



Arnold Hill Spencer Academy

Behaviour and Exclusion

Policy 2026-27

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1. Introduction

Arnold Hill Spencer Academy values belonging, aspiration and respect, and places these at the centre of our vision for behaviour and culture. Our behaviour policy aims to create a culture which supports a strong sense of belonging. A culture which encourages all students to aspire to be their very best. A respectful culture where everyone feels safe and valued. The Arnold Hill Spencer Academy (AHSA) motto is: “Be Inspired and Achieve Together”. Our behaviour ethos is designed to support this and is based on the principle of a shared sense of belonging, striving for aspiration for our students with mutual respect between all members of our community.

We value and promote an inclusive culture where all students are rewarded and praised regularly, consistently and fairly and where staff take account of any barriers to learning which individual students need to overcome to achieve progress.

The Academy operates a firm but fair and just approach, shared continuously, transparently and applied rigorously and robustly; ensuring that disruptive behaviour by the few does not damage the achievements of the many. This creates a supportive environment which allows students to flourish.

We endeavour to manage behaviour consistently, with a sense of fairness, whilst recognising the individual and different contexts within which behaviour events occur.

The Academy will do everything possible to ensure every student succeeds; we will take tough decisions where these are needed to safeguard the learning and wellbeing of our students and in keeping with the clear expectations set out in our policies and procedures.

2. Aims

1. To recognise, reward and celebrate good behaviour.
2. To marginalise poor behaviour by promoting good behaviour.
3. To be seen to be fair and consistent in behaviour management by students, parents/carers and staff.
4. To support students who struggle to manage their own behaviour.
5. To identify any undiagnosed or underlying needs for students who struggle to self-regulate, working in partnership with our Inclusion Team.
6. To provide targeted support for the most vulnerable students within the school and, where required, referring them to additional support.
7. To involve students, parents/carers, staff and governors in the creation and implementation of a consistent approach to the management and improvement of behaviour.

3. Roles and responsibilities

Promoting positive behaviour is the responsibility of the Academy community as a whole. We will hold all individuals, students and staff to account for their behaviour and their contribution to the areas for which they are responsible.

Specific roles and responsibilities include:

The Academy Governance Committee and Principal define the principles that underly the behaviour policy and are responsible for the operation of the policy and establishing procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality;

The Senior Leader with responsibility for behaviour monitoring all aspects of the school’s behaviour policy and its application, to promote equality for all students;

The Senior Leadership Team ensuring they are visible around school and known to students across school; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students;

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) ensuring that students are screened for special educational needs and/or disabilities and, are signposted to support where referrals meet thresholds;

The Heads of Year, Assistant Heads of Year and, our team of Form Tutors creating a year team where each student feels a sense of responsibility for helping and supporting others and promoting excellent performance.

All staff ensuring:

- ✓ that they treat students with unconditional positive regard, compassionate consistency and a de-escalation mindset;
- ✓ that they contribute fully to creating a safe and caring environment for all students;
- ✓ that the policy is consistently and fairly applied to all;
- ✓ that high standards of behaviour are modelled and actively promoted at all times;
- ✓ that good behaviour is recognised and praised;
- ✓ that poor behaviour is challenged and appropriate sanctions implemented.

Parents/carers taking responsibility for their child's behaviour inside and outside of school, working in partnership with and supporting the actions of the Academy to maintain high standards of behaviour.

Staff Induction, development and support

Senior Leaders have a responsibility to provide all staff with the appropriate and timely continued professional development on behaviour. This includes sharing key information from the behaviour policy, key updates on behaviour procedures and practical classroom behaviour management strategies.

4. Managing behaviour through rewards

Positive praise

Our values of belonging, aspiration and respect are at the centre of our positive approach to recognising great behaviour and culture. Delivering on our motto of: "Be Inspired and Achieve Together", staff focus on praising positive behaviour verbally and, where particularly great behaviour is demonstrated, they will record this on our Arbor system. This celebrates and enables the positive reinforcement of students' behaviour that occurs in lessons, during tutor time and outside of lessons.

The simplest and most effective reward that our students can have is praise. In order for praise to be most effective it needs to be:

- ✓ specific and linked to an achievement or action of merit;
- ✓ sincere and genuinely expressed with appropriate language and tone;
- ✓ personalised through the use of the student's name;
- ✓ consistently used in all lessons as a part of our teaching;
- ✓ discreet and private at times when appropriate.

Within the established positive learning environment, students should expect to receive regular praise from the adults in school for notably good behaviour.

Strategies used include:

- ✓ regular verbal praise and encouragement, specifically focusing on personal gains by individuals;
- ✓ non-verbal praise - e.g. thumbs up, positive facial expressions;

- ✓ acknowledgement of good work and instant recognition for good homework produced;
- ✓ encouraging staff to praise identified individuals and sharing their work;
- ✓ displaying students' work around the learning environment as positive exemplars.

Praise should also be addressed to parents/carers through a telephone call or a Arbor message home, which in turn will promote a positive working relationship with the family.

Positive and Negative Points

Students will be rewarded with positive points each time they demonstrate excellent behaviour. Students will be sanctioned with negative points each time they fail to meet the Academy expectations through poor behaviour.

Rewards

Teachers reward students through verbal praise. They log positive behaviour on Arbor and communicate this with parents. There are weekly rewards given to students in assembly.

Reward Assemblies

Every half term, there are rewards assemblies which recognise both academic attainment and progress alongside celebrating those students who have the best and most improved attendance and behaviour for learning.

Rewards Trips and Events

Throughout the year there are rewards events to celebrate both our highest achievers and, our students demonstrating the most significant improvements in both academic and personal development.

The importance of Student Leadership, Identity and Belonging

The Academy develops student leadership across all aspects of its provision including the School/Year group councils. These roles allow students to develop their leadership skills and immerse themselves fully in the life of the Academy

5. Classroom expectations

Rationale

- ✓ Every student has the right to learn without disruption.
- ✓ Teachers have the right to teach without disruption.
- ✓ Students are either in lessons learning or they are taking part in an organised intervention.
- ✓ Students who require additional support to self-regulate receive support quickly.

Creating a positive climate of learning

- Teachers and support staff will circulate around the room as often as is practical to assertively monitor students' work and be in proximity to higher needs students at key points during the lesson.
- The highest expectations are plainly communicated through positive '6 to start' and '5 to finish' directions and corrections that are specific, concrete, observable and sequential. There is no ambiguity. Classroom routines are rigorous, well-rehearsed and habitual for all.

- Staff must make eye contact, use privately understood signals – a shake of the head, finger to mouth and other “Least Invasive Corrections” to avoid disruption. Staff will let the student know that the behaviour has been observed and narrate the expectations.
- Directive questions should be used regularly to involve as many students as possible. For example, sometimes simply directing a question at a particular student is enough to get them back on task. Activity or pace of the lesson should be regularly changed.
- Off-task behaviour is corrected swiftly and privately to reduce the disruption to the learning environment. As a guiding principle, teachers should aim to ‘Praise in Public’ and ‘Reprimand in Private’.

Expectations of students

All students are expected to demonstrate the following behaviours:

To aspire to do their best and to show a respect for learning.

Students are expected to demonstrate behaviour that allows the teacher to teach and other students to focus on learning. This includes:

- ✓ Being prepared for learning, bringing the correct equipment and completing homework to the expected standard.
- ✓ Following the behaviour routines of 6-to-Start, 5 to Finish and 321 STAR.
- ✓ Working to the best of their ability and demonstrating that they value learning by developing a resilience to challenging work.

To demonstrate belonging and to show respect for the Academy community

Students should follow all academy expectations and routines. This includes:

- ✓ Showing respect to all academy staff, regardless of their role and, always cooperate with them.
- ✓ Wearing the full academy uniform properly and with pride.
- ✓ Ensuring their behaviour contributes positively to the academy's positive reputation both whilst on-site and, in the wider community.
- ✓ Travelling safely and responsibly to and from the academy site, as well as transitioning calmly and “with purpose” between lessons.
- ✓ Consistently demonstrating respect for the environment and academy buildings/facilities/resources, including disposing of litter appropriately.
- ✓ Having high attendance (above 96%).
- ✓ Being punctual at the beginning of the day and for all lessons.
- ✓ Asking for help through our school community should they need it.

To show high levels of respect for others

Students should be polite/well-mannered and courteous to all staff and other students. Examples of this include:

- ✓ Always using positive and appropriate language.
- ✓ Respecting people's personal space and privacy of belongings.
- ✓ Respecting people's rights not to be teased or bullied (including online) and do the right thing by reporting any behaviour that violates the rights of others.
- ✓ Controlling their hands, feet, comments and objects to ensure that they do not cause others any physical or psychological harm or upset.

- ✓ Respecting people's uniqueness and differences, demonstrating acceptance and appreciation for the protected characteristics.

Bullying is not acceptable and will be treated as a breach of the behaviour policy and dealt with in line with our Anti Bullying Policy which can be found on our policies page: [Policies – Arnold Hill Spencer Academy](#)

Expectations of teachers

- ✓ Teachers follow well established routines and procedures including the 6-to-Start and 5-to Finish routines.
- ✓ Good order must be established straightaway. There are clear routines for putting bags, coats etc. Away. There is an established routine where there is a knowledge retrieval task for the students to complete in silence on entry.
- ✓ Teachers embed routines and procedures to secure an excellent classroom culture by spending time teaching the routines explicitly.
- ✓ There are class seating plans to maximise student progress during the lesson.
- ✓ All teachers take pride in their classroom. They ensure the environment is litter free, tidy and organised.
- ✓ Teachers are expected to display and model behaviour and achievement expectations every lesson.
- ✓ Students are praised and commended through the rewards system, via Arbor.

To support a positive behaviour culture across the Academy, all staff are expected to:

- ✓ Form tutors' welcome students each morning to check on the welfare of each student, celebrate success and reinforce expectations whilst also pro-actively building positive relationships with students and parents.
- ✓ Ensure they contribute fully to creating a safe and caring environment for all students – following all safeguarding policies and procedures, and academy routines correctly and, through actively supervising students at social times.
- ✓ Nurture and develop high-quality interpersonal relationships – strive to get to know our students well.
- ✓ Demonstrate consistent behaviour management strategies – follow academy routines and praise/reward students for doing so. Use the C-System to manage behaviour fairly and consistently.
- ✓ Take reasonable steps to minimise confrontational situations with students.
- ✓ Pay first attention to positive conduct and de-escalate problematic situations calmly whenever possible.
- ✓ Have a high and visible presence in and around Academy buildings – meet and greet students at their classroom doors, monitor student transitions on corridors, release students promptly and ensure they attend all duties punctually to support in establishing a safe culture.
- ✓ Teach and support relentless routines, both in learning spaces and around the Academy site.
- ✓ Use common positive language in interactions and highlight behaviour which fits our 'respect' ethos.
- ✓ Employ restorative follow-ups to fix relationships when they break down.
- ✓ Nurture and support positive relationships with parents/carers - keep parents informed of behaviour through regular point setting on Arbor, through positive calls where behaviour improves and through contacting them promptly when a 'Consequence' sanction is set.
- ✓ Use the C-System (Chance/Change/Consequence) to manage any negative behaviour consistently.

6. Disruptive Behaviours

Students who display disruptive behaviours are to be given a 'Chance' which is their first opportunity to rectify their behaviour. If they fail a second time they are issued with a 'Change' which is a final chance and temporarily asked to stand outside the classroom for a conversation with the teacher. If they persist and disrupt learning on a 3rd occasion - they are given a 'Consequence' sanction and "On Call" staff will remove the student from the lesson. If a student exhibits more serious behaviour that means the lesson is not able to continue, then the member of staff should issue an immediate "On Call". (see Section 8 – sanctions).



Examples of disruptive / unacceptable classroom behaviours requiring teacher intervention. Please note that this list is not exhaustive and colleagues will use their professional judgement if required:

- Talking over a member staff
- Failing to get on with work promptly
- Talking during a knowledge retrieval
- Calling out
- Disrespectful language towards student or staff
- Disrupting learning
- Moving around the classroom without reason
- Poor attitude or effort towards work

Dealing with disruptive behaviours

- Non-verbal signals are used that do not interrupt the flow of the lesson.
- A strategy of private, rather than public reprimands are used. It is less disruptive to the lesson and less likely to provoke an aggressive response.
- The teacher uses statements to correct misbehaviour: 'We don't talk when other members of the class are speaking'.
- Threats of reprimands are followed through. The inevitability of a sanction is crucial.
- Whole-class punishment is not used for the misdemeanours of individuals.
- Reprimands are clear and firm in a neutral tone. Teachers avoid bargaining with students.
- Teachers and leaders make reasonable adjustments, where necessary, to support learners to meet our expectations.
- Staff will guide and support students to enable them to meet the high standards of behaviour.

7. Additional behaviour guidance

Mobile Phones

In line with all other academies in the Spencer Academies Trust, and in line with the latest national statutory guidance, Arnold Hill Spencer Academy does not permit mobile phones to be used on the Academy grounds. Mobile phones can be used to seriously undermine school standards and the safety and welfare interests of our students. As a result of this, the school has a responsibility to prohibit the use of phones on the school site.

Mobile phones can be brought into school, but must remain turned off in student's bag for the duration of the school day, including before tutor time, during break time, lunch time and after school until out of the school building.

If phones are seen, a minimum 45-minute correction will be issued, and the following action will be taken:

- The member of staff will ask the student to hand over the phone immediately.
- The phone will be taken to the attendance office, placed in an envelope and the confiscation logged on Arbor.
- Any student refusing to hand over a phone will be taken to Internal Suspension and parents contacted in order to retrieve the phone.
- The following process will be followed for repeat confiscations (in a single half term):
 - **For the first confiscation:** The student's Head of Year or Assistant Head of Year (HoY/AHoY) will call parents to discuss the seriousness of this. The attendance team will log on Arbor and a 45-minute correction will be set the next day.
 - **Second confiscation:** The student's **HoY/AHoY will call parents and ask them to collect the phone** (it will not be handed back to the student). The attendance team will log on Arbor and a 45-minute correction will be set.
 - **Third confiscation:** The student's **HoY/AHoY will call parents and ask them to collect the phone** (it will not be handed back to the student). They will arrange for **the student to hand the phone in daily** to the attendance office for the remainder of that half term. The Attendance Team will log the incident on Arbor. **The student will spend a day in Internal Suspension the following day.**

Out of classroom behaviour

If a student displays any disruptive behaviour in and around the Academy before tutor time, during transitions, at social times or at the end of the day, the member of staff on duty will report the behaviour on Arbor. The HoY will then issue an appropriate sanction at the end of the day. If the behaviour is of a serious nature they will be reported to the HoY, removed from social time and or lesson to investigate the behaviour and apply a more immediate sanction. This is to guarantee the safety of the student, other students and staff.

Behaviour on the corridors

Students are expected to remain quiet and behave calmly as they move around the Academy. Students walk on the left-hand side of the corridor following the one-way system. Students will make their way without delay to their next lesson or social time. Any student not meeting these expectations will have a behaviour incident logged on Arbor for HOY to review at the end of the day.

Staff will support behaviour on corridors by being a visible presence during lesson changeover moving out of their classroom. Staff not teaching will be on the corridor during changeover.

8. Recording rewards and sanctions

- All achievement points must be recorded on Arbor.
- The member of staff who awards the positive point, is responsible for recording it on Arbor.
- The reason for the positive point should be shown, selecting the appropriate category from the list on Arbor.
- All negative behaviour incidents must be recorded on Arbor by 3.30pm.
- The member of staff who issues a 'Change' or 'Consequence' to the student will be responsible for writing the appropriate description of the negative behaviour.

- The member of staff who issues the 'Consequence' to the student is responsible for contacting the parent/carer of that student. This will usually be by telephone, but may be by email if a telephone call has not been possible.

9. Sanctions

'Consequence' on call – lesson support

- When a student has been issued a 'Consequence' they will be withdrawn and taken to the Refocus room.
- This will be logged on Arbor by their teacher for HOY to review at the end of each day.
- Staff will use the Emergency Alert on Arbor to alert on call staff that a 'Consequence' has been issued, even if this happens at the end of a lesson. The member of staff must record this immediately, to alert the member of staff on call that a student requires collecting.
- On call staff will collect the student and take them to Refocus. Students will complete a reflection task with the duty staff before being re-integrated back to mainstream lessons, usually the following period. HOY will be contacted if further behaviour work is needed before the student returns to mainstream lessons.
- Behaviour staff will play a proactive role in "resetting" the student for the remainder of the day and help them to reflect on their behaviours, helping to prevent any repeat of poor conduct.
- Depending on the nature of the incident a student's behaviour may not be deemed appropriate to return to lessons. The student will remain in Internal Suspension for the rest of the day and further escalation along the behaviour pathway will be agreed by their HOY and SLT.

The Behaviour Zone

The Behaviour Zone supports students to reflect, review and respond to the behavioural choices and actions that caused them to need to spend time away from lessons/social time. These processes take place in 3 areas within the Behaviour Zone:

- 1) **'Refocus'** which is where students are based if they have been removed from a lesson to complete reflective work before returning to mainstream lessons, usually later that day.
- 2) **'Internal Suspension'** for students who have displayed more serious behaviours which results in them being removed from mainstream lessons for a fixed period of time (usually a full day, but half a day or more than one day may be appropriate depending on the behaviour).
- 3) Behaviour Intervention space where students complete 1-2-1 or small group intervention work.

Internal Suspension

- This will be issued for students who have displayed behaviours that breach the Academy's behaviour policy where, in the judgement of the Academy, this behaviour cannot be dealt with through the issuing of a 'Consequence'
- Internal Suspension can be issued for 1 or 2 days. Where the severity of the incident is deemed to be "serious" after a thorough investigation, it may be more appropriate to issue a Suspension or Permanent Exclusion.
- Students will attend Internal Suspension from 8.30am until 3.30pm with parents informed of the sanction by their HOY, this should happen the day before where possible.
- Students who turn up after 9am (late) will be issued a correction and must stay until 4pm.

- Students will be read the rules of Internal Suspension by their HOY/AHOY before signing a sheet to state their agreement with the rules. Also to confirm their workspace is in a fit working state.
- Students will then complete an intervention package from the 'Strengthening Minds' resource, before completing classwork linked to the 'Connect Curriculum' for each period, ensuring they do not miss out on their learning entitlement.
- Students will be monitored each period by the staff member on duty. If students are consistently poor, they will be removed from Internal suspension, suspended and must re-sit the full day of Internal suspension following a reintegration meeting.

If a student's behaviour doesn't improve, following use of these interventions then the following options may be considered based on individual assessment:

- Suspensions
- Off-Site Directives/Managed Moves
- External Alternative Provision
- Permanent Exclusion

Supported Transfer / Managed Move

- A Supported Transfer/Managed Move will be considered for a student at risk of Permanent Exclusion, where appropriate.
- A Supported Transfer/Managed Move involves the transfer of a student who may be at risk of Permanent Exclusion to another school.
- This transfer is permanent and does not include a trial period.
- This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer. This is arranged via the Fair Access Protocol.
- It may involve a temporary Off-Site Directive to another educational provider as part of this process.

External Alternative Provision

- In exceptional circumstances, leaders, in consultation with parents/carers, may decide it is in the best interests of the student to access Alternative Provision. Often, this may be seen as the final preventative measure to avoid a Permanent Exclusion. The Academy is able to direct a child to Alternative Provision.
- Leaders will ensure students receive a positive experience when accessing Alternative Provision. They will:
 - check the external provider is registered;
 - check safeguarding arrangements to ensure students are safe and feel safe;
 - monitor students' attendance each day;
 - speak with staff and students regularly to check the provision is making a positive difference pastorally and academically. Leaders will intervene swiftly when this is not the case;
 - monitor students' academic performance and take immediate action if a student is falling behind;
 - consider if reintegration back into the mainstream is appropriate. If so, leaders will put in place a robust reintegration package.

- If a student fails their placement at Alternative Provision as a result of poor behaviour, they will attend a meeting with the Principal to discuss the next steps. This is organised by the Senior Leader responsible for Inclusion. In this instance, the next steps may include:
 - an alternative placement;
 - Permanent Exclusion.

Assessing the severity of behaviour in determining sanctions

Examples of types of behaviour that might result in time in Refocus, an Internal Suspension, or, depending on severity, a Suspension or Permanent Exclusion:

- Failure to attend a correction without a valid reason
- Walking away from a member of staff
- Rude or defiant behaviour
- Escalating non-cooperation
- 2x 'Consequence' in a day
- Persistent lateness
- Breach of uniform policy
- Carrying a prohibited item
- Failing Internal Suspension
- Swearing at staff
- Physical altercation with a student or staff member
- Misuse of social media
- Smoking/vaping on site
- Bringing the school into disrepute
- Bullying
- Truancy

Following investigation, the Academy may judge that an incident is more severe. In making judgements about the severity of an offence, the school will consider incidents which:

- Bring danger, threat or intimidation to self or others.
- Are judged to seriously undermine the standards upon which the school ethos is based or to bring the reputation of the school into disrepute.
- Involve repeated disruption, defiance or rudeness.
- Cause serious deliberate damage.

Where an incident is judged to be more severe or serious, the Academy will apply a Suspension or, as a last resort, Permanent Exclusion.

Before issuing any serious sanction, the Academy will determine whether reasonable adjustments need to be made to the type, severity and length of the sanction depending on the individual needs of the student.

10. Permanent Exclusions and Suspensions

All permanent exclusions and Suspensions will be made in line with government guidance. Arnold Hill Spencer Academy has due regard for the implications of the following when making these decisions:

- DfE – Exclusion from maintained schools, academies and student referral units;
- DfE – Behaviour and Discipline in Schools;
- The Disability and Discrimination Act;
- Equality Act 2010;
- Keeping Children Safe in Education;
- Code of Practice for Special Educational Needs;
- The Children’s Act (with particular reference to children in the Care of the Local Authority).

The decision to exclude or suspend will be:

- lawful;
- rational;
- reasonable;
- fair;
- proportionate.

The Principal will permanently exclude or suspend from school only on disciplinary grounds. In their absence, the Vice Principal will carry out this function.

It is unlawful to permanently exclude or suspend on non-disciplinary grounds such as:

- academic attainment/ability;
- actions of a parent/carer;
- failure of a student/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following an exclusion.

A full and detailed investigation will be undertaken prior to a decision to permanently exclude or suspend. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure in the event that it is required.

In deciding whether to permanently exclude or suspend, the Principal will consider contributing factors resulting in poor behaviour, for example, bereavement, mental health issues, Special Educational Needs or bullying.

In accordance with the DfE Guidance, where a student is at risk of Permanent Exclusion or Suspension, the school will explore early intervention to address the underlying causes of student behaviour. This may include:

- an assessment of whether appropriate support is in place to support any Special Educational Needs or Disability that a student may have;
- the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour;
- an assessment and possible placement within an alternative setting.

Prior to a decision to permanently exclude a student, the Principal should seek advice and guidance from the Spencer Academies Trust.

Serious breaches of the Academy's behaviour policy

Examples of behaviours that might be considered serious breaches of the Academy's behaviour policy and may result in a permanent exclusion or Suspension. This is because allowing the student to remain in school may seriously harm the education or welfare of the student or others in school. This list is not exhaustive.

- Physical aggression or assault.
- Possession of illegal substances or offensive weapons.
- Persistent bullying or sexual/racial/homophobic harassment.
- Use of extremely obscene or defiant language.
- Bringing dangerous (including inflammable or explosive) materials on the site.
- Bringing any banned or prohibited item onto the school site.
- Pre-meditated vandalism.
- Persistent and serious misdemeanours which continue in a defiant manner despite warnings and support.
- Causing local residents to object to the behaviour of our students.
- Bringing the Academy into disrepute.
- Malicious allegations against staff.
- Misuse of social media.

Suspension

A suspension is for a specific period of time. A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.

The law does not allow for extending a suspension or converting into a Permanent Exclusion. Where further evidence comes to light, it is possible to issue a further Suspension or a Permanent Exclusion.

A Suspension can be issued for children whose behaviour is disruptive during lunch-time. Such a Suspension is counted as a half-day Suspension.

The behaviour of a student outside the Academy premises can be considered grounds for a Suspension.

The following will be informed about the decision:

- the Local Authority in which the child resides and Nottingham City Council.
- the Academy Governance Committee immediately where a meeting is required or each term where a meeting is not required.

Permanent Exclusion

Permanent Exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a student, the Principal will seek advice and guidance from Spencer Academies Trust.

A decision to permanently exclude should only be taken “In response to a serious breach or persistent breaches of the school’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 school.”

The following will immediately be informed about the decision:

- the Local Authority in which the child resides and the Local Authority in which the school is located if different;
- the Academy Governance Committee; and
- the Spencer Academies Trust

Education for suspended or excluded students

For Suspensions of more than 5 school days, the Academy will arrange suitable full-time education from the sixth day of the Suspension.

For Permanent Exclusions, the home Local Authority will arrange suitable full-time education from the sixth day of the Exclusion.

Procedures for suspending or excluding a student

The school will notify parents/carers immediately by telephone or face to face, if possible, of the decision to suspend or exclude. The decision will be communicated formally in writing as soon as reasonably possible.

The exclusion letter will note the following:

- whether the sanction is a Suspension or Permanent Exclusion;
- the duration of the Suspension if it is for a fixed period;
- reasons for the Suspension or Permanent Exclusion;
- the right to make representation to the Academy Governance Committee and how the student may be involved with this;
- contact details for making representations to the Academy Governance Committee and where there is a legal requirement for the Academy Governance Committee to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend;
- arrangements made by the school for the student’s education for first 5 days of the exclusion including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by student and returned to school;
- where Alternative Provision is arranged, information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision;
- dates the excluded student must not be present in a public place during school hours; and sources for free and impartial advice.

Academy Governance Committee

The Academy Governance Committee will review the following exclusions and Suspensions for reinstatement within 15 school days of receiving notification of the exclusion:

- Permanent Exclusion;
- Suspension resulting in bringing the total number of Suspensions to more than 15 school days in a term;
- Suspension that will result in the student missing a public exam or national test.

Where parental representations are received for a child who is suspended for more than 5 school days but less than 15 school days in a term, the Academy Governance Committee will consider reinstatement within 50 school days, even though it may not affect the actual Suspension, as the child will already have served the Suspension. Where a decision to reinstate is made, the child's records can be amended.

Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that at least 5 school days prior to the meeting, all the documents that the Principal will present at the Academy Governance Committee meeting are provided to all parties.

The meeting of the Academy Governance Committee will be clerked by the Trust's Governance Team. In accordance with the policy of the Trust, staff governors will not sit in on the Academy Governance Committee meeting to consider the exclusion.

The clerk will inform parents/carers, Principal and Local Authority of the outcome of the meeting.

Independent review panels

For Permanent Exclusions, where the Academy Governance Committee decides not to reinstate the student, parents/carers will be advised of their right to request the independent review panel to review the decision.

The letter from the clerk will note the following information:

- date by which the application for review must be made (25 school days from receiving notification of the decision not to reinstate);
- where and to whom the application for a review including any written evidence must be submitted;
- the grounds upon which a review is made. Where appropriate, this should include a reference to how a student's Special Educational Needs are considered relevant to the exclusion;
- a statement that, regardless of whether the excluded student has recognised SEN, parents/carers have a right to request the attendance of a SEN expert to advise the independent review panel;
- details of the role of the SEN expert;
- a statement that parents/carers can bring a friend or representative at the meeting;
- sources of free and impartial advice.

Following receipt of an application for review, the relevant authority will arrange for the independent review panel to be constituted in accordance with DfE guidance. The meeting will take place within 25 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of the hearing and be sent all the necessary documents.

The role of the independent review panel is to review the Academy Governance Committee's decision not to reinstate a permanently excluded student. In reviewing the decision, the panel will consider the interests and circumstances of the excluded student, including the circumstances of the exclusion, and have regard to the interests of others at the school.

The independent review panel can decide the following:

- uphold the exclusion;
- recommend that the Academy Governance Committee reconsiders the decision; or
- quash the decision and direct that Academy Governance Committee considers the exclusion again.

The independent review panel clerk will immediately notify the decision of the panel to the Local Authority, parents/carers and the Academy Governance Committee.

11. Use of reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

12. Powers of search and confiscation

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The school also holds the power to search without consent for "prohibited items" including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for;
- weapons and knives and extreme pornography, child pornography and illegal drugs will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item. Full guidance can be found in the Trust's Powers of Search Policy.

13. Use of CCTV

CCTV is in operation in Academy for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.

14. Linked policies

This policy should be read in conjunction with;

- Alternative Provision Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Child on Child Abuse Policy
- Positive handling guidance
- Safeguarding and Child Protection Policy
- CCTV Policy

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