



Limehurst Academy Policy Document

BEHAVIOUR & RELATIONSHIPS POLICY

Date Approved by Governors:

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Headteacher's signature:

Chair of Governors' signature:

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Policy Statement

Limehurst believes a clear behaviour and rewards policy, consistently and fairly applied, underpins effective education. We will ensure that all school staff, students and parents/carers are clear of the high standards of behaviour expected of our students at all times. The policy will be supported and backed-up by senior staff and the Headteacher. Student behaviour and success in learning are inextricably linked.

“It’s about Learning”

Limehurst’s Behaviour and Rewards Policy reflects this by working to focus on the encouragement of positive student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning.

The aims of this Policy are to:

1. To promote positive behaviour throughout the school based on mutual respect.
2. To promote a positive achievement culture.
3. To promote high self-esteem, self-worth and self-discipline in all.
4. To promote a strong partnership with parents/carers and all stakeholders in supporting positive behaviour.
5. To ensure that there are strategies in place to deal with poor behaviour promptly and effectively.
6. To ensure a safe working and learning environment for staff and students.

Inclusion of all students is central to the Behaviour and Rewards Policy. At all times the school will support students in personal development and build their capacity to be participatory members of the school and its wider community. Limehurst will use both its own resources and external agencies to achieve this.

Code of Conduct

This Code of Conduct covers what is expected of all students around the academy, to create the best possible learning environment and ensure that Limehurst is a safe place to study.

The five basic expectations, on display in every learning area, are:

Show respect to others.

- We will treat everyone fairly and equally.
- We will not swear or use foul language – in any language.
- We will not use violent behaviour under any circumstances.
- We will respect visitors and make them feel welcome.

Look after the environment.

- We will keep Limehurst clean and tidy.
- We will value all property and possessions.
- We will move around the school calmly.
- We will have pride in Limehurst.

Follow instructions from staff.

- We will not challenge instructions from staff.

No eating, drinking or chewing.

- Only water is allowed to be consumed in classrooms, except for some practical areas.

Be prepared to learn.

- We will come to school in the correct uniform.
- We will arrive at lessons on time.
- We will bring any other equipment that we have been told we will need, including a pen, pencil and ruler.
- We will have kit for all PE lessons.

Rewards

Behaving well, acting in a mature manner and demonstrating good citizenship skills is as worthy of reward as a good piece of work.

This policy emphasises the key place of praise and reward; in encouraging positive student behaviour, both in and out of the classroom. At the start of each year, students will be made aware, by tutors, of the range of rewards available at the school and how these can be achieved.

Rewards will consist of:

- dialogue between teachers and students valuing their contribution.
- points which can be accumulated towards certificates and more tangible rewards.
- a postcard from the teacher, or a positive phone call/text/e-mail home.
- a department agreed policy on rewarding consistently good behaviour.
- contact with parents/carers, informing them of their child's good behaviour.

Behaviour and Sanctions

At Limehurst, we aim to produce caring, thoughtful young citizens with the skills to apply self-discipline in a variety of settings, both within Limehurst and outside. We operate a stage approach of consequences for inappropriate behaviour.

Such an account considers the nature of an incident, a student's previous behaviour and the impact of the incident on the learning and wellbeing of other students. Students are encouraged to take responsibility for their own learning and behaviour and the development of a positive behaviour culture within the school. They will also be helped to recognise the consequences of inappropriate behaviour. Consequences are more likely to promote positive behaviour if students see them as fair. This is achieved through the certainty of the consequence rather than the severity.

We encourage staff to:

- Make it clear that they disapprove of the chosen behaviour, not the young person.
- Not belittle or shout at students.
- Avoid aggravating/inflaming a situation.
- Treat young people with respect and model to them how to respect themselves and each other.
- Consider the needs of students that are more vulnerable and those with SEN and/or disabilities and make reasonable adjustments in the application of our behaviour policy.

Limehurst will actively promote positive behaviour management strategies and seek to develop good relationships at all levels.

Any students choosing to break the rules will also be choosing a corresponding consequence.

Students who are not meeting behaviour expectations

Limehurst will implement a range of strategies through the school's staged response system to deal with inappropriate behaviour by students including but not limited to:

- | | |
|---|--|
| <ul style="list-style-type: none">• Low Level Disruption in the classroom setting system; Improve, Move, Remove.• Positive reinforcement (a focus on positive behaviours)• Target Report/Behaviour Report• Refer to Interventions Unit (Student Support)• Referral to external agencies, where appropriate• Internal suspension (Reset)• Fixed term suspension (for a length of time to be determined by the Headteacher).• Community Service (a student might be required to carry out some litter-picking or similar as a response to a behaviour having a detrimental effect on the fabric of the school site) | <ul style="list-style-type: none">• Talking "privately" with the student• Referral to Head of Year• Letters to parents/carers• Meetings with parents/carers• Mediation and resolution• Restorative justice• Readmission Interview with student and parents/carers• Short-term Off-site direction• Long-term Off-site direction• Permanent exclusion |
|---|--|

We encourage staff, in times of more serious behavioural difficulties to:

- Ask for help, either through a member of staff that is nearby and/or using the 'missing student' email, and then try and resolve the situation with the student/s.
- Not stand in the way of a student that is upset and just wants to leave a situation. Generally, let the student walk away.
- Avoid comforting any student with any physical interaction.
- Always follow up these situations with a conversation with the Head of Year or a member of the Senior Leadership Team.

Limehurst will monitor the use of rewards and consequences to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Low Level disruption in the classroom

At Limehurst, we operate a system in lessons which serves to allow the student opportunities to address their negative behaviours whilst remaining in the lesson.

This is a staged response escalating from 1 to 3:

1. **IMPROVE** = Verbal reminder – students not making the right choices, so reminded what they should be doing.
2. **MOVE** = Verbal warning – given further opportunity to make the right choices. This is where a student is moved to another seat within the classroom.
3. **REMOVE** = Student is removed from the classroom to work in a Head of Year's classroom and detention served after school on the same day.



Sexual Harassment and Sexual Violence

Limehurst does not accept any sexualised behaviour or abuse, committed on our premises or in the community. We will work with parents/carers, students and any appropriate external agencies to prevent or respond to any such incidents.

Prejudice-Related Incidents – Guidance for Staff

Limehurst is committed to equality, and we will deal with all prejudice related concerns. Our Code of Conduct makes clear the need to treat everyone fairly and equally. Specifically, prejudice related bullying will be viewed as a distinct form of bullying that will be given specific attention.

For example, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Child-on-Child Abuse

Child on child abuse of any kind is unacceptable at our school, though we recognise it could happen here. If child on child abuse does occur, all students can talk to someone, secure in the knowledge that incidents will be dealt with promptly and effectively. Our commitment is to educate our students effectively aiding them to realise safe and healthy relationships, at school and as they continue in life. Preventative education is most effective way to prepare students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, transphobia, biphobia and sexual violence/harassment. This is reflected in our school code of conduct. We aim to create a culture in which the voice of our students is central, where students feel able to share their concerns openly, knowing that they will be listened to, will not be judged and will be involved in all the next steps, whatever they may be.

Education and Awareness

Through curriculum, tutor and subject curriculum, designed to promote British values and an understanding of identity, safety and positive relationships – respect.

It is recognised that even if there are no reported cases, such abuse may still be taking place. In the event that an allegation of child-on-child abuse is made, we will investigate this through the relevant Year group and:

- speak to both victim and alleged perpetrator;
- speak to any witnesses or view relevant CCTV;
- record this on CPOMS as a safeguarding matter;
- Issue appropriate sanctions including possible suspension or permanent exclusion.

For follow up involving external agencies please see our Safeguarding and Child Protection Policy, Section 21.0 Taking action where concerns are identified.

Appendix 1: Sanctions for poor behaviour

The law allows Limehurst to discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule, or fails to follow a reasonable instruction staff can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- I. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the head teacher.
- II. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
- III. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the Trust's [Safeguarding Policy](#). They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

A student's conduct which may cause severe disruption to the school, and which presents a significant health and safety risk to the school community may result in suspension or permanent exclusion. An example of such an offence would be the deliberate activation of the school fire alarm.

Appendix 2: Roles, Responsibilities and Expectations

Behaviour of students at Limehurst is a matter for all, not a select few members of staff. In addition to the Headteacher/SLT, all members of staff and parents/carers have important responsibilities.

The Headteacher/SLT: has responsibility for the day-to-day management of all aspects of the school's work, including behaviour of all students. The Headteacher will work closely with other members of SLT and the Governor with responsibility for behaviour. The Senior Leadership Team are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents/carers when required. School leaders are visibly and consistently supporting all staff in managing student behaviour through following the behaviour policy.

All Staff: are to implement the policy consistently and fairly, by setting the standards required to promote positive behaviour. All staff will be trained in the policy and given scenarios to talk through and raise any questions.

Students: are responsible for behaving responsibly and respectfully in all areas of school life, including in lessons, around the school site and when representing the school. This includes travelling to and from school. Students are taught explicitly what good behaviour looks like.

Parents/Carers: are responsible for working with Limehurst to ensure that both are working together to ensure that there are high expectations each day. Parent/Carers can always contact the school should they feel that their child needs more support with their behaviour.

Expectations with regards to staff:

Staff are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Staff will be expected to:

- Endeavour to arrive on time to lessons.
- Greet students as they enter the room and create a purposeful start to the lesson.
- Promote and reinforce positive behaviour in and outside of the classroom.
- Reinforce clear expectations of behaviour.
- Deliver a suitably planned lesson.
- Deal with incidents of unacceptable behaviour by following the school's behaviour policy.
- Contact parents/carers if there is a problem with attendance, punctuality or equipment.

Expectations with regards to parents/carers:

Parents/Carers will take responsibility for the behaviour of their child inside and outside of Limehurst. They will be encouraged to work in partnership with the school to assist us in maintaining high standards of behaviour.

Parents/Carers are expected to:

- Work in partnership with staff to ensure good behaviour.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.

- Ensure their child attends regularly, on time, wearing the correct uniform and equipped to learn.
- Support the school's policies and guidelines for behaviour.
- Avoid holidays during term time.
- Get to know about their child's life at school.

Expectations with regards to students:

Students will be expected to take responsibility for their own behaviour and will be made aware of the policy, procedures and expectations.

Students will be expected to:

- Follow the school's code of conduct.
- Arrive on time to both school and lessons or explain politely the cause of any lateness.
- Attend regularly.
- Wear the correct uniform (as described in the Uniform Policy) and understand that when they are in uniform, they are representing Limehurst.
- Bring the correct equipment for each lesson.

Any student choosing not to follow our expectations will also be choosing a corresponding consequence. These are referred to in more detail later in this document.

Appendix 3: Students' conduct outside the school gates

Sanctions may be applied where a student has misbehaved outside of the school premises. This means misbehaviour when the student is:

- Taking part in a school-organised or school-related activity (e.g. trips)
- Travelling to or from the school.
- Wearing the school uniform.
- In any other way identifiable as a student of Limehurst.

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on Limehurst premises or elsewhere when the student is under the lawful control of the staff member (e.g., on a school-organised trip).

Appendix 4: Detentions

Teachers have a power to issue detentions to students (aged under 18).

The school will make clear to students and parents/carers that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the student does not have permission to be absent;
- b) weekends – except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

All members of staff, including professional and associate staff, can impose detentions.

Considerations when imposing detentions

- **Parental consent is not required for detentions.** However, it is best to work with parents/carers whenever possible. Exceptions can only be made at the discretion of the Assistant Headteacher after discussion with the parent/carer.
- As with any disciplinary sanction a member of staff must act reasonably and follow the guidelines set out in this Policy.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
- Whether suitable travel arrangements can be made by the parent/carer for the student.

Appendix 5: Use of the Reset Room

The school's policy allows for disruptive students to be placed in the reset room, away from other students, for a limited period. Areas around the school may be used following authorisation by a member of the Senior Leadership Team as a place for a student to work in.

A student may be placed in the reset room for the following behaviours, although this is not an exhaustive list:

- A student has persistently refused to complete consequences.
- A student has been guilty of serious misbehaviour.
- A student has failed to resolve a uniform issue in an agreed time frame.

Students will be required to sign a contract, as below, and will be given work to complete following their timetable whilst in the room.

We will also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare whilst in reset. Any use of reset that prevents a student from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the student to themselves and others.

Only the senior leadership team and heads of year can decide to use the reset room with a student. For those students placed in reset, the times will be 9.15am-1.15pm.

Reset Contract

Name of student	
Date	
SLT	
Reason	

You are in reset because you have not followed our school expectations in terms of behaviour in the classroom and / or expectations of behaviour around the school.

You will be in the reset room until we are certain that you can meet our expectations.

During your time in the reset room, we will expect you to follow the rules.

Please tick to show that you understand the rules and are prepared to follow them:

In the event of not ticking all boxes I understand that I will be sent home and directed off-site for 1 day:

- I will remove my outside clothing and wear full school uniform.
- I will hand over my mobile phone to the teacher in reset if asked.
- I will work in silence.
- I will complete work to the best of my ability.

- If I need help, I will ask in a polite way.
- I will not communicate with anyone outside of the reset room.
- I will not leave reset at breaktime unless I am told by a member of the Senior Leadership Team that I can do so.

Signed _____ (Name of student)

Signed _____ (SLT)

Appendix 6: Suspensions and Permanent Exclusions

These will take into account the recommendations made in the following:

- Education Act 2002 –exclusion in maintained schools including maintained nurseries
- Education Act 2011 –introduces review process in place of independent appeal
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended, 2022)
- The **new August 2024 statutory guidance**: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England [DfE Exclusion from Maintained schools, Academies and Pupil Referral units in England](#).
- Equality Act 2010 –schools must not discriminate, and a duty to make reasonable adjustments for disabled pupils
- Children and Families Act 2014 –schools must use their ‘best endeavours’ to ensure the appropriate provision is made for pupils with SEN

Only the Headteacher can suspend or permanently exclude (“PeX”) a student on disciplinary grounds.

The Headteacher’s decision must be lawful, reasonable, fair and proportionate.

Burden of proof is on the balance of probabilities – i.e. the Headteacher is to establish that the evidence demonstrates that it is more likely than not that a fact is true.

In most cases suspension will be the last resort after a range of measures have been tried to improve student’s behaviour. At Limehurst, students identified as at risk of permanent exclusion will be referred to alternative or additional provision to meet individual needs.

Suspensions must be viewed as the strongest sanction possible. Suspensions are available to the school through the authority of the Head teacher. They can be either fixed term or permanent.

A decision to suspend a student should be taken only:

- in response to 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 the school.

A decision to permanently exclude a student is a serious one. It will usually be the final step in a process for dealing with offences following a wide range of other strategies which have been tried without success.

The Headteacher will:

- Balance student interests against need of the school community.
- Be ready to explain apparently disproportionate treatment, especially if the student has SEND (if their behaviour arises out of a disability, e.g. ADHD, then any sanction must be a proportionate means to a legitimate aim – is there any lesser sanction that may be imposed to achieve the same aim).
- Will decide if the decision is proportionate to the offence.

- The objective of the sanction, i.e. will any other lesser sanctions achieve the same ends?
- Permanent exclusion should be last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a "one-off" offence which is deemed to be severe.

An example of such an offence would be bringing illegal substances or an offensive weapon into school, or a student's conduct which may cause severe disruption to the school, and which presents a significant health and safety risk to the school community.

The details of the procedures to be followed are contained in the [DfE statutory guidance on school suspensions and permanent exclusions](#).

Incidents leading to suspension will always be discussed with both student and parents/carers prior to the suspension taking place.

Suspended students will be provided with work to be completed under the supervision of parents/carers.

A meeting between the school, student and parents/carers should always take place on their return, at which strategies to avoid reoccurrence should be discussed and completed schoolwork returned.

'Looked After' children will be further supported using the local authority policy for 'Children Looked After'.

Appendix 7: Anti-Smoking/Vaping Policy

Limehurst Academy is a non-smoking site. Smoking is forbidden for all users of the school, whether this is traditional cigarettes or any modern form of vaping device.

Students who are caught smoking/vaping will be dealt with in the following way:

First offence

- Warning from Head of Year (recorded)
- Home contacted by letter or phone call
- Detention(s)

Further offence

- Warning letter from Assistant Headteacher (recorded)
- Potential isolation, short-term off-site direction and/or suspension.

Other sanctions may also be put in place to ensure health and safety guidelines are maintained by the students.

Items will be confiscated as per the confiscation guidelines set out in Appendix 12.

Appendix 8: Racism

What is it?

The Stephen Lawrence enquiry report defined a racist incident for the purposes of reporting and recording as:

“any incident which is perceived to be racist by the victim or any other person”

The use of this definition ensures that all possible racist incidents are properly investigated and followed through at Limehurst Academy.

Dealing with Racism

All incidents will be treated seriously and dealt with promptly and firmly. All staff, teaching and non-teaching should deal with racist incidents as an important part of their professional duties.

Recording of an incident is the initial responsibility of the member of the teaching or professional and associate staff who sees, hears or is aware of an incident. Staff must record this on the school Child Protection Online system (CPOMS). If they are unable to do so for any reason they should produce a written report, and this initial report will be forwarded to the Pastoral Team for investigation. This will then be added to CPOMS for tracking and follow up action.

The names of students involved in racism will be added to the Child Protection Management System database (both the victim and perpetrator) so both can be supported.

Staff or parents/carers should encourage students to pass on information about racist incidents to staff, who will inform the relevant Pastoral Lead via CPOMS.

Parental contact

Parents/Carers of the victim and perpetrator will always be contacted in incidents of racism, to advise them of the problem and outline the sanctions imposed. In serious cases, suspension will be considered.

Support

Support for the victims of racism and for the perpetrator is available through the school.

This links directly to the school Anti-Bullying and Safeguarding and Equality Policies.

Appendix 9: Child-on-Child Abuse, Sexual Harassment & Sexual Violence between Children

Limehurst will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Limehursts response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- A verbal reprimand
- Detention at lunchtime, or after school
- Time in Isolation room
- Short-term off-site direction
- Suspension
- Permanent Exclusion

Limehurst has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information Safeguarding & Child Protection.

Appendix 10: Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students Safeguarding & Child Protection.

Appendix 11: Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” in the DfE guidance on [Behaviour in Schools](#)) 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 law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- vaping devices
- 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; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found, as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the school to decide if and when to return a confiscated item. Staff must undertake this in consultation with a member of the leadership team.

If necessary more detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the [DfE Guidance on ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’](#).

Possession of some of the above items could lead to a suspension or permanent exclusion from the school.

Appendix 12: Electronic Devices

The Department for Education (DfE) has strengthened its guidance to schools regarding the use of mobile phones during the school day. The guidance is clear that schools should prohibit the use of mobile phones throughout the school day to reduce distraction, improve behaviour and support students' learning, wellbeing and social interaction.

In line with this guidance, our expectation is simple:

Students may bring a mobile phone to school if they need one for travelling to and from school. However, as soon as they arrive to the school site, the phone must be switched off and kept securely in their school bag (not in pockets or tucked into waistbands of trousers/skirts) for the entire school day. It must remain in their bag until they have left the school site at the end of the day.

This means that mobile phones must not be used:

- Before & after school.
- During lessons.
- Between lessons.
- At breaktime or lunchtime.
- In toilets or changing rooms.
- Anywhere on the school site unless authorised by a member of staff for an educational purpose or in exceptional circumstances.

If a student persistently fails to follow these instructions the following consequences will apply:

1st log in a half term = warning to student. A note will be added to their Arbor profile, so that parents/carers are aware.

2nd log in a half term = 1st confiscation. The device will be collected by students Head of Year and passed to reception, where the student can collect it at the end of the academy day. A note will be added to their Arbor profile, and an email informing the parent will also be sent home.

3rd log in a half term = 2nd confiscation. The device will be collected by students Head of Year each morning and passed to reception, where the student can collect it at the end of the academy day, for 1 week. A note will be added to their Arbor profile, and an email informing the parent will also be sent home.

4th log in a half term = 3rd confiscation. The device will be collected by students Head of Year each morning and passed to reception, where the student can collect it at the end of the academy day, until the end of term. A note will be added to their Arbor profile, and an email informing the parent/carers will also be sent home.

When asked to hand in their device, if a student says they do not have it, a call from reception will be made to parents/carers to confirm that this is the case. If not confirmed, then it will be assumed that the student has their device and an open defiance logged. Also, any refusal to hand a phone over to members of staff will result in a sanction for defiance as this would constitute the refusal of a reasonable request by a member of staff.

Appendix 13: The 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.

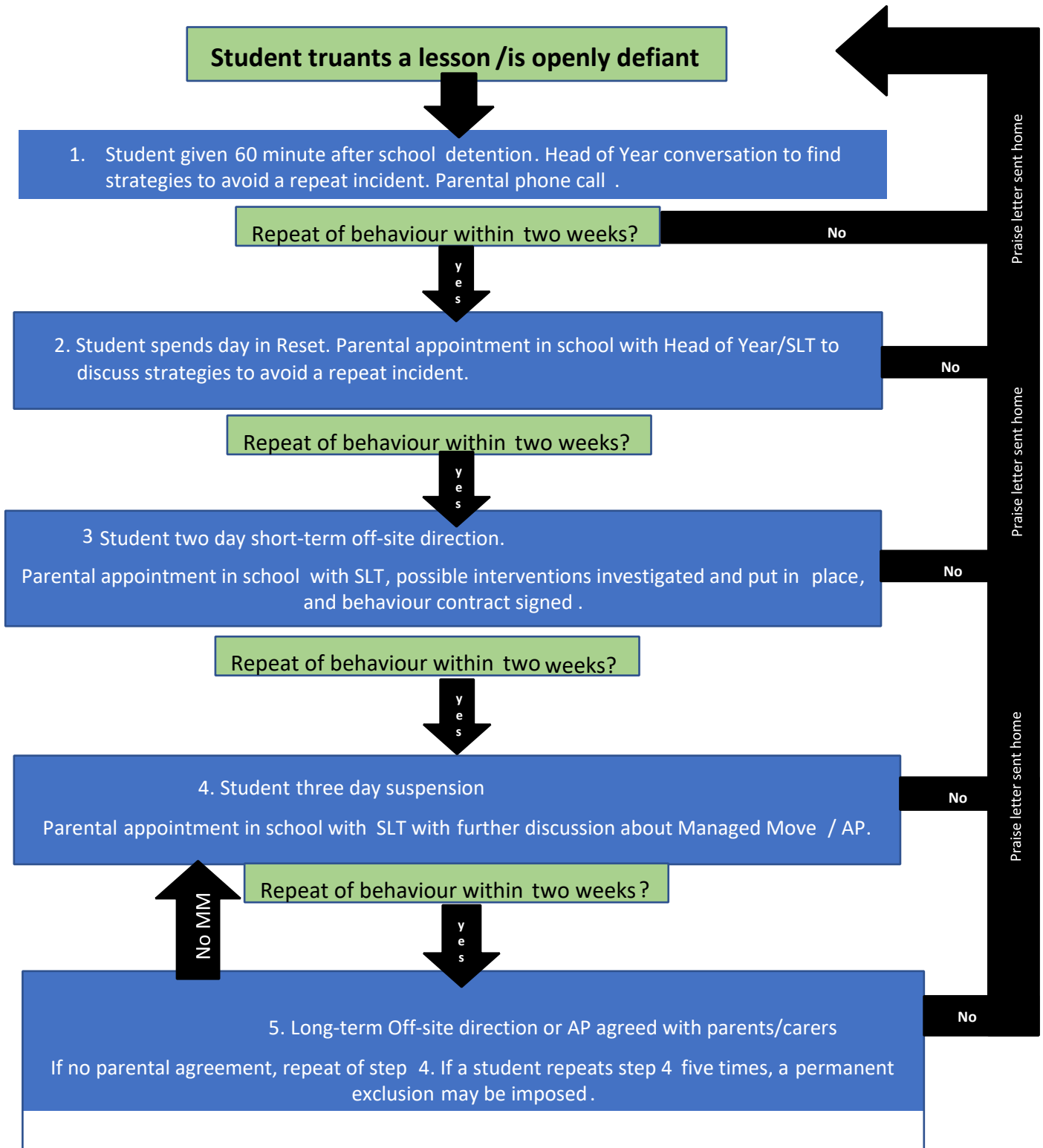
The use of reasonable force within the school will be in line with the guidance issued by the Department for Education (see link below).

The school may also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Current separate advice is available in [‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’](#).

Appendix 14: Truancy/Open Defiance

Students who are deemed to have truanted or shown defiance to members of the Pastoral Team and/or Senior Leaders, will be required to sit a 90-minute SLT detention after school on the same day or during the following 24 hours. Repeated acts of truancy and/or open defiance (occurring more than once) will result in an elevated response and a meeting between parent/carers and the respective Head of Year to discuss consequences and a solution. Please see below for more detail regarding an elevation of sanction.



Appendix 15: Short-Term Off-Site Direction

Students may be required to work in another school within the Loughborough and North Charnwood Inclusion Partnership (LNCIP) for a day or more. This may be required because:

- There is a persistent level of poor behaviour or refusal, and previous interventions have had little impact.
- They have failed to complete a day in isolation appropriately.
- They have been involved in a serious incident requiring a more severe sanction.

Please note that failure to attend a Short-Term Off-Site Direction will result in an unauthorised absence from school.

Appendix 16: Long-Term Off-Site Direction

[Section 29A Education Act 2002](#) is the relevant legislation in this area, and it states the following:

“The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.”

Direction off-site is when the governing board of a local authority-maintained school requires a student to attend another educational setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a student’s behaviour, off-site direction should be used to arrange time-limited placements at alternative provision (such as a PRU) or another mainstream school. During the direction off-site to another school, students must be dual registered.

The objective of this particular power to direct a student off-site is to improve the student’s behaviour, and therefore it will often be used when a student is at risk of permanent exclusion. It should not be used because the transferring school is unable to meet the student’s educational needs, medical needs, special educational needs, etc.

The direction off-site can be full-time or a combination of part-time provision in alternative provision and continued mainstream education, depending on the individual needs and circumstances of the student. As part of the planning phase for off-site direction, a proposed maximum period of time should be discussed and agreed upon. Alternative options, such as a managed move should be considered as part of the planning process once the time limit has been reached.

Parental consent is **not** required in order for a school to direct a student off-site under this provision. However, it should be a collaborative process, so far as is reasonably practicable.

Appendix 17: Managed Moves

A managed move is used to initiate a process that leads to the permanent transfer of a student to another mainstream school. Managed moves should be voluntary and agreed upon with all parties involved, including the parents/carers and the admission authority of the new school. If a temporary move needs to occur to improve a student's behaviour, then offsite direction should be used.

Managed moves are frequently used as an alternative to permanent exclusion; as a result, no exclusion is formally recorded on the student's education record.

A managed move is different to the power of a school to direct a student off-site for the improvement of their behaviour. This is a particular power given to maintained schools under [Section 29\(3\) Education Act 2002](#) and is strictly time-limited. It is important that you clarify with the school the legal basis under which they are proposing that a child is sent to another premises for their education.

A managed move can only be with the consent of all of those involved, whereas direction off-site under [Section 29\(3\)](#) can be done without the consent of the parents/carers.