTs).
- Students always know in advance when their TTTs will be for each subject. This day and time never change.
- TTTs are the simplest knowledge quizzes that happen at Phoenix because students are told in advance what questions will be asked and when the test will take place.
- At the start of each short-term Years 7-10 are given their TTT booklets. This contains a term's worth of TTT answers and space for knowledge checks. The questions follow the core knowledge taught in that subject that week.
- On the day of their TTT, students complete the same 10-question core knowledge test from their booklet (with the question order jumbled). This is completed as the first activity in their last lesson of the week. Students peer-mark the 10 questions, overseen by the teacher, who checks every student has reached the pass mark of 70%.
- If a student scores lower than 70% they are sanctioned with a 30-minute detention. During this detention, students are required to revise for that week's Top Ten Tests. A small number of children who need additional support attend our TTT Reteach Clinics in our Inclusion Department in lieu of the 30-minute detention.



Top Ten Champions

- Each half-term, students take their Top Ten Champions online tests. This test comprises of a random sample of all their TTT questions from the previous term and gives teachers and parents a gauge of how well students have mastered the core knowledge aspect of our taught curriculum so far. This data is analysed, processed, and sent home to all parents via email and the My Child at School app.
- There is no pass mark or sanction for Top Ten Champions, but we encourage all students to make the most of this opportunity to test themselves.
- We celebrate the highest achievers and the most improved every term in assembly, giving out certificates and awards.

Character Curriculum

We capture our ambition for all students within our CHARACTER CURRICULUM. This allows us to neatly express desired behaviours for all students. An example of the language we use to facilitate this is included below.

Knowledge	• **Hard work**: 'we know that hard work pays off' 'hard work is part of who we are at Phoenix'. • **Revision and independent study**: 'Excellence is never an accident'. • **Powerful Knowledge**: 'we are building a treasure trove of knowledge that will be with us for the rest of our lives'. • **Public speaking**: 'we all benefit if we share our thoughts'.
Aspiration	• **Tests and challenges**: 'we are not afraid of tests at Phoenix.' • **High standards**: 'We aspire to be the best version of ourselves'. • **Collective Responsibility**: 'we all benefit by making Phoenix the best school it can be'; 'we have a responsibility to ensure everyone can achieve'. • **Pride**: 'we are proud to be Phoenix' • **Intrinsic motivation**: 'we do the right thing at Phoenix because it is who we are'. • **Resilience**: 'At Phoenix we do not give up when things go wrong'. • **Public speaking**: 'use your whole-class voice'; 'be heard' • **Marginal gains**: 'we aspire to make the most of every minute' 'our marginal gains add up to make a big difference'.
Respect	• **Respect**: 'be obviously kind' 'take an interest in others'. • **Gratitude**: 'it is important to be thankful' 'show gratitude'. • **Relationships**: 'we benefit from establishing positive professional relationships based on genuine mutual respect'. • **Diversity**: 'we are proud of our diverse community'. 'Diversity is one of our strengths'. • **For actively listening/ using ASAP and participating**: 'We are not at the movies' /'Listening is hard' so we must 'actively listen'.