

Reach Academy Feltham

Behaviour Policy

Document Control Table	
Title	Behaviour Policy
Category	Pupils
Owner	Co-headteachers
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Approved by	Local Governing Body
Date of next review	July 2027
Update/revisions	September 2026 Updated to reflect the updated suspensions and exclusions statutory guidance published in July 2026 Incremental detentions: a move to incremental detentions and the removal of lunchtime detentions. Relationships: a greater focus on the importance of establishing strong relationships through our approach to behaviour. Clarity and boundaries: emphasising that there is evidence to support that children benefit from the clarity and boundaries within the behaviour policy. STEP 1: is not a sanction but a behaviour intervention purely aimed at supporting the child to improve their behaviour and motivation to learning. Part timetables: part timetables will not be used to manage behaviour and for as limited period as possible.

	Reintegration: clarity of the purpose of reintegration after a suspension or off-site direction being to support the child to improve their behaviour and make a positive start back into school. Role of the LGB: the role of the LGB in relation to the implementation of the behaviour policy, particularly in managing off-site direction and suspensions. Criminal proceedings: updating guidance in ensuring the school's implementation of the behaviour policy does not impede criminal proceedings. Child-on-child abuse: clarity on child-on-child abuse in line with changes to KCSIE. Pupil voice: emphasis on listening to the child's views in a case of suspension. Detentions: more clarity on the reasons children receive a detention including for one-off incidences of poor behaviour as well as cumulatively poor behaviour.
Academies to note: This is a Reach template, but it must be checked for local context and procedures before being submitted for approval.	

If there is any part of this policy that you do not understand or wish to have explained to you please speak to any member of staff.

If you require any translation please contact the school office and they will assist you.

If you have difficulty accessing this policy due to a disability please contact the school office and they will assist you.

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1. Relevant Guidance and Linked Policies

Key Documentation

In writing this policy and designing and defining a behaviour system which creates a learning-focussed and safe environment for all of our pupils of all ages we pay due regards to the following legislation:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Behaviour in Schools, Advice for Headteachers and School Staff](#)

[A Guide for Parents on School Exclusion and Behaviour](#)

[Arranging Alternative Provision. A Guide for Local Authorities and Schools](#)

[Searching, Screening and Confiscation Guidance](#)

[Use of Reasonable Force in Schools](#)

[Guidance for schools on prohibiting the use of mobile phones throughout the school day](#)

[Keeping Children Safe in Education](#)

[Supporting Children with Medical Conditions at School](#)

[SEND code of practice: 0 to 25 years](#)

Section 51a of the [Education Act 2002](#), as amended by the [Education Act 2011](#)

[The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)

Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils

Section 579 of the [Education Act 1996](#), which defines 'school day'

The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

[The Equality Act 2010](#)

[Children and Families Act 2014](#)

In addition Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

Related Reach Schools policies:

- Safeguarding and Child Protection Policy
- Supporting students with medical conditions Policy
- Equality Policy
- Restraint, Physical Intervention and Use of Reasonable Force Policy
- Attendance Policy
- SEND Policy
- Anti-child-on-child abuse and bullying Policy
- Smartphones policy

This policy complies with our funding agreement and articles of association.

2. Aims

We believe that effective, transformational teaching and learning requires excellent behaviour in all aspects of school life founded on strong relationships. As such, we will create a purposeful environment where all members of our school community aspire for excellent behaviour. There is strong evidence supporting the fact boundaries, clarity and routine help children to feel safe and succeed in school. Within this environment, children and adults are also able to create strong relationships and thrive both academically and personally.

This policy aims to provide clarity for all members of the community on:

- How to create a positive culture that promotes excellent behaviour and ensures that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all pupils;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

In order to create a positive culture and ensure all pupils have the opportunity to learn in a calm and safe environment, we are clear about aspects of our school which create the conditions for a whole-school approach to excellent standards of behaviour:

Structures encouraging behaviour and discipline	Reach Academy Feltham has clear rewards and consequences in place. In addition Reach Academy Feltham trains staff rigorously to ensure that they are able to effectively manage behaviour inside and outside of classrooms. This is through an induction programme and weekly CPD for all staff, regardless of level, as well as frequent monitoring by SLT. This creates an environment with good behaviour.
Promotion of self-esteem	Reach Academy Feltham encourages pupils to value and respect themselves and others.
Provision of a safe environment	Reach Academy Feltham will ensure that there are always sufficient numbers of staff to ensure that pupils are physically safe and free from harm. In addition, the school will ensure that all pupils are taught about personal safety and incidences of violence, bullying or harassment are dealt with swiftly and consistently.
Early intervention Building relationships with parents Encouraging responsibility	Reach Academy Feltham will try wherever possible to be proactive rather than reactive in all situations. Reach Academy Feltham will seek to build meaningful and fruitful relationships with parents and families. The Academy will actively teach and encourage students to take responsibility for their actions.
Ensuring teaching points are made	The school will ensure that behaviour incidents are teaching points that are learned from by all.
Teaching pupils explicitly how to behave	Pupils will be taught explicitly how to behave according to the Reach values and core routines which are frequently rehearsed and modelled.

3. Roles and Responsibilities

Within the school there are a number of roles and responsibilities relating to the establishment and implementation of the behaviour policy.

Governing Body	The Governing Body will establish, in consultation with the Co-Headteachers, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.
Co-Headteachers	The Co-Headteachers will be responsible for the implementation and day-to-day management of the policy and procedures. Ensuring that the school environment encourages positive behaviour. Ensuring that staff deal effectively with poor behaviour Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils. Ensuring that all staff understand the behavioural expectations and the importance of maintaining them. Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy. Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary. Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
Senior Leadership Team	The senior leadership team will monitor the implementation of the behaviour policy, train staff in the implementation of the behaviour policy, work with pupils to model outstanding behaviour and analyse behaviour data for trends that may prevent repeat

	occurrences of poor behaviour. They will support both the co-headteachers and the staff to carry out their duties.
Staff	Staff, including teachers, support staff and teachers in training, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied both inside and outside of the Academy. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility. This includes: Creating a calm and safe environment for pupils. Establishing and maintaining clear boundaries of acceptable pupil behaviour. Implementing the behaviour policy consistently. Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils. Modelling expected behaviour and positive relationships. Providing a personalised approach to the specific behavioural needs of particular pupils. Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations. Recording behaviour incidents promptly on relevant systems. Celebrating great behaviour and challenging pupils to meet the school's expectations.
Families	Families will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. This will also include: Getting to know the school's behaviour policy and reinforcing it at home where appropriate, Supporting their child in adhering to the school's behaviour policy. Informing the school of any changes in circumstances that may affect their child's behaviour.

	Discussing any behavioural concerns with the relevant teacher(s) promptly. Taking part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions). Raising any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school. Taking part in the life of the school and its culture.
Pupils	Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

In addition, the Trustees, Governing Body, Leadership Team and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality, in line with our equalities policy. They will also ensure that the concerns of staff, students and / or their families are listened to and appropriately addressed.

4. Setting and Clarifying Expectations

Reach Academy Feltham will make every effort to ensure that expectations are clear to all stakeholders. This includes pupils who transition into the school mid-year and those who are returning from a period away from or out of school.

Our 5 values underpin our expectations. They are:

Reflect

For example

- Going straight to my lessons and holding doors open for others when the corridors are busy;
- Arriving at school on time and getting to all my lessons on time;
- Listening to members of staff and following instructions politely and calmly;
- Wearing the correct uniform smartly everyday.

Endeavour

For example

- Always recording my homework and completing my homework/ home learning on time and to an excellent standard;
- Being an active learner by engaging with the activities set by the teacher, and demonstrating that I am doing this by demonstrating STAR throughout my lessons;

Aspire

For example

- Bringing the equipment I need and preparing my desk for learning, from Phase 2 upwards;
- Making sure that I catch up with my learning if I have been absent from school or have fallen behind for other reasons.

Show Courage

For example

- Working hard in all aspects of my learning even when I find it challenging;
- Applying myself fully to all aspects of the school day.

Have Fun

For example

- Helping a teammate if they are finding the learning difficult.
- Showing respect for my own learning and that of others and being silent when requested;
- Remembering that I am always an ambassador for the school even when I am not in my uniform or it is outside of regular school hours.. I will also always leave the school and make my way home in an orderly, responsible way;

Other Supporting Documents are:

- Pupil Code of Conduct – See Appendix A. The Code of Conduct is shared in the Home Handbook which all pupils receive before or shortly after they join Reach Academy Feltham. It is printed in the planners for pupils from Year 7 - Year 11 and reflected on from time to time e.g. in form times. .
- Student 'Whatever It Takes' Commitment" – will be explored and signed during home visits and at key transition points during a pupil's school career. The commitment will set out the expectations and support that pupils will receive during their time in the school.
- Parent 'Whatever It Takes' Commitment" – will set out our expectations of parents and the ways in which they can support their children. It will be signed during the home visit.
- Staff 'Whatever It Takes' Commitment" – sets out the schools expectations of staff and the standard to which they will be held as staff members. It is signed by a staff representative as part of home visits.

See Appendix B for the Primary Phase pupil, parent and staff commitments.

See Appendix C for the Secondary Phase pupil, parent and staff commitments.

Reach Academy Feltham is clear that it has a responsibility to ensure that pupils are behaving well both on the school site, off the school site and at other times such as on day trips and residential. Reach Academy Feltham will endeavour at all times to be as clear as possible with all stakeholders about the expectations pupils must uphold in the range of settings they exist in and navigate. Behaviours, such as those exhibited outside of school hours and online for example can have a profound impact on the safe, orderly and learning-focussed environment of any school and will be managed with an appropriate level of serious regard for the actual and potential impact on all children.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

Sanctions may also be applied where a pupil 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 pupil;
- Could adversely affect the reputation of the school.

5. Procedures

The Co-Headteachers will develop the procedures from this policy, which will be included in staff training guides and documents. Procedures and practices will cover the following:

- Building a culture of success;
- Classroom behaviour;
- Rewards;
- Consequences; and
- Tracking behaviour.

The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which will be made explicit to staff, pupils and families.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school equally. Each member of the school community has a responsibility towards the whole community in which we live and work.

6. Rewards and Sanctions

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued and cultural norms are set. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Sanctions are needed to create safety and clarity so pupils feel safe and prepared to learn. . Students are expected to follow adult directions and the school rules so that the school environment is calm, orderly and distraction-free and safe.

Rules and expectations are communicated in assembly, form time, lessons and through our behaviour curriculum. They are often reinforced through our newsletters and home communications. Our behaviour curriculum is age-appropriate and involves active

modelling and practice of many aspects of expectations. We have lessons called 'Team Reach' lessons which marry the PSHE curriculum, Reach values and behaviour expectations.

The application of the policy makes a clear distinction between the sanctions applied for minor and major behavioural issues. In all cases, there may be times when the typical escalation system for rewards or sanctions is not followed in relation to a particular child or a particular behaviour incident. In these cases a member of staff will seek to make the reward or sanction and the reason for it clear to the child and parent.

7. Core Principles

Founded on extensive educational research and experience, this policy has been written and underpinned by the following principles and priorities in addition to our own REACH values.

Community: Our key priority is ensuring that all members of our community feel safe, respected and happy at Reach - this includes staff and pupils. This behaviour policy has been designed to ensure that all children have learning environments in which they can thrive without their learning being disrupted or slowed down by poor choices of others. It ensures that our staff can devote their attention to planning and delivering lessons of high quality without distraction from this task. Everyone at Reach is of equal value and this policy serves to give all stakeholders a life of choice, opportunity and happiness. If a pupil persistently puts the success or wellbeing of the community at risk then we have a process of escalation to ensure we are able to safeguard the community.

Set up for success: We know from key educational research that preteaching behaviour expectations, routines and habits to ensure that pupils are set up for success. This is something we take very seriously at Reach and we are committed to teaching, practicing and giving feedback to pupils on our core habits and expectations each day - through explicit practice in form times and direct praise or consequences.

Relationships: Every system in this policy depends on staff knowing pupils well. Sanctions and rewards work only because they sit inside a relationship in which the pupil trusts the adult to be fair and to follow through. Before any procedure in this policy is applied, staff invest time in knowing pupils individually: their names, their circumstances, what motivates

them, and what a difficult day looks like for them. This is why induction, home visits and daily contact with families matter, and why every escalation point in this policy is designed to include a conversation, not only a consequence.

Reward and Celebration: At Reach, celebrating success is integrated into each and everyday. This is seen through merits, AWOPRs (Acts Worthy of Public Recognition) and HOTRs (Head of the River Awards) given in each lesson to celebrate all the small, meaningful positive choices our pupils make each day that contribute to their success and the success of their team. Weekly we celebrate pupils through certificates and golden tickets, awards for exceptional displays of our core values and obvious kindness. Each cycle we have celebration assemblies wherein pupil progress and behaviour over time is acknowledged and rewarded. We have bespoke and personalised behaviour rewards in place for teams and individuals, linked to specific targets, as well as our Reach Prize which Phase 3 teams work towards each cycle.

Reflection and accountability: Our systems promote reflection for pupils and staff. When a significant behaviour incident occurs both staff and pupils are prompted to reflect on this through scaffolded statement forms. Following this, pupils are supported to reflect on their choices through scaffolded and bespoke reflection booklets designed to help them understand the impact of their choices on their education and the community.

Fresh Starts: It is crucial that pupils do not feel defined by a poor choice and that pupils are given opportunities for fresh starts, following a period of reflection. This is why we have same day detentions - each day, pupils sit the detentions that were a consequence of their choices that day or following the day cut off of 1.30pm the previous day. This ensures that they are given a prompt opportunity to reflect on their recent behaviour and then implement the lessons they have learnt the next day. In the language we use with pupils we promote each lesson and each day as a chance for a fresh start.

Consistency: In order for all pupils to feel a sense of fairness and predictability, we are committed to applying our behaviour systems consistently. This allows pupils to feel a sense of safety and calmness at school as they have a clear understanding of cause and effect, behaviour and consequence in all scenarios and can shape their behaviour around this framework. Pupils will be consistently updated and coached on how to meet our high expectations to ensure they are set up for success. This consistency and clarity allows staff

and pupils to focus on the core priority of educational progress. We will always endeavour to support all members of our community in their behavioural progress, supporting all pupils to meet the same high expectations at their own pace with bespoke support structures when required. With this support in place, sanctions and rewards will always be applied consistently and fairly.

Choice and Opportunity: All of our systems, habits and routines have been researched and designed to set pupils up for a life of choice and opportunity. For example, this may be through limiting poor behaviour in the community in order to allow them space and focus to make excellent academic progress or it may be through equipping pupils with active listening and engagement skills that will set them up for success in their future careers.

Merits and Demerits

Within lessons and around the school, our main means of communicating our high standards is through merits and demerits. These can be given for a range of reasons (see grid below) and we ask staff to encourage and nurture a positive and rewarding atmosphere for all stakeholders.

Merits and demerits are signposts for pupils to support them to understand what behaviour is acceptable, encouraged or discouraged in our community. They align with the values we have taught them to hold and the explicit expectations we have for them that we know will give them access to a life of choice and opportunity in the future.

Behaviour events are logged on the My Child at School App and families are encouraged to download this to have a live view of their child's successes and areas for improvement at school. This is our main way of communicating this information to families.

In Phase 3, pupils have three auctions a year wherein they can spend their payslip credit. Merits and demerits contribute and deduct from this total as well as other factors such as homework completion, attendance, AWOPRS and other behavioural consequences. All merits are +2 behaviour points each.

Reflection Opportunities

In all phases, when students do not comply with teacher instructions or behave in a way that meets the expectations which have been clearly set out, they may be asked to reflect. At this time, pupils will have an opportunity to reflect and if necessary employ a range of strategies to calm down, reflect on mistakes and centre themselves. In some phases, this reflection may happen outside of the classroom. When they return to the class the expectation is that the student will have regulated their behaviour and be able to re-join the learning.

Consequences/Sanctions (Examples)

Consequences for poor behaviour (minor or major breaches of the code of conduct) result in predictable consequences which aim to 'correct' the behaviour before it escalates.

Consequences escalate through a clear system which children know and understand well. The language of consequences is similar across phases of the school, but employed in an age-appropriate manner.

From Year 7 upwards, children receive a weekly 'payslip' (see appendix D) which is available online to their families and given in printed format each Friday which details all of the positive and negative choices made that week. The 'payslip' is a high-value item, celebrated and rewarded and used to determine access to e.g. trips, residentials and Friday enrichment. See Appendix D for an example of Payslip.

The school also reserves the right to employ sanctions which sit outside of the remit stated herein, where doing so is necessary either to enforce behaviour standards or to ensure health and safety requirements are met, for example community service.

Some examples of common consequences are listed below. Behaviour is a nuanced thing and requires adult judgement to decide on the correct sanction to ensure that behaviour is corrected and unlikely to be repeated in each instance. The behaviours listed below are typical examples of behaviours and their likely consequence, but the descriptors are not intended to be exhaustive and do not include any context which will always be taken into account when applying the behaviour policy and associated procedures.

Time Outs/Demerits

In Nursery, demerits are not used. If a child behaves in a way deemed to be particularly unsafe or unkind, an adult will model the language of apology and prompt a restorative conversation with another child/children if appropriate. The child will then spend time with an adult being taken around the space and watching the way that other children are interacting, thus seeing a 'good model'. We see this as a key teaching moment and it is therefore important that children are consistently supported when they make a poor choice.

In Reception, the 'Time Out' system will be used at the beginning of the year until the children are developmentally ready for the introduction of demerits. If a child behaves in a way deemed to be particularly unsafe or unkind, they will receive a 'Time Out'. The time out is served for a length of time which matches the child's age and will involve an adult modelling the language for apology and prompting a restorative conversation with another child/children if appropriate. The time out is served as soon as appropriate (e.g. immediately during freeplay, or at the end of a carpet session or small group). However, a 'Time Out' may be shorter or longer depending on the specific context and the pupil's development.

In Phase 1 pupils receive a clean slate for demerits at the end of each lesson. Demerits are not communicated to parents unless a pupil receives three in a lesson, in which case the pupil will be issued with a Payback (please see below).

In Phase 2, pupils receive a clean slate for demerits every morning and afternoon. Demerits are not communicated to parents unless a pupil receives three in a morning or afternoon, in which case the pupil will be issued with a Payback (please see below).

In Phases 1-4, if students break the Code of Conduct they will receive a demerit. Demerits are issued for prohibited behaviours. They are recorded electronically. These can be viewed by parents and staff on our MIS system.

Demerits are awarded for the following behaviours. This list is not exhaustive:

- Talking disruptively, running or shouting in the corridor;
- Disrupting the lesson and preventing teaching;
- Arriving to class unprepared;
- Uniform not worn correctly;
- Failing to follow teacher instructions the first time of asking.

In Phase 5, students do not receive demerits.

Detentions/Paybacks

The language of 'payback' is used in Phases 1 and 2. and the language of detentions is used in Phase 3 upwards. Detentions and Paybacks are awarded based on demerit thresholds above.

Some more serious behaviours warrant immediate awarding of a detention in Phase 3 and 4 or straight to Payback in Phase 1 and 2. In Phase 3 and 4, we call this an 'Automatic Detention':

- Swearing;
- Eating junk food, including chewing gum, on school property, or outside of school in school uniform (the item will also be confiscated);
- Late to school or lessons.

In Phase 1 and 2, parents will not be informed of individual demerits unless a pupil receives 3 demerits in a morning or afternoon, or in a lesson in Phase 1. This will result in that pupil being issued a 'Payback'. Pupils in Phase 1 will miss 10 minutes of their lunch play break, while pupils in Phase 2 will miss 15 minutes of their lunch play break. In the case of a payback, parents will usually be informed the same day by a member of staff, who will meet with the parent/carer after school, or if this is not possible we will usually contact them by phone. The follow up conversation will be held with the below member of staff, dependent on the number of paybacks the pupil has received:

1st Payback - Class teacher usually meets with parents

2nd Payback - A middle leader usually meets with parents

3rd Payback - Assistant Headteacher usually meets with parents

4th Payback - Primary Headteacher or Deputy Headteacher usually meets with parents (a 4th Payback will result in the pupil either starting a reset (reflection day) that day (e.g. in the afternoon), or the following day.

In Phase 3 and 4 pupils will receive a detention if they meet the demerit thresholds detailed above or display behaviour that warrants an automatic detention. This will normally take place during activity or after school as soon after the incident as possible.

In Phase 5, students can be issued with a Level 1 (30 minute) or a Level 2 (60 minute) detention. Detentions are issued for the following behaviours. This list is not exhaustive:

- Lateness to school or lessons
- Non-effort in lessons
- Late or incomplete homework
- Violation of dress code, including no lanyard
- Arriving to class unprepared

We do not seek permission for each individual detention but do inform families of afterschool consequences.

Secondary Detentions

After school detentions will be sat the same day or the following day for behaviour incidents.

Detention time can be accrued by receiving demerits, being removed from lessons or one off behaviour incidents.

Families will text on the day to let them know their child has a detention and how long this will be.

If your child is issued with a consequence after this cut-off it will be rolled to the next day. Detentions will not roll or accrue beyond this as decided by the school.

The maximum after-school detention that can be accrued through demerits, behaviour incidents and being removed is 60 minutes per day. If your child accrues more than 60 minutes in a day this will not be rolled or accrued but their Head of Year will contact you to discuss this as a point of concern so that you are able to discuss areas for improvement with your child at home. This may be a trigger for the STEP 1 programme to be initiated to provide your child with further support and coaching from their Head of Year.

The length of a child's detention will be determined by the number of negative points they receive that day, for example:

Number of demerits	Length of detention
3	15 minutes
6	30 minutes
9	45 minutes
12	60 minutes

SLT Detentions

On Wednesdays, SLT will run extended detentions of 90 minutes for behaviour incidents that exceed our demerit and removal system. This detention will run from 2.30-4pm for a fixed period and will be supervised by a senior leader.

Examples of behaviour that could result in an SLT include: smart phone on school site, serious acts of unkindness and persistent disruption to learning but this list is not exhaustive. We reserve the right to issue an SLT detention for behaviour we perceive as unsafe, disrespectful or limiting the education of others.

This system means that we can give suitable sanctions for significant behaviour that does not result in a pupil being out of class for more time than necessary. This allows suitable escalation between a typical after-school detention and an STEP 2 or external suspension and is designed to support pupils to understand the severity of their poor choices and make significant improvements.

Removal From a Lesson

A removal from a lesson will only happen if absolutely necessary. If a pupil receives 3 demerits in one lesson in Phase 3 and 4 they will be placed in the Step 2 room and supported to reflect on their behaviour with a member of staff by completing a behaviour reflection sheet. Once they have reflected, they will return to the lesson.

The pupil will additionally sit a 1 hour detention at the earliest opportunity. The first time a pupil is removed from a lesson, that teacher will usually call the pupil's family to discuss the removal. There is a series of escalation points if they are removed from the same teacher's lessons.

In Phase 5, a student would be removed from a lesson or independent study if there is no improvement in behaviour following an L1 detention, or if a student's behaviour was unsafe.

Within lessons we operate a system of demerit, demerit, and removal.

Demerit 1 - this demerit is given by the teacher or other member of staff. The pupil will be told what their demerit is for and it is their responsibility to show our core value of 'Reflect' and adjust their behaviour to ensure their success and the success of their team.

Demerit 2 - If a child then makes a second poor choice (the same or different to the one they received a warning for) they will be issued with a demerit. This will be verbally communicated to them by a member of staff along with the reason. This is recorded on the behaviour system. This is a second opportunity for the child to show reflection and adjust their behaviour to ensure learning can continue for the whole team.

Removal - If a child makes a third poor choice, they will be removed from the lesson and supported to reflect by a member of staff as outlined above.. Removals can also be issued for larger incidents of disrespect or disruption which cause learning or the day-to-day running of the school to be paused. These removals operate in the same way as above but they do not need to be preceded by a warning or a demerit. Examples of this could be: shouting in class, risky behaviour, throwing items in class but this list is not extensive. We reserve the right to issue a removal for behaviour we perceive as unsafe, disrespectful or limiting the education of others.

Persistent Disruption

The school will support pupils who are persistently disruptive over time.

STEP 1 (Student and Teacher Engagement Programme)

STEP 1 occurs in Phase 3 and 4 for accumulated demerits or one-off extremely disruptive or unpleasant behaviours/breaches of the code of conduct. Pupils stay in their classrooms and may partake in the learning, but are withdrawn from most social interactions. They can go outside during morning break. Pupils have detention during activity and after school and have lunch separate from their peers. Pupils must always complete a full day on STEP 1 successfully in order to have a fresh start and return to class 'as normal' the following day.

In each circumstance families will usually be informed and expected to attend a meeting the evening before, or morning of, the child starting STEP.

The STEP 1 programme supports the child by:

- Enabling pupils to have a 1:1 supportive and reflective meeting with their Head of Year at the beginning of the day.
- Providing supported and scaffolded reflection activities to help pupils understand where things have been going wrong and what has led to the STEP programme being initiated.
- Supporting the pupil to continuously reflect through a daily report card which will focus on mutually agreed targets.
- Heads of Year will check in with pupils after lunch to ensure they are set up for success in afternoon
- Heads of Year will contact families each day of the programme to let them know if their child has shown reflection and progress and has passed the programme or will continue the next day
- Families will engage with the programme by signing the report card each evening and speaking to their child about the strengths and areas for improvement each day.

STEP 2/Internal Exclusion/Reset Day (Student and Teacher Engagement Programme)

Pupils in all phases may receive the highest level of in school consequence if their behaviour warrants it. In Phases 1 and 2 this is called a 'Reset Day' and in Phases 3-5 this is called 'STEP 2'.

In Phase 1 and 2, if a child receives 4 paybacks in a half term (pupils are given a clean slate at the start of each new half term), this will result in a reset day. A member of the senior leadership team will meet with the parents and the child and be clear about what success looks like. A member of staff will then communicate to the parents if the child has completed the day successfully. Following a reset day pupils will be given a clean slate. Additionally, a reset day may be given for one off instances if the behaviour warrants it.

Parents will be informed and involved in all conversations with the child about improving their behaviour.

In secondary phases pupils remain in a supervised room all day (the Step 2 room), including for morning break, activity, lunch time and after-school detentions (Phase 3-5) and are provided with work to do by a member of staff. The STEP 2 room is supervised by a member of staff at all points of the day to make sure pupils are still continuing with any work that will be happening in their lessons or is relevant and productive for their age and stage. Pupils must complete a defined period successfully in order to return to class 'as normal'. If a pupil fails to follow the behaviour policy whilst in Step 2 this may result in off-site direction, managed move, suspension or permanent exclusion.

In each circumstance families will usually be informed and expected to attend a meeting the evening before, or morning of, the child starting STEP 2. In the meeting a member of staff will go through the behaviour policy and agree to any additional support required for the pupil to be successful both on STEP 2 and beyond.

Step 2 Thresholds Removals

Pupils can be placed onto Step 2 for the following removal thresholds: This list is not exhaustive:

Threshold	Consequence
2 removals in a day	1 day of STEP 2
4 removals in a week	1 day of STEP 2

Uniform Infringement

If a child in Phase 1-2 does not arrive at school in the correct uniform, we will in the first instance highlight this to parents. In the second instance, we will either ask the parent/carer to bring them the correct uniform into school or alternatively, where possible, give them the correct uniform in school.

If a child in Phase 3-4 does not arrive at school in the correct uniform their parents/carers will be contacted and arrangements will be made for their parent/carer to bring in their uniform immediately. During this time, the pupil will wait in STEP 2. If the parent/carer cannot bring in the uniform the child will be sent home to collect their uniform (with permission from families and where safe to do so) and must return to the school immediately. Alternatively, we will give children the correct uniform in school. If pupils refuse to wear this, we will put them into STEP 2 until the correct uniform is bought in or worn.

In Phase 5, if pupils violate the Dress Code they will be issued an L2 detention.

8. Off-site Directions, Suspensions, Managed Moves and Permanent Exclusions

For the most serious behaviour which compromises the safety and / or orderly and distraction-free education of all children, we may consider the strongest of sanctions. We recognise that school exclusions, managed moves and off-site direction are essential behaviour management tools for our headteachers and can be used to establish high standards of behaviour in our schools and maintain the safety of our school community.

If other approaches to behaviour management have been exhausted, then off-site direction, suspension, managed moves and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

The school will not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools and in some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, the school will work to create an environment where school exclusions are not necessary because pupil behaviour does not require it.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Reach Schools aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all off-site directions, suspensions, managed moves and permanent exclusions are carried out lawfully

Off-rolling

Reach Schools is aware that off-rolling is unlawful.

Off-rolling occurs where a pupil's name is removed from the school admission register without a formal permanent exclusion or by encouraging a parent to remove their child from the school roll when the removal is primarily in the interests of the school rather than the best interests of the pupil.

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school
- Moving a pupil to off-site AP where that is not in the best interests of that pupil
- Encouraging a post-16 student not to continue with their course of study when this is against the best interests of that pupil
- Placing a pupil on a part-time timetable for behavioural reasons
- Intentionally removing a pupil from the school roll without correctly following regulations

Ofsted considers any evidence of off-rolling. Where evidence is found that pupils' names have been removed from the school admission register without a formal permanent exclusion or that the school has encouraged parents to remove their child, and leaders have not taken sufficient action to address this, it may negatively affect the school's leadership and governance evaluation.

Definitions

- Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.
- Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.
- Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.
- Alternative Provision (AP) - refers to suitable full-time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension or from the sixth school day (or earlier) after the first day of a permanent exclusion. In other circumstances, AP may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons. AP includes Pupil Referral Units (PRUs), AP academies and free schools, and hospital schools, as well as a variety of independent, registered, unregistered and further education settings.
- Parent – any person who has parental responsibility and any person who has care of the child. Where it says parent, but the pupil over is 18 years old, they will engage in the process rather than a parent/carer.

Behaviours which may lead to a temporary or permanent removal from school

The offences listed below, although not an exhaustive list, may lead to off-site direction or suspension. In some circumstances they may lead to a permanent managed move or a permanent exclusion. The behaviours listed below may take place either inside or outside of school,

- Repeated breaches of the school rules;

- Refusing to follow the instructions of members of staff
- Refusal to go on STEP 2 or failure to behave when on STEP 2;
- Physical assault or threat of physical assault towards another student or adult;
- Verbal abuse/threatening behaviour towards another student or member of staff;
- Truancy;
- Swearing;
- Bringing the school into disrepute;
- Bullying in any form;
- Wilful and repeated transgression of protective measures in place to protect public health;
- Sexual misconduct. this may include sexual violence (such as rape, assault by penetration or sexual assault) or sexual harassment, meaning unwanted conduct of a sexual nature (such as sexual comments, jokes or taunting, unwanted physical touch or interference with clothing, online sharing of videos, comments, images involving explicit content even where identities are assumed, unclear or the content is artificially generated);
- Abuse of others which may be emotional, physical or verbal and may include racist abuse, abuse against sexual orientation and gender identity, abuse relating to disability, or any other type of abuse;
- Property damage;
- Theft;
- Inappropriate use of social media or online technology;
- The use of, possession of or supply of any illicit substances or materials (including pornography);
- Leaving the school site without permission;
- Behaviour outside of school;
- Carrying on their person or bringing onto school site an item which could cause harm including, but not limited to:
 - Pictures or text on a mobile device that are likely to cause upset or harm
 - Knives or weapons
 - Alcohol
 - Illegal drugs/edibles
 - Stolen items

- Tobacco, cigarette papers, lighters of any sort
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or could cause personal injury to, or damage to the property of any person, or any pupil themselves, even if the damage or harm is not carried out by the pupil responsible for bringing the item to school;
- Arson;
- Extortion;
- Failure to comply with a request to be lawfully searched or screened. .

Not all types of misbehaviour and serious misbehaviour are included in this list and this list is not designed to be exhaustive or definitive.

The role of the co-headteachers

Deciding on an appropriate sanction for serious behaviour breeches

Only the co-headteacher can make the decision to suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside and / or outside of school. The co-headteachers will only use permanent exclusion as a last resort.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A suspension does not have to be for a continuous period, for example a child who repeatedly fails to follow the schools' expectations at lunch times could be suspended for a period of time during lunch breaks (lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered).

The co-headteacher will maintain a reliable record of the total number of days each pupil has been suspended or excluded during the academic year, including any suspensions

received from other schools, to ensure that the maximum of 45 school days in any single academic year is not exceeded.

A suspension will provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and demonstrate to our pupils that the behaviour displayed is not acceptable and is putting them at risk of permanent exclusion.

Deciding whether to suspend or exclude

Only co-headteachers can make the decision to suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The co-headteachers will only use permanent exclusion as a last resort.

Any decision to suspend or permanently exclude, must be made in line with the principles of administrative law, i.e., that it is: lawful, reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the relevant co-headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher will accept that something happened if it is more likely that it happened than that it did not happen.

The co-headteacher will always take account of their legal duty of care when sending a pupil home following an exclusion.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the co-headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked. It is important to note

that a school does not need to prove beyond reasonable doubt that an incident occurred or did not occur

- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The co-headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The co-headteacher will usually not reach their decision until they have heard from the pupil or made all reasonable attempts to do so, and will inform the pupil of how their views were taken into account when making the decision. The Co-headteacher will document the general content of any internal or external discussions prior to taking the decision to suspend or exclude, for example a meeting with the SENDCO.

Pupil participation throughout the exclusion process

The school is committed to actively enabling and encouraging excluded pupils to participate at all stages of the suspension or permanent exclusion process, having regard to their age and ability to understand.

At every stage of the process, the co-headteacher will:

- Ensure the pupil understands what is happening and why;
- Give the pupil the opportunity to share their account of events, either verbally, in writing, or through an advocate such as a parent or social worker where needed;
- Inform the pupil of how their views were taken into account in reaching the decision;

- Keep the pupil informed of the next steps in the process, including their right to make representations to the governing board.
- At governing board and independent review panel (IRP) meetings, the pupil (having regard to their age and understanding) will be made aware of their right to attend and participate, and will be enabled to make representations on their own behalf should they wish to do so.

Safeguarding, including guidance concerning pupils who have abused another pupil (child-on-child abuse)

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil, or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. These decisions must be made alongside the school's duty to safeguard and support children and its duty to provide an education.

The school has a statutory duty to make arrangements for safeguarding and to promote the welfare of pupils and must have regard to Keeping Children Safe in Education (KCSIE).

Separation of pupils for safeguarding purposes: In certain circumstances, the school may temporarily forbid a pupil from attending its premises — for example, due to an allegation of harm by one pupil against another which requires physically separating pupils. This is not an exclusion on disciplinary grounds. The school will inform parents of the reason for the temporary measure and will notify the governing board without delay. The designated safeguarding lead (or deputy) will take a lead role and the school will use its professional judgement, supported by other agencies such as children's social care and the police as required. The school will specifically consider its duties under the Human Rights Act 1998, the Equality Act 2010, and KCSIE when separating pupils.

Where a suspension or permanent exclusion arises from an incident of child-on-child abuse (including sexual violence or sexual harassment), the school will manage the process in line

with this policy, the school's Safeguarding and Child Protection Policy, and the Anti-child-on-child Abuse and Bullying Policy. The safety and welfare of all pupils involved will be the primary consideration at all stages.

Informing parents

If a pupil is at risk of suspension or exclusion a senior leader will inform their parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour. This may involve putting in place support for the pupil agreed by all parties and may involve a meeting with a senior leader to outline the position of the co-headteacher and how the behaviour of the pupil will need to change in order for the risk of suspension or permanent exclusion to be reduced.

If the co-headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay. Should the pupil be 18 or over, then they will be informed directly. A meeting will take place in person, unless there are extenuating circumstances or parents/carers or a young person (if 18 or older) requests this to take place remotely. Parents/Carers or the young person (if 18 or older) should be alerted that they may request the meeting to take place remotely.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion;
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent;
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this;
- How any representations should be made;
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend.
- Where an exclusion has been cancelled, the reason for the cancellation.

The co-headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies;
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged;
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant;
- The address at which the provision will take place;
- Any information the pupil needs in order to identify the person they should report to on the first day.

If the co-headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Informing the Local Governing Body

The co-headteacher will, without delay, notify the chair of the LGB and the governance professional, who will then notify the LGB:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil;

- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term;
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam;

The co-headteacher will notify the LGB once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the local authority (LA)

The co-headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- Where an exclusion is cancelled, the LA must also be notified without delay, including the reason for the cancellation.

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the co-headteacher will also, without delay, inform the pupil's parents of the exclusion and the reason(s) for it.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- Pupil with a social worker is at risk of suspension or permanent exclusion, the co-headteacher will inform the social worker as early as possible and involve them in decision making and plans for supporting the pupil;
- Pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the co-headteacher will inform the VSH as early as possible and involve key workers in decision making and plans for supporting the pupil wherever possible.

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the co-headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil;
- The reason(s) for the decision;
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent;
- The suspension or permanent exclusion affects the pupils ability to sit a National Curriculum test or public exam (where relevant).

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The co-headteacher may cancel a suspension or permanent exclusion before it has started and one that has already begun, but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents, governing board and the LA will be notified without delay;
- Where relevant, any social worker and VSH will notified without delay;
- Parents will be offered the opportunity to meet with the co-headteacher to discuss the cancellation;
- As referred to above, the co-headteacher will report to the governing board once per term on the number of cancellations;
- The pupil will be allowed back in school without delay;
- Any days of suspension served pre the cancellation will count towards the total number of days the pupil has been suspended across the school year.

- A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year, or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the co-headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

Police involvement and parallel criminal proceedings

Where a pupil's behaviour is also the subject of a police investigation or criminal proceedings, the school will follow its own processes independently and will not wait for the outcome of any police investigation or criminal proceedings before making a decision on whether to suspend or permanently exclude a pupil.

The civil standard of proof (balance of probabilities) applies to the school's decision-making process and is distinct from the criminal standard of proof (beyond reasonable doubt) that applies in criminal proceedings.

Where there are parallel criminal proceedings, the co-headteacher and governing board will:

- Take care not to prejudice any criminal proceedings when gathering evidence and making decisions;
- Seek advice from the designated safeguarding lead, the local authority and, where appropriate, the police before sharing any pupil statements or evidence that may be relevant to a criminal investigation;

- Ensure that any statements collected during the school's investigation are stored securely on CPOMs and may need to be disclosed to the police if requested;
- Not delay the exclusion process solely because a criminal investigation is ongoing, unless advised to do so by the police or other relevant authority on safeguarding grounds.
- If a pupil who has been permanently excluded is subsequently acquitted of a relevant criminal charge, this does not automatically require the school to reinstate the pupil. The governing board's decision will stand on the basis of the evidence available at the time it was made, applying the civil standard of proof.

The Role of the Local Governing Body

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the Local Governing Body and their Resolutions Panel.

The resolutions panel has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

Within 14 days of receiving a request, the board of trustees will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

Before agreeing to hold a meeting via remote access, the governing board will satisfy itself that: the technology to be used is reliable and accessible to all parties; the meeting can be conducted fairly and all parties can participate fully; and that sensitive information can be shared securely. The governing board will follow the key principles set out in Annex A of the DfE statutory guidance on the use of remote access.

For any suspension of more than 5 school days, Reach Schools, in liaison with Hounslow LA will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

The school does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

Monitoring and analysing suspensions and exclusions data

The local governing body will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented;
- The school register and absence codes;
- Instances where pupils receive repeat suspensions;
- Interventions in place to support pupils at risk of suspension or permanent exclusion;
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary;
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working;
- The characteristics of suspended and permanently excluded pupils, and why this is taking place;
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it;
- The cost implications of directing pupils off-site.

The Local Authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

Considering the reinstatement of a pupil

The resolutions panel will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent;
- It is a suspension which would bring the pupil's total number of days out of school to more than 15, including 15.5 days, in a term; or
- It would result in a pupil missing a public exam or National Curriculum test.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the resolutions panel must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the co-headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the resolution panel will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the resolution panel will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the resolutions panel may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the panel and allowed to make representations or share information:

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend);
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend);
- The relevant co-headteacher;
- The pupil's social worker, if they have one;

- The VSH, if the pupil is looked after.

The trust will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The resolutions panel can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the resolutions panel will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair;
- Whether the co-headteacher followed their legal duties;
- The welfare and safeguarding of the pupil and their peers;
- Any evidence that was presented to the panel.

They will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The resolutions panel will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the pupil, if they are 18 or older;
- The co-headteacher;
- The pupil's social worker, if they have one;
- The VSH, if the pupil is looked after;
- The local authority;
- The pupil's home authority, if it differs from the school's.

Where an exclusion is permanent and the panel has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion;
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel;
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the panel's decision is given to parents);
- The name and address to which an application for a review and any written evidence should be submitted;
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion;
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require Hounslow LA to appoint an SEN expert to advise the review panel;
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment;
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review;
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review;
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

Independent review

If parents apply for an independent review within the legal timeframe, Reach Schools will arrange for an independent panel to review the decision of the governing board not to

reinstate a permanently excluded pupil. Reach Schools will ensure that all relevant training is completed prior to an IRP taking place.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the resolutions panel of its decision to not reinstate the pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer;
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time;
- Headteachers or individuals who have been a headteacher within the last 5 years.

A person may not serve as a member of a review panel if they:

- Are a member of Reach Schools;
- Are the headteacher of Reach Schools, or have held this position in the last 5 years;
- Are an employee of Reach Schools, or the governing board, of Reach Schools (unless they are employed as a headteacher at another school);
- Have, or at any time have had, any connection with Reach Schools, the Local Governing Body, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality;
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover).

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the panel's decision;
- Recommend that the panel reconsiders reinstatement;
- Quash the panel's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed).

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The independent panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the resolutions panel at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the resolutions panel and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it;
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days;
- Any information that the panel has directed the governing board to place on the pupil's educational record.

Financial readjustment following an independent review

Where the independent review panel upholds the governing board's decision not to reinstate a pupil, but the panel has recommended or directed reconsideration, and the governing board subsequently decides not to offer reinstatement, the governing board will be subject to a financial readjustment or payment in accordance with the statutory requirements.

The Local Governing Body will ensure it understands its obligations regarding financial readjustment as set out in Part 13 of the DfE statutory guidance (July 2026), and will seek advice from the LA and the MAT board where necessary. The local authority is responsible for overseeing the financial readjustment or payment process. The governing board will cooperate fully with the LA in this process.

School registers and exclusions

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the resolution panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name;
- The full name and address of any parent with whom the pupil normally resides;
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency;
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion);
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school;

- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house.

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

Outreach support from alternative provisions

Where possible and suitable for the pupil, outreach support should be sought from alternative provision to support a child at risk of suspension or permanent exclusion to be successful in school.

Off-site direction

Reach Academy Feltham may direct a pupil to attend offsite provision which has been arranged for them as an alternative to suspension or permanent exclusion under their general powers, where the intention is to improve the behaviour of the child. Where interventions or outreach support have not been successful in improving a child or young person's behaviour, off-site direction should be used to arrange short-term temporary support in another mainstream school or AP. During the off-site direction, pupils will be dual registered.

Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP. A proposed maximum period of time should be discussed and agreed as part of the planning phase for any off-site direction.

Depending on the individual needs and circumstances of the pupil, off-site direction into another school or AP may be full-time or a combination of part-time support in AP and continued mainstream education at Reach Academy Feltham. In this instance pupils should be dual registered also.

When a pupil is attending off-site provision, the governing board must ensure that parents (or the pupil if 18 or older) (and the local authority where the pupil has an EHC plan) are notified in writing and provided with information about the placement as soon as practicable and no later than two school days before the relevant day. This notice must include:

The address at which the educational provision is to be provided;

The person to whom the pupil should report on first attending;

- The number of days for which the requirement is to be imposed;
- The reasons for, and objectives of, imposing the requirement;
- Session times.
- Parents (or pupils aged 18 or over) may request, in writing, that the governing board hold a review meeting. When this happens, the governing board must comply as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks. The governing board must give written notice of any review meeting to parents not later than six days before the date of the meeting and must notify them of its decision not later than six days after the meeting.

At Reach Academy Feltham, when a pupil is attending off-site provision, the governing board must ensure that parents (or the pupil if 18 or older) (and the local authority where the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement. The governing board must invite the parents (or the pupil if 18 or older) (and the local authority if the pupil has an EHC plan) when a review meeting takes place. The governing board will delegate this responsibility for review and setting of placement outcomes, and the communication of these meetings and the outcomes to staff in the school as deemed appropriate by the co-headteacher.

The length of time a pupil spends off-site will depend on what is best for the intended outcomes for the child, as agreed by all parties, and will be kept under review.

Managed Moves

A managed move will always be explored as an alternative to permanent exclusion. This will either happen before a permanent exclusion if a child is deemed to be at risk. Or it will happen in response to a serious incident as an alternative to permanent exclusion.

A managed move will only be offered as a permanent transfer, and usually only when the pupil has been attending the proposed new school under an off-site direction and a review of the direction has established that the pupil has settled well into the school and should remain there on a permanent basis.

Under exceptional circumstances, such as a safeguarding concern, it may be appropriate for a pupil to transfer to another mainstream school as a managed move without a period of offsite direction, but this should only happen when it is in the pupil's best interest.

Managed moves will be a permanent move, voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply.

If Reach Academy Feltham is contemplating a managed move, it should contact the authority at an early stage. If the local authority, both schools and parents are in agreement that there should indeed be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

Supporting pupils with EHC Plans or SEN needs

Where a pupil has an EHC plan, we will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those without an EHC plan, we will review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for us to request an EHC assessment or a review of the pupil's current package of support.

The governing board must comply with its statutory duties under the Children and Families Act 2014 in relation to pupils with SEN when administering the exclusion process, using best endeavours to ensure appropriate special educational provision is made for pupils with SEN, and having regard to the SEND Code of Practice.

Reintegrating after a suspension or off-site direction

Following suspension or a period attending an alternative provision or another mainstream school as part of an off-site direction, Reach Academy Feltham will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. The reintegration plan for each child will be carefully considered and communicated. It is likely that most reintegration plans for most children following a suspension will involve the child meeting the highest of expectations around their behaviour and conduct. Through experience, leaders at Reach Academy Feltham have found that students having a day very similar to that of STEP 1 (Student Teacher Engagement Programme) usually leads to a successful reintegration. They will not serve a detention (as is the norm with Step 1) unless they have not had a successful reintegration.

The reintegration strategy should offer the pupil a fresh start; help them understand the effect of their behaviour on themselves and others; teach them how to meet the high expectations of behaviour in line with the school culture; foster a renewed sense of belonging within the school community; and build engagement with learning.

Reintegration planning will begin during the suspension period where possible, so that appropriate support is in place before the pupil returns. The co-headteacher will consider whether the pupil has any unmet educational, health or social needs that should be addressed as part of the reintegration plan. Measures to support reintegration can include, but are not limited to: maintaining regular contact during the suspension; daily contact with a designated pastoral professional on return; use of a report card with personalised targets; planned pastoral interventions; and mentoring by a trusted adult.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

It is important that pupils are ready to rejoin school following a suspension of any length and all strategies are employed to prevent another suspension. The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant internal or external adults and key workers will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

During the meeting, pupils will hand in any work completed during the suspension and discuss ways in which they will reintegrate into the school community.

In some instances reintegrating pupils (or those at risk of suspension or exclusion) will be assigned a coach. This is a member of staff who will support the pupil intensively for a period of time. Things they may provide are:

- Daily contact with the pupils;
- Use of a report card and personalised rewards;
- Academic support; and
- Mentoring with a member of staff or external agency such as Place2be.

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary with necessary paperwork, review periods and risk assessments.

A part-time timetable will not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary, with a time limit agreed, formal review arrangements in place, and the appropriate leave of absence recorded under the School Attendance (Pupil Registration) (England) Regulations 2024.

The strategies will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

9. Investigations

It is important that decisions about behaviour and sanctions are made thoughtfully and once the school is in possession of as much information as possible about the incident or incidents which have occurred. In order to ensure an investigation is carried out safely, thoroughly and as swiftly as possible pupils may be asked to remain out of a classroom and not in either STEP 1 or STEP 2 during the investigation. They will generally be supervised by a senior member of staff during this period of time.

Students will be given the opportunity to have their point of view heard via discussion with staff and the opportunity to provide a written account of the incident. If students are not willing or able to provide a written account immediately after the event then they must be given the opportunity to do so at a later date, as soon as possible. If students are not able to give a written account due to specific circumstances or needs then they must be given the opportunity to record their views in another way e.g. a trusted adult could transcribe for them, online translation tools can be used or the pupil can use voice notes.

All statements, however produced, must be signed and dated by the child and the supervising member of staff. In all cases decisions must be reached as swiftly as possible so there must be a reasonable cut-off period after which the pupil is deemed to have exhausted the opportunity to provide a statement. See Appendix E for an example statement form

The senior member of staff dealing with the incident will be expected to upload the statements to CPOMs and include in the CPOMS record a summary of the incident based on all available evidence. In cases of serious behaviour issues this summary will form the basis on which the headteacher makes their decision about next steps.

In circumstances where there is an active police investigation we will separately investigate the incident as a school, but be mindful of the fact that if requested we may have to hand the pupil statements and CPOMs records to the police.

10. Bullying

Every pupil has the right to attend a school free from bullying. We will explicitly deliver an anti-bullying message and will take the following steps when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff where appropriate;
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident(s) and will then make a decision about the best course of action;
- The classroom teacher/coach and Head of Year or Phase Leader will be kept informed and if the incident is repeated or persistent then he/she will advise the appropriate Senior members of staff;
- Parents will be kept informed of incidents and outcomes and will be involved in conversations with pupils where appropriate;
- Punitive and restorative measures will be used as appropriate and in consultation with all parties concerned;
- A full record of the incident, actions and outcomes will be recorded on CPOMs allowing us to monitor ongoing incidents and take appropriate actions.

Please see the Anti-child-on-child Abuse and Bullying Policy for more details.

11. Sexual Harassment and Sexual Violence

Every child has the right to come to school and feel safe and secure with their fellow peers and staff members. At Reach Academy Feltham, we are committed to the safeguarding of all our pupils and take any allegation of sexual harassment and sexual violence seriously.

We make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- We do not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- We challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and we understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.
- We know that Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers and that additional barriers can sometimes exist when recognising abuse in SEND children. Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO or the named person with oversight for SEN
- Children who are LGBTQ+ can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- We are aware that staff can be victims of sexual violence and sexual harassment and we will always take action against this.

If sexual harassment or violence is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff and the DSL. The staff dealing with the incident will themselves conduct interviews and gather evidence about the incident and will then make a decision about the best course of action; whilst making sure that this is handled in a very sensitive and confidential manner.

- Parents/carers will be kept informed of incidents and outcomes and will be involved in conversations with pupils where appropriate;
- Punitive and restorative measures will be used as appropriate and in consultation with all parties concerned;

- A full record of the incident, actions and outcomes will be recorded on CPOMs allowing us to monitor ongoing incidents and take appropriate actions.

We will manage each incident on a case by case basis but we are committed to taking action and issuing consequences for incidences of child-on-child abuse including the behaviours below (the list below is non-exhaustive):

- Unwanted touching;
- Feeling pressured to do sexual things they did not want to;
- Sexual assault of any kind;
- Unwanted or inappropriate sexual comments;
- Rumours about sexual activity;
- Sexist name-calling;
- Being sent sexual pictures or videos they did not want to see;
- Being put under pressure to provide sexual images of themselves;
- Having pictures or videos that they sent being shared more widely without their knowledge or consent;
- Being photographed or videoed without their knowledge or consent;
- Having pictures or videos that they don't know about being circulated.

Where incidents are considered of a criminal nature we will seek guidance and support from our schools' police officer(s) to ensure the case is managed appropriately.

Please see the Anti-child-on-child Abuse and Bullying Policy and the Safeguarding and Child Protection policy for more information on child-on-child abuse, sexual harassment and sexual violence.

12. Family Communication

Ensuring that parents are part of discussions around rewards and sanctions is extremely important to us. To that end we have devised a system to ensure that parents receive up to date information about their child's behaviour.

In Phase 1 and 2 we hold regular conversations with parents at drop off and pick up times to inform them of how their child is doing in school with regards to work and behaviour in order to celebrate successes and address any concerns proactively. The child's level of endeavour is communicated to families regularly. This grade serves to provide a snapshot of how the child's behaviour has been affecting their progress and outcomes at school that term.

In Phase 3 and 4 pupils will be issued a payslip (see appendix D for an example payslip) each week which overviews the attendance, homework, positive and negative behaviours of each pupil. Parents are also able to see live behaviour data via a parent log in to our MIS.

If a pupil is ever placed on STEP families will also be communicated (see above). We also provide a summative review during parents evenings in which we will discuss the Effort grade communicated in the pupil's report for that term. This grade serves to provide a snapshot of how the child's behaviour has been affecting their progress and outcomes at school that term.

In Phase 5 families will be communicated with at various points throughout the year. Parents/Carers will be invited in for Parents Evening to discuss progress and attainment in lessons and assessments. Parents/Carers will also receive communication via text message if a student receives a detention at any point.

Where meetings are had with parents about a child's behaviour they will generally be sent a summary of the things discussed and agreed via email after the meeting and given the opportunity to respond. The staff member will also log the communication on CPOMS.

13. Searching, Screening and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Before screening or conducting a search of a pupil, it is vital that we recognise and consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right

under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist us in deciding how to exercise our searching powers in a lawful way.

When exercising our powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.

The (non-exhaustive and non-definitive) list of prohibited items is:

- *Knives and weapons;*
- *alcohol;*
- *illegal drugs and drug paraphernalia;*
- *stolen items;*
- *any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or*
- *any article that the member of staff reasonably suspects has been, or is likely to be able to be used by anyone to cause personal injury to, or damage to property of any person or any person themselves (including the pupil), even if the pupil in possession is not the one who could cause the harm;*
- *vapes, tobacco and cigarette papers;*
- *fireworks; and*
- *pornographic images.*

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only one of the co-headteachers, or a member of staff authorised by one of the co-headteachers, can carry out a search. The co-headteacher in the appropriate phase can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The co-headteachers oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed (the list is not exhaustive). The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the cooperation of the pupil before conducting a search. If the pupil is not willing to cooperate with the search, the member of staff should consider why this is.

Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to cooperate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

Reach Academy Feltham will act in accordance with the [Searching, Screening and Confiscation Guidance](#) when a search is needed.

There is no reason that any member of staff will ask a child to remove any clothing in a search which will expose any of their private body parts.

We may also use screening as a way to provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Before carrying out screening parents will be informed that the school conducts screening as part of the behaviour policy. We will provide information about what the screening will involve and why it will be introduced.

Schools can screen pupils without suspicion and without consent if using either a walk-through or hand-held metal detector. No physical searching is involved this way. Screening will be done occasionally, and with a random selection of pupils, either at the beginning of the day, or during a transition period. If a pupil has a disability, then we will make reasonable adjustments to the screening process that may be required.

If an object is detected, a member of staff can ask the pupil to hand the object over, and if this is refused can then carry out a search without the consent of the pupil, referring to our search policy as above.

14. Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010);
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014);

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples of the schools approach to anticipating and removing triggers of misbehaviour are below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long where these are a pre-agreed strategy in response to need;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism;
- Use of separate spaces when possible where pupils can regulate their emotions during a moment of sensory overload.

In all instances Reach Academy Feltham will consider whether behaviour which does not comply with the code of conduct is indicating an unmet need or a change of need and will endeavour to be flexible to ensure the child can be a successful member of the community.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

London Borough of Hounslow email: SEN@hounslow.gov.uk telephone: 020 8583 2672

15. Staff Training

The school will develop a comprehensive training programme which is reviewed annually to ensure that it is responsive to the needs of its staff and students. The school provides relevant information and training on behaviour management matters to all groups of staff including: support staff (e.g. Learning Support Assistants and Teaching Assistants), other school staff (e.g. buildings and maintenance, administrative and technical support), an Early Career teacher, supply teachers, teachers, senior leaders.

16. Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

17. Monitoring, Evaluation and Review

This policy will be promoted and implemented throughout Reach Academy Feltham. This policy is monitored on a day-to-day basis by the Co-Headteachers and the senior leadership team, who report to governors about the effectiveness of the policy on request.

This behaviour policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's incident logs, and by discussion with the Co-Headteachers.

The school will collect data on the following:

- Attendance, rewards and sanctions, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

The data will be analysed every cycle by the Co-headteachers and reported back to the Local Governing Body. In turn the MAT Board will review the data alongside the CEO of the trust.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

Appendices

Appendix A

Primary Pupil Code of Conduct

In lessons...

I will do **whatever it takes** to make sure that I and my teammates learn by:

- Arriving at school on time and getting to all my lessons on time;
- Bringing the equipment I need, including my reading record, and preparing my desk for learning;
- Wearing the correct uniform smartly throughout the day;
- Entering the classroom calmly and avoiding all distractions in lessons;
- Only drinking water and not otherwise eating, chewing or drinking in class;
- Being an active learner by trying my hardest with all activities set by the teacher, and demonstrating that I am doing this by sitting in STAR at all times;
- Showing respect for my own learning and that of others and being silent when requested;
- Completing my homework on time, including reading every night, and doing this to an excellent standard; and
- Helping a teammate if they are finding the learning difficult;
- Listening to and following instructions, first time every time.

In the school and the local community

I will do **whatever it takes** to help create a safe school and local community which respects the rights of others by:

- Being polite and respecting members of staff as well as following instructions politely and calmly;
- Always telling the truth and being honest, even when it's hard;
- Playing kindly and safely in the playground at all times;

- Walking in single file, not running or shouting, and maintaining silence in the corridors;
- Going straight to my lessons and holding doors open for others when the corridors are busy;
- Never damaging school property, defacing the building, dropping litter or spitting;
- Never insulting, undermining or swearing at anyone, either in person or online;
- Remembering I am always an ambassador for the school and acting accordingly, both in person and online;
- Always wearing my uniform smartly, including when travelling to and from school; and
- When travelling on public transport, I will respect those around me, speaking to teammates, transport staff, family members and members of the public professionally and politely.

I understand that there will be consequences if I do not observe the Code of Conduct.

Secondary Pupil Code of Conduct

In lessons...

I will do **whatever it takes** to make sure that I and my teammates learn by:

- Arriving at school by 8:25am and getting to all my lessons on time;
- Bringing the equipment I need and preparing my desk for learning;
- Wearing the correct uniform smartly throughout the day;
- Entering the classroom calmly and avoiding all distractions in lessons;
- Only drinking water and not otherwise eating, chewing or drinking in class;
- Being an active learner by trying my hardest with all activities set by the teacher, and demonstrating that I am doing this by sitting in STAR at all times;
- Showing respect for my own learning and that of others and being silent when requested;
- Always recording homework in my planner and completing my homework on time and to an excellent standard;
- Making sure that I catch up with my learning if I have been absent from the school or have fallen behind for other reasons; and
- Helping a teammate if they are finding the learning difficult.

In the school and the local community

I will do **whatever it takes** to help create a safe school and local community which respects the rights of others by:

- Being polite and respecting members of staff as well as following instructions politely and calmly;
- Walking in single file, not running or shouting, and maintaining quiet in the corridors;
- Going straight to my lessons and holding doors open for others when the corridors are busy;
- Not congregating in groups of more than 6 unless playing a permitted game in outside areas.
- Never damaging school property, defacing the building, dropping litter or spitting;
- Never insulting, undermining or swearing at anyone;
- Remembering I am always an ambassador for the school. I will leave the school and make my way home in an orderly, responsible way;

- Always wearing my uniform smartly, including when travelling to and from school; and
- When travelling on public transport, I will respect those around me, speaking to teammates, transport staff and members of the public professionally and politely

I understand that there will be consequences if I do not observe the Code of Conduct.

Appendix B

PUPIL (Pupil name:.....)

Whatever it Takes Commitment

Reach Academy Feltham

I will do WHATEVER IT TAKES to learn.

- I will always work, think and behave in the best way I know how, and I will do whatever it takes for my Reach teammates and I to learn;
- I will arrive at Reach Academy Feltham on time every day;
- I will consistently participate in lessons, including by raising my hand and asking questions;
- I will complete all my homework every night and I will contact my teachers if I have a problem with the homework;
- I will read at home every day because I know how important reading is for my future success;
- I will eat the food that Reach Academy Feltham provides because I know that it will give me the nutrition I need for learning and growing; and
- I will discuss any problems I am having at school with my parents and teachers.

I will do WHATEVER IT TAKES to build a safe and respectful community.

- I will wear my Reach Academy Feltham uniform smartly every day;
- I agree to abide by the Academy code of conduct and understand there will be consequences if I fail to do so;
- I will always listen to, and care for, my Reach Academy Feltham teammates.

- I will uphold the Reach Academy Feltham values; and
- I am responsible for my own behaviour.

I believe I am capable of academic success.

I am ready to do whatever it takes to be successful at school and in life beyond school.

Signed	Name	Date
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PARENT (Pupil name:.....)

Whatever it Takes Commitment

Reach Academy Feltham

Learning

- We believe our child is capable of academic success at school and beyond;
- It is through hard work on the part of our child, with our support, that their potential will be realised;
- We will allow our child to go on school field trips and residential trips. We understand that this will mean that sometimes they will stay away overnight;
- We understand that our child will have homework each night, including weekends, and that it will increase in length as they progress through the Academy. It is our responsibility to see that homework is completed; and
- We understand if homework is not completed, our child will have to catch up.

Healthy living

- We understand that the school will provide a healthy, balanced diet, and we support the choices made by the school. We will not give our child food or drinks to take to school;
- We will encourage and support our child to take part in sports and physical activities.

Attendance

- We will ensure our child arrives in school on time;
- We will not plan for family holidays or other absences during term time, including during the extended summer term. We accept that the school will refer any unauthorised absence of this nature to the education welfare officer, which may result in the issuing of a fixed penalty; and
- We will make certain that our child attends school every day, except in cases of illness or another legitimate reason. We will schedule routine doctor and dentist appointments during times when the school is not in session. If our child is absent, we will telephone the school before 8.30 am on the day of the absence to report the reason.

Uniform

- We will make sure our child wears the full school uniform to school each day; and
- We understand that if our child is not in the correct uniform the school is likely to ask them to change and offer them spare uniform to do this.

Parent-Academy communication

- We will always make ourselves available to the school by providing an up-to-date phone number;
- We will read all reports carefully, attend all parent meetings and sign our child's reading record every night; and
- We will treat all Reach Academy staff with respect and courtesy.

Discipline

- We have read and understood the Reach Academy Feltham Code of Conduct and support the Academy's consequences for misbehaviour;
- We understand that rewards and consequences will be given to our child and will support this through attending meetings where necessary. We understand that our child cannot be excused from consequence; and
- We understand that if our child commits a serious breach of the code of conduct, that they will stay in school until we are able to come to the school to discuss the matter.

We sign this commitment voluntarily because we believe that Reach Academy Feltham is a partnership between the parents and the Academy which creates the best possible education for our child.

Signed	Name	Date
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STAFF (Pupil name:.....)

Whatever it Takes Commitment

Reach Academy Feltham

Learning

- We believe every pupil at Reach Academy Feltham is capable of academic success at school and beyond;
- It is through hard work on the part of each pupil, with our support, that their potential will be realised;
- We will make sure we always come to lessons prepared and continually engage pupils in the challenging work that paves the way for success in school and life;
- We will provide rewards for pupils' endeavour;
- We will set appropriate homework for every night, including over weekends, which we will mark;
- We will take our pupils on relevant, exciting field trips and residential trips;
- We will offer every child the opportunity to explore their passions; and
- We will constantly strive to become better educators.

Pastoral care

- We will ensure that each pupil's teacher will follow their progress and ensure that their individual needs are met;
- We will go out of our way to get to know each of our pupils as individuals; and
- We will care about our pupils' wellbeing, and protect their safety at all times.

Parent-Academy communication

- We believe that through regular communication, a relationship of trust between school and home can be created;
- We will hold parent meetings three times a year and issue reports every term;
- We will make sure that pupils and parents will be able to contact their teacher by phone and email and will reply to all communications from parents as soon as possible, usually within 48 hours;
- We will collect and check homework each day; and
- We promise to welcome parents into the school community.

Discipline

- We will enforce the Reach Academy Feltham Code of Conduct and behaviour policy consistently and fairly; and
- We will protect pupils from bad behaviour by insisting on high standards and holding pupils to account for their actions.

We understand that this commitment will require us to go above and beyond the average expectations of a school. We sign it voluntarily because we believe that Reach Academy Feltham is a partnership between the parents and the staff which creates the best possible education for our pupils.

Signed	Name	Date
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Appendix C

Pupil

Whatever it Takes Commitment

I will do WHATEVER IT TAKES to learn.

- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my Reach Academy Feltham teammates and me to learn;
- I will arrive at Reach Academy Feltham by 8.25am every day;
- I will consistently participate in lessons, including by raising my hand and asking questions;
- I will complete all my homework every night and I will contact my teachers if I have a problem with the homework;
- I will remain after school for homework catch-up on any day that my homework is not on time, accurate, neat and complete;
- I will read at home every day because I know how important reading is for my future success;

- I will eat the food that Reach Academy Feltham provides because I know that it will give me the nutrition I need for learning and growing; and
- I will discuss any problems I am having at school with my parents and teachers.

I will do WHATEVER IT TAKES to build a safe and respectful community.

- I will wear my Reach Academy Feltham uniform smartly every day;
- I agree to abide by the Reach Academy Feltham code of conduct and understand there will be consequences if I fail to do so;
- I will always listen to, and care for, my Reach Academy Feltham teammates;
- I will uphold the Reach Academy Feltham values; and
- I am responsible for my own behaviour.

I believe I am capable of academic success.

I am ready to do whatever it takes to be successful at school and in life beyond school.

Signed	Name	Date
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PARENT

Whatever it Takes Commitment

Learning

- We believe that through hard work our child is capable of academic success at school and beyond;
- We will allow our child to go on school trips including overnight residential trips;.
- We understand that our child will have homework each night, including weekends, and that it will increase in length as they progress through the Academy. It is our responsibility to see that homework is completed; and
- We understand if homework is not completed, our child will have to attend after school homework catch-up;
- We know the importance of our child reading after school every day with the encouragement of their teachers and family.

Healthy living

- We understand that the school will provide a healthy, balanced diet, and we support the choices made by the school. We will not give our child food or drinks to take to school;
- We will encourage and support our child to take part in sports and physical activities.

Attendance

- We will ensure our child arrives in school by 8.25am;
- We will not plan for family holidays or other absences during term time, including routine doctor and dentist appointments wherever possible. We accept that the school will refer any unauthorised absence of this nature to the education welfare officer, which may result in the issuing of a fixed penalty; and

- We will make certain that our child attends school every day, except in cases of illness or another legitimate reason.

Uniform

- We will make sure our child wears the full school uniform to school each day; and
- We understand that uniform violations will result in the child being given replacement items or us bringing the proper items to school.

Communication

- We will always make ourselves available to the school by providing an up-to-date phone number;
- We will read all reports carefully, attend all parent meetings and sign our child's planner each weekend; and
- We will treat all Reach Academy Feltham staff with respect and courtesy.

Discipline

- We have read and understood the Reach Academy Feltham Code of Conduct and support the Academy's consequences for misbehaviour;
- We understand that detentions happen on the day that they are given. We understand that our child cannot be excused from detention; and
- We understand that if our child commits a serious breach of the code of conduct, that they will stay in school until we are able to come to the school to discuss the matter.

We sign this commitment voluntarily because we believe that Reach Academy Feltham is a partnership between the parents and the Academy which creates the best possible education for our child.

Signed	Name	Date
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STAFF

Whatever it Takes Commitment

Learning

- We believe every pupil at Reach Academy Feltham is capable of academic success at school and beyond;
- It is through hard work on the part of each pupil, with our support, that their potential will be realised;
- We will make sure we always come to lessons prepared and continually engage pupils in the challenging work that paves the way for success in school and life;
- We will provide rewards for pupils' endeavour;
- We will set appropriate homework for every night, including over weekends, which we will mark;
- We know the importance of reading so will endeavour to teach reading through all our subjects and foster a love of reading;
- We will take our pupils on relevant, exciting trips and overnight residential trips;
- We will offer every child the opportunity to explore their passions; and
- We will constantly strive to become better educators.

Pastoral care

- We will ensure that each pupil's Form Teacher will follow their progress and ensure that their individual needs are met;
- We will go out of our way to get to know each of our pupils as individuals; and
- We will care about our pupils' wellbeing, and protect their safety at all times.

Parent-Academy communication

- We believe that through regular communication, a relationship of trust between school and home can be created;
- We will hold parent meetings throughout the year and issue reports every term;
- We will make sure that pupils and parents will be able to contact their teacher by phone and email and will reply to all communications from parents as soon as possible, within 48 hours;
- We will collect and check homework each day, and if it is not complete, we will contact parents by 2pm to inform them that their child will be staying to catch up their homework that evening; and
- We promise to welcome parents into the school community.

Discipline

- We will enforce the Reach Academy Feltham Code of Conduct and behaviour policy consistently and fairly; and
- We will protect pupils from bad behaviour by insisting on high standards and holding pupils to account for their actions.

We understand that this commitment will require us to go above and beyond the average expectations of a school. We sign it voluntarily because we believe that Reach Academy Feltham is a partnership between the parents and the staff which creates the best possible education for our pupils.

Signed	Name	Date
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Appendix D

Example Pupil Payslip

Employee Payslip

Employer	Employee	Department
Reach Academy Feltham 53-55 High Street Feltham TW13 4AB	[Redacted] am	9Don
	Pay Period	Payment Due
	C1W4	25-Sep-25

Attendance Pay	Behaviour Pay	Net Pay
79.0	38	117.0
Have I earned Friday enrichment?		YTD Average
Yes		143.00

Attendance	No. of sessions (out of 10)
Present	10
Late	0
Absent (Authorised)	0
Absent (Unauthorised)	0
Attendance bonus received?	+4 points
Total Points	79.0

Behaviour	No. of events
Merits	21
AWOPRs	0
Demerits	0
Removal from lesson	0
Automatic Detentions	0
Other	1
Homework bonus received?	
Total Points	38

Parent

I confirm that I have seen [Redacted] payslip:

Signed: _____

Appendix E

Statement Form

Name _____

Form _____

Date written _____

I confirm that this is my accurate statement of events: _____

Supervising staff signature: _____

Page _____ of _____