

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

BEHAVIOUR & REWARDS STATEMENT OF PRINCIPLES

Aspire - Challenge - Achieve

Owner	Approval	By Whom	Review
B Sinclair	October 2026	Governors	Annually

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INTRODUCTION

The Governing Body, SLAT CEO and staff of this Trust believe that a safe environment, mutual respect and a positive reward culture will produce the most effective climate for teaching and learning.

Inclusion and equality feature strongly in the Trust's philosophy. This philosophy will be supported by expectations of a high standard of student behaviour and sense of responsibility, set out in the Trust's Code of Conduct, and underpinned by sanctions which will be made clear to staff, parents and students and applied consistently across the Trust.

PURPOSES

- Promote high standards, challenge and success for all students
 - Create a safe, inclusive environment where students feel they belong
 - Protect every student's **right to learn without disruption**
 - Ensure behaviour systems are **consistent, transparent and fair**
 - Celebrate student achievement through structured rewards
 - Ensure safety through clear behavioural expectations and systems
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1. Aims

SLAT is committed to providing a safe, respectful and inclusive environment where all students can learn and succeed. This statement sets out the principles that underpin a consistent, fair and transparent approach to behaviour across the Trust.

We aim to:

- Provide a **consistent, Trust-wide approach** to behaviour
 - Define expected and unacceptable behaviours
 - Embed **clear systems (Strike Cards, Period 6, SRU, On Call)**
 - Promote high standards of behaviour and conduct
 - Ensure all students feel safe, valued and able to learn
 - Encourage positive relationships built on mutual respect
 - Apply rewards and sanctions consistently and proportionately
 - Support all students, including those with SEND or additional needs
 - Ensure behaviour is managed in line with **DfE and safeguarding guidance**
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2. Monitoring arrangements

The policy is reviewed annually by the Deputy CEO (Behaviour) and approved by the CEO and Governors.

Monitoring includes:

- Use of sanctions (including SRU, suspensions, exclusions)
 - Behaviour and detention data (including Period 6)
 - Bullying and safeguarding incidents
 - Reward distribution and consistency
 - Analysis by key groups (SEND, PP, gender, ethnicity)
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3. Legislation and statutory requirements

This policy is based on:

- **DfE Behaviour in Schools (2022)**
- **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE statutory guidance, current version effective from 26 July 2026**
- **Searching, Screening and Confiscation (2022)**
- **Keeping Children Safe in Education (2026)**
- **Equality Act 2010**
- **SEND Code of Practice (2015)**

4. Responsibilities

Trust Leadership

- Ensure a consistent behaviour framework across all schools
- Monitor the impact of key systems (SRU, Period 6, reports)
- Ensure compliance with statutory guidance

Staff

- Apply the behaviour system consistently
- Use the **4-stage classroom model** in every lesson
- Use rewards and strike cards consistently
- Record behaviour using Trust systems

- Escalate concerns through the behaviour ladder

Parents/Carers

- Support behaviour expectations and routines
- Engage with the school on behaviour concerns
- Ensure punctuality, attendance and readiness

Students

- Respect staff, peers and environment
 - Follow instructions first time
 - Uphold expectations in and out of school
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5. Training

All staff receive ongoing training on:

- Behaviour systems and expectations
- De-escalation and classroom practice
- Safeguarding and child-on-child behaviour
- Use of sanctions including SRU and On Call

New staff receive structured induction to SLAT systems.

6. Creating a Positive and Structured Environment

The principle function of a SLAT school is to provide a safe, secure and caring environment where expectations and achievements are high and students realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. The Trust uses CCTV inline with our CCTV Policy and GDPR regulations to ensure the school is a safe environment for students and staff.

SLAT schools prioritise:

- **Clear routines and predictable systems**
- Consistent use of the **4-stage behaviour model**
- Positive relationships and visible recognition
- High-quality teaching and engagement

Staff will:

- Meet and greet students
- Maintain clear seating plans

- Reinforce expectations consistently
- Use praise and reward in every lesson

7. Sexual Harassment

In line with **KCSIE**, **SLAT**:

- Assumes **“it could happen here”**
- Operates a **zero-tolerance approach**
- Treats all incidents as **safeguarding concerns**

All incidents are:

- Logged, investigated and addressed
- Escalated where necessary
- Supported by PSHE and pastoral systems

8. Equality and Equal opportunity

The Trust recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. These include:

- Gender reassignment;
- Disability;
- Race including colour, nationality, ethnic or national origin;
- Religion or belief;
- Sexual orientation including transgender.

In line with the Equality Act 2010 and KCSIE, the Trust will ensure that all students are treated equally and that any discrimination towards a student or students because of their protected characteristic will be dealt with by a zero-tolerance approach. In response to this the Trust has considered how they are supporting pupils with protected characteristics and will take positive action, where proportionate, to deal with the disadvantages these pupils face. This includes having a need to be conscious that pupils with protected characteristics may be more at risk of harm and vulnerable to any form of discrimination. The Trust will uphold a zero-tolerance approach to any form of this behaviour and will continue to provide education through the PSHE and SMSC programme which will educate students regarding anti-bullying, discrimination and sexual violence and imagery.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil able to understand the rule or instruction?
- Was the pupil able to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?
- Can the school use reasonable adjustment to support the student and develop understanding?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The Trust complies with the **Equality Act 2010** and:

- Applies reasonable adjustments for SEND
- Considers context behind behaviour
- Uses PSPs and support systems where required

Sanctions remain:

- **Consistent, fair and proportionate**
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9. Rewards and Sanctions

We promote a culture of positive behaviour and believe that rewards can be more effective than punishment in motivating students. It is the Trust's policy to recognise, acknowledge and reward individual achievements by students.

SLAT promotes a strong rewards culture through:

- House points and Aspire systems
 - Postcards, recognition and events
 - Leadership opportunities
 - Attendance and effort rewards
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10. Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the DCEO working with the Pastoral lead and/or the Headteacher will discipline the student in accordance with this policy.

Where such an allegation is made, appropriate support will be provided to the member of staff affected.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

Appendix 1

SLAT TOP TIPS TO SUCCESS Classroom Management	
1.	'Ready to Learn' poster on the classroom door This can act as a prompt to get students ready for learning. It can be adapted to suit different subjects and learning requirements.
2.	Meet and greet – the lesson starts at the classroom door The success of a lesson is often built from the start as students respond to consistency and good routines.
3.	Focus/Topic Objective Good practice is to keep referring back to the theme and the key 'message'. E.g. Students to be aware of the objectives. Each lesson must start with a clear focus and objectives. This can be used as a tool to settle the class on entry and promote a quick focus on the learning.
4.	Seating Plans Every lesson should have a clear, well defined seating plan to suit the students/subject content/nature of activities. Don't underestimate the power of the seating plan in taking control of the teaching environment. It is your classroom, so students sit in directed places.
5.	Behaviour Management Policy – 4-point plan 1) Verbal Warning 2) Red stamp/name on board 3) Exit class — Final warning 4) On Call – Internal isolation – Detention set If a student has more than 2 On Calls in a day, they will spend the rest of the day in the Student Referral Unit (SRU).
6.	Equipment All out on desk ready to learn, students should always have the necessary equipment for the day ahead.
7.	Consider the delivery- it must fit the topic and the nature of the group Consider the year group and the topic. No one size fits all – Friday afternoon! Remember - No hands up.
8.	Reward and Praise – Best in Lesson When you can, issue rewards. Every lesson, every day, every subject. Rewarding positives is the best way to promote good behaviour.

Appendix 2 Rewards and Sanctions

As a Trust, we strongly believe in a strong student rewards system. Each school within the Trust follows the same rewards system. Throughout the last year we have reviewed our rewards system and have introduced a 3-year rewards initiative. We strongly believe in rewarding students daily, weekly, termly and annually. We feel this gives our students the very best chance to earn rewards and celebrate their success.

Positive behaviour will be rewarded with:

- Positive points (House points), these will be individual and also cumulative towards the House total;
- Reward postcards;
- Head of School Postcards
- KS4 revision passport for prizes
- Sweet Treats for all
- Random acts of Kindness recognition
- Termly strike card draw;
- AOL super prize draw;
- Letters or phone calls home to parents;
- Roles of responsibility; KS3 buddy, Form representative, House council representative, Prefect, Deputy Head student, Head student, Department representative;
- Subject or House awards;
- Reward each term – 100% attendance;
- Prefect reward breakfast;
- Most improved attendance reward – certificate and canteen vouchers;
- Annually Upper School rewards evening
- Annual House Celebration Evening
- Reward events like our Film Festival.
- Aspire Passports for Key Stage 3
- Aspire Passports for Key Stage 4
- Academic, Artistic, Athletic, Aspire Badge (launch September 26)

A student who achieves the appropriate numbers of House points will be placed promoted in assemblies and on the in-school screens.

Consistent high numbers of House points combined with attendance and Attitude to Learning averages will be rewarded with a ticket in the super prize draw (multiple cash cards varying in value from £15.00 - £45.00) each term. In addition, these students are then invited to a reward afternoon to watch a film at the end of term.

Consistent high numbers of House points will also be part of contributing to being rewarded with the end of term reward.

Sanctions

The Trust may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand;
- Strike Card signed (all students carry cards. Clear cards with no strikes entered for prize draw/full strike cards result in detention);
- Red stamp or name on the board;
- Sending the student out of the class;
- Expecting work to be completed at home, break or lunchtime;
- Detention at break, lunchtime, or after school;
- Referring the student to the 'On Call' system for intervention by pastoral staff;
- Phone calls or meetings with parents;
- Behaviour contract;
- Student report;
- Period 6;
- Student Referral Unit (SRU)
- Pastoral Support Plans
- Suspensions internal and external
- Offsite direction under the guidance of the Local Authority
- Permanent exclusion

Period 6 support sessions

The period 6 is used by the Trust to describe in law what is known as a 'detention', this is a legal power to detain students after school whose behaviour, progress or punctuality is causing a concern. Parental consent is not required to detain students, although parents will be informed at least the day before by the school communication systems. The Trust recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. These include:

- Gender reassignment;
- Disability;
- Race including colour, nationality, ethnic or national origin;
- Religion or belief;
- Sexual orientation including transgender.

In line with the Equality Act 2010 and KCSIE the Trust will ensure that all students are treated equally and that any discrimination towards a student or students because of their protected characteristic will be dealt with by a zero-tolerance approach.

In response to this the Trust has considered how they are supporting pupils with protected characteristics and will take positive action, where proportionate, to deal with the disadvantages these pupils face. This includes having a need to be conscious that pupils with protected characteristics may be more at risk of harm and vulnerable to any form of discrimination. The Trust will uphold a zero-tolerance approach to any form of this behaviour including the 'no banter' approach to student communication. We will continue to provide education through the PSHE and SMSC programme which will educate students regarding anti-bullying, discrimination and sexual violence and imagery. Examples of discrimination include:

- Direct discrimination - treating someone with a protected characteristic less favourably than others;

- Indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage;
- Harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them;
- Victimisation - treating someone unfairly because they've complained about discrimination or harassment;
- The Trust's support team will evaluate a student who exhibits challenging behaviour linked to discrimination, and ensure sanctions and restorative work are effectively used. Re-educating and developing student awareness to forms of discrimination are part of the Trust SMSC programme;
- When acute needs are identified in a student, or when patterns of behaviour are repeated, the Trust will liaise with external agencies alongside the Pastoral Support Plan (PSP). We will expect parents to work with us on creating these plans;
- Each Trust policy on Special Educational Needs includes details about the welfare and educational provision for students with EHCPs.

All students are encouraged to work and play freely with, and have respect for, all other students, irrespective of their Protected Characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos, and students will be encouraged to question assumptions and stereotypes.

Positive action & positive separation

We may afford students of a particular racial group, or students with a disability or special educational needs, access to additional education or training to meet the special needs of the students in that group, for example, special language training for groups whose first language is not English.

We will not discriminate against any student by excluding him or her from the Trust, or by subjecting him or her to any other detriment, on the grounds of his or her Protected Characteristics.

Period 6 sessions may be issued as a sanction whenever:

- A student has not made adequate progress in a lesson or piece of work;
- Behaviour falls short of our expectations;
- Truancy;
- Repeated poor behaviour – failure to follow request;
- Failure to attend lunch detention;
- Repeated failure to attend school on time;
- Any other incident that requires a sanction beyond lunch detention.

It is the responsibility of the parent/care to organise safe transport home.

The Student Referral Unit

We may use the Student Referral Unit (SRU) in response to serious or persistent breaches of Trust policy. Students may be sent to the SRU during the school day for repeated requests to the pastoral on call team, serious breaches in the behaviour code, or issues that arise during the day. Students will also be placed in the SRU whilst an investigation is ongoing. Students are booked into the SRU for specified days and understand that the school day is extended and free time is withdrawn. When students are booked into SRU parents are informed. Students can be placed in the SRU for a number of days and entrance back into classes will be via a re-entry plan where appropriate.

Students are provided with the learning materials from the lessons missed, and the support member of staff will ensure that any necessary resources are provided including IT provision.

Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when:

- Representing the Trust;
- School trip;
- On the bus on the way to or from school or online if the behaviour is classed as cyber bullying;
- Students walking home;
- Wearing our uniform;
- In some other way identifiable as a student of the Trust.

The Trust will use the systems in place and follow its procedures to determine the appropriate sanction.

The Trust will not tolerate its reputation or that of the student body being damaged by actions outside of school times.

Students who misbehave or do not attend school regularly or fail to complete work, can expect 'not to be invited; on school trips or visits.

GUIDANCE ON SANCTIONS

All incidents if persistent can be interpreted as persistent disobedience and can be classed under the persistent disruptive behaviour of the temporary suspension category.

SLATrust Procedure - Ladder of Behaviour Intervention

AIMS:

- To ensure that all students are given and have access to appropriate provision
- To ensure that all students are dealt with accordingly and offered the necessary mechanism of support
- To ensure that staff work collaboratively to support students and parents in improving student behaviour
- To ensure that students are challenged appropriately and supported effectively using the Pastoral Support Plan (PSP) format

Ladder of Intervention:

Stage 1:

Missed homework/ATL concern/below target – Subject report/Academic Tracker

Stage 2:

Low level disruption continues illustrated by high numbers of amber/red stamps = detention set by subject teacher

Stage 3:

The threshold is reached for negative points (pastoral lead weekly Sims reports) = Period 6 invitation / Pastoral Report

Stage 4:

Continued pattern of poor behaviour with no adaption / improvement = parent meeting to explain the next stage of support / intervention

A PSP can be introduced via early warning system persistent issues & red report escalation if warranted, using pastoral lead involvement

Stage 5:

If ongoing issues persist = temporary fixed term suspension (internal/external)

Student failing to meet targets = PSP formal support with parent involvement

Stage 6:

PSP review & parent meeting, including staff feedback

If during the first phase of the PSP behaviour reaches a critical point, then internal/external fixed term temporary suspension

Emergency PSP review is to be called

Stage 7:

Boys referral after PSP review if issues still persist and no improvement can be evidenced (This can be activated immediately after a PSP if the situation is critical)

Stage 8:

Sanction system needs to prevail – internal/external fixed term temporary suspension

Off Site Direction explored with parent and the local authority

Stage 9:

Off Site Direction procedure – LA to be informed

Stage 10:

Permanent exclusion

Appendix 4

Procedure for Behaviour Reports

Teacher / Tutor – (White)

1. Teacher/tutor issues white report and writes it in the student's planner. **This can be for any misdemeanour or issue that arises. It is advisable that the report runs for no more than two weeks before review and, the targets are smart targets, set in accordance with the relevant issue.**
2. Teacher runs the report with the student. It is checked daily if it is a tutor report or, checked lesson by lesson if it is a department/subject report. It therefore does not matter if the student is on more than one department report. All reports should be logged on SIMS under *initiatives*.
3. If a student persists in poor behaviour or, the issue is not resolved after a white report:
 - Student is put on an Amber report and parents are informed;
 - Contact home by letter, phone call or email to be recorded on SIMS under *initiatives*;
 - If the student fails to complete the report or fails the report, a detention is set, teacher records it as RESOLVED and no further action is necessary;
 - Fails report, but no further action is required.
4. If the student fails to attend, this is escalated to a Period 6.
If the student is an issue across subjects – Year Lead will issue an Amber report If the student fails a tutor white report –

SLT/Pastoral Lead – (Red)

This report is issue if a student fails to complete an Amber report successfully, following the steps below:

- Contact home by letter, phone call or email and record it on SIMS;
- Student reports every break and lunch to a designated member of staff – any '3' on the report will result in a lunch time detention;
- If a student fails to attend break and lunch report check – a lunch time detention will be given.

Appendix 5

SLATrust Procedure on Banned Items

All stakeholders will recognise that there is a broad range of items which if, brought into a Trust setting or, in the possession of a young person could compromise the health and safety of the individual student or other members of the Trust community, including students, staff or visitors to the Trust.

This policy has been drawn up in accordance with:

- DfE Guidance Screening, Searching and Confiscation 2022;
- DfE Behaviour and Discipline in Schools (2022);
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE statutory guidance, current version effective from 26 July 2026

PROHIBITED ITEMS – DFE Guidance

The July 2022 DfE Screening Searching and Confiscation Advice is the foundation for this policy and it identifies prohibited items as:

Knives or weapons*;

Alcohol;

Illegal drugs;

Stolen items;

Tobacco, cigarette papers and vapes;

Fireworks;

Pornographic images;

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student);

The Headteacher and leadership can also search for any item banned by the Trust rules which has been identified in the rules as an item which may be searched for. This includes mobile phones, which are prohibited during the school day in line with Trust rules

*The definition of 'Knife' in this document includes any bladed article including - craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives etc. or any bladed item.

*The term 'weapon' refers to any gun, including, air rifles, BB gun, toy guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item made for the purpose of assault or defence.

The above is not an exhaustive list and could include other bladed items or weapons not specified above. The policy is not constrained by the criminal definition of an offensive weapon but refers to **any item** which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

Vape detection sensors have been installed in all Trust schools to help identify on-site vaping and lessen the risk that they will reoccur. The purpose of detection and deterrent via the sensors will

support the behaviour policy in line with creating a safe and stimulating environment. Students are educated about the harmful effects of vapes through a structured PSHE programme and assemblies. Possession of vapes and/or vaping on site or off site in uniform will incur an appropriate sanction.

As stated and supported by the DfE [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk), a member of staff may use a metal detector/scanner to assist with a student search for any banned or prohibited items. Health and Safety legislation requires a school to be managed, in a way which does not expose students or staff to risks to their safety. The metal detector/scanner will be used at the discretion of the school, when searching a student for any banned or prohibited items. If a student refuses to be screened, parents/carers will be contacted and this may result in the student being refused admission into the school building on the grounds of safety.

UNAUTHORISED ITEMS – Trust List

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice there are a number of other items which could cause harm, distress or injury to students or persons.

Or 'Adversely affect good order and discipline of the school community'

(DfE Behaviour and Discipline in Schools)

PUBLICATION AND AWARENESS

The Trust maintains a robust and comprehensive risk management of all legitimate items held for the purpose of student's education e.g. craft knives, scissors, kitchen equipment, science equipment, chemicals, tools etc as required for the school own teaching facilities. This includes classroom arrangements for maintaining a safe learning environment and for monitoring and checking items.

All dangerous chemicals and equipment held across the Trust will be stored in accordance with the COSHH guidelines including those for educational purpose and for the routine maintenance and cleaning of the school premises.

CONSEQUENCES

When considering the consequences of such an event the HOS or designated member of staff will thoroughly investigate the circumstances and if necessary the HOS will contact CEO to discuss the exclusion of the student concerned for a fixed term period whilst this process is underway. When reviewing the appropriate response, the SLAT CEO will have regard to any likely consequences following from any breach including, safeguarding the student involved, impact on students, members of staff and the wider school community. In their deliberations the SLAT CEO will review:

The specific item:

Students awareness of the health and safety implications of the item in their possession;

The students own statement;

Motivation and intention;

Any threats or intimidation made referring to or using the item;

Any mitigating circumstance eg victim of bullying;

Frequency/repeated breaches;

Manipulation/duress of the student by others;

Vulnerability of the students;

Any SEND the students may experience.

RESPONDING TO AN INCIDENT INVOLVING PROHIBITED OR UNAUTHORISED ITEMS

All Screening Searching or Confiscation will be carried out by designated staff representative of The South Lincolnshire Academy Trust and **in accordance with the DfE Screening Searching and Confiscations advice 2022:**

In accordance with the DfE guidance for searching students, schools are allowed to use a metal detector/scanner when searching a student. We may use a metal detector/ scanner to detect any items which may be being concealed by a student.

The item will be confiscated and locked securely in the school office;

Take a photograph/photocopy of the confiscated item including a scale to illustrate the size;

Students will be removed to isolation and given the opportunity to make a statement concerning their reasons for having this item in school;

Parents will be contacted by telephone as soon as possible. This may not be straight away.

If necessary a fixed term suspension will be considered to give opportunity for the incident to be investigated by the SLAT CEO or a senior member of the school team including taking witness statements from other **students** and staff members.

The SLAT CEO with the Head of School will consider whether appropriate to inform the Police - for all incidents which involve the possession of a weapon the police will be informed.

In the event that the item has been used to intimidate, threaten or harm others the police will be informed.

Any prohibited items found in Students possession will be confiscated. These items will not be returned to students or parents. Items may be taken to the local police station.

We will also confiscate any item which is harmful or detrimental to the Trust's discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

The SLAT CEO can give permission for staff to conduct a search if banned items are suspected. The search will follow the Trust's guidelines which adhere to DfE guidance. Further information can be found in the website address attached below:

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or the CEO.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search (preferably the opposite sex).

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure they are in a room where there is CCTV.

An appropriate location for the search will be found, preferably where the room has CCTV. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf etc
- Give the pupil the opportunity to ask questions

As stated and supported by the DFE [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk), a member of staff may use a metal detector/scanner to assist with a student search for any banned or prohibited items. Health and Safety legislation requires a school to be managed, in a way which does not expose students or staff to risks to their safety. The metal detector/scanner will be used at the discretion of the school, when searching a student for any banned or prohibited items. If a student refuses to be screened, parents/carers will be contacted and this may result in the student being refused admission into the school building on the grounds of safety.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead / Head of School (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system/SIMs.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Regular searches of students for prohibited items may occur. Students and Parents/carers will be informed of this.

SAFEGUARDING RESPONSE TO INCIDENT INVOLVING BANNED ITEMS

The SLAT CEO/Head of School will always consider their safeguarding responsibilities arising from the discovery of a banned item and will make referrals as appropriate.

If the incident is in relation to drugs the SLAT CEO will refer to the Trust's drugs policy.

If the item confiscated constitutes a safeguarding concern e.g. possession of pornographic material this **must** be reported in accordance with the Trust's own safeguarding arrangements.

If the item confiscated constitutes racist or extremist material schools will make a referral/reporting to appropriate agencies and establish internal interventions and support to address these concerns.

If the item confiscated was held for the purpose of self-harm the Trust will make referrals to appropriate support agencies and make a safeguarding referral.

If the item confiscated was for the purpose of bravado or perceived self-protection school will make referrals to appropriate support agencies and establish internal Trust interventions and support.

The Trust will always consider a multi-agency approach to addressing wider needs including completing an Early Help Assessment with the family.

The Trust will, where appropriate, make referrals to appropriate external support agencies. Following investigation, the SLAT CEO/Head of School will consider an appropriate response which could include individually or a combination of:

- Letter home;
- Family/school meeting;
- School based sanctions;
- A period of internal isolation;
- Amended timetable;
- Restrictions on movement around school site;
- Detentions;
- Loss of privileges;
- Short Fixed Term suspension;
- Pastoral Support Plan;
- Behaviour contract;
- Referral to external support;
- Risk Assessment

Appendix 6 Suspension Guidance

Introduction and Legal Context

This best practice guidance sets out our expectations for the Trust in ensuring we are compliant with legislation governing the suspension of students and in relation to our statutory duties relating to this.

It should be read in conjunction with, and **not** in place of, statutory guidance from the Department for Education (September 2022).

<https://www.gov.uk/government/publications/school-exclusion>

A key point to note; **‘When establishing the facts in relation to suspension the Head Teacher must apply the civil standard of proof, i.e. ‘on the balance of probabilities’, it is more likely than not to be true.’** This is a lower threshold than the criminal standard of ‘beyond reasonable doubt’.

Under the [Equality Act \(2010\)](#) academies must not discriminate against, harass or victimise students because of their: gender, race, disability, social background, religion or belief, or sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For children with a disability, this includes a duty to make reasonable adjustments to policies and practices.

In line with statutory guidance, only the Headteacher, or the person formally acting in that capacity, may take the decision to suspend or permanently exclude a pupil. Trust leaders may be consulted in line with the Trust’s scheme of delegation, but this does not remove the Headteacher’s statutory responsibility for the decision.

Statement of Principles

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the Trust’s behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. We seek to reduce the number of incidents leading to suspensions by promoting a positive atmosphere of mutual respect and discipline within the Academy. Before deciding to suspend or permanently exclude, the Headteacher will consider whether the behaviour may be linked to SEND, disability, safeguarding, trauma, contextual factors or unmet need. The Headteacher will also consider whether reasonable adjustments have been made, whether support has been offered, whether alternatives to exclusion have been considered, and whether the exclusion is lawful, reasonable, fair and proportionate.

Where a pupil has a social worker, is looked-after or was previously looked-after, the school will notify and involve the social worker and/or Virtual School Head, as required by statutory guidance. Their views should be considered before the decision is made and as part of any governing board consideration.

For suspensions of more than five school days, the school will arrange suitable full-time education from the sixth school day. For a permanent exclusion, the local authority is responsible for arranging suitable full-time education from the sixth school day.

Following a suspension, the school will hold a reintegration meeting where appropriate. This will review the incident, agree support, consider any safeguarding, SEND or pastoral needs, and reduce the risk of further suspension.

Authority to activate Suspension

A fixed-term suspension from the school can only be authorised by the Headteacher or Leadership Team acting on their behalf. If none are available to authorise the suspension a decision should be deferred until the opportunity for authorisation is available.

The decision to permanently exclude must be made by the Headteacher, or the person formally acting in that capacity. Any involvement from the CEO, Deputy CEO, Trust leaders or governors must support procedural oversight and consistency, but must not replace the Headteacher's statutory decision-making role.

PDC and governing board consideration of reinstatement

The Pupils' Disciplinary Committee, acting on behalf of the governing board, will consider whether the decision to suspend or permanently exclude was lawful, reasonable, procedurally fair and proportionate. The panel will consider the evidence, the pupil's circumstances, the school's behaviour policy, statutory guidance, safeguarding information and any equality or SEND considerations.

The PDC must consider reinstatement where the exclusion is permanent, where a suspension would result in the pupil being suspended for more than 15 school days in a term, or where the pupil would miss a public examination or national curriculum test. Where suspensions total more than 5 but not more than 15 school days in a term, the PDC must consider any parental representations if parents request this.

Parents/carers must be informed in writing of the reason for the suspension or permanent exclusion, the period of suspension or confirmation that it is permanent, their right to make representations, how to make representations, their right to attend the PDC meeting and be accompanied, arrangements for work and education provision, their right to request remote access where applicable, and their rights following any decision to uphold a permanent exclusion.

Parents/carers may request remote access to a PDC meeting. The panel will consider the request in line with statutory guidance and will ensure the meeting remains fair, accessible and procedurally sound.

If the PDC upholds a permanent exclusion, parents/carers will be informed of their right to request an Independent Review Panel within the statutory timescale, their right to request the attendance of an SEN expert, and how to submit written representations.

Managed moves and off-site direction must be used lawfully, transparently and in the pupil's best interests. They must not be used as informal or unofficial exclusions, or as a way of avoiding the statutory exclusion process. Where off-site direction is used, the school will follow statutory guidance, provide the required information to parents/carers and keep the placement under review.

Appendix 7

Expectations of behaviour and conduct on School Travel

There is an expectation for all students to behave appropriately for safety, with respect towards each other and towards the drivers and the operators. If students fail to follow simple instructions, even after intervention from school and the operator, further transgression will lead to students being suspended from school transport for a period. Where possible CCTV (provided by the Operator) will be used to identify any students not behaving in accordance to expectations, and a suspension will be actioned where necessary. For those students travelling in receipt of a Local Authority bus pass, all behavioural issues will be reported to the local authority and where necessary further sanctions will be enforced.