

Behaviour Policy

Date of Last Review: June 2026

Review Frequency: 1 Year

Review Date: Summer Term 2027

Person Responsible for the Policy: F Mulholland

Ratified by Governors: June 2026

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UNITED LEARNING BEHAVIOUR POLICY CENTRAL ACADEMY

Date of last central office review:	Summer Term 2023	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2025	Owner:	FMU
Date of next school level review:	Summer Term 2025		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	March 2021 DMA
School policy ratified by Local Governing Bodies	April 2021 DMA
Implementation of Group Policy	April 2021 DMA
Policy edited to include ILR, suspensions and vapes added as banned items	October 2021 EST
School policy ratified by Local Governing Bodies	October 2021 EST
Policy edited to reduce ILR time and alter the ILR information for after school. Bullying information removed – directed to the antibullying policy. Removal of C19 adjustments.	April 2022 EST
Graduated Approach	Sept 2022 EST
School policy ratified by Local Governing Bodies	Sept 2022
FMU owner of the policy. Changes made on leadership detentions, daily detentions, off site provision, malicious allegations and time to get to ILR reduced to 5 minutes instead of 7.	July 2023 FMU
Policy amended to include some guidance from the Department of Education regarding the confiscation and disposal of banned items	January 2023 FMU
Detention information added regarding processes.	July 2024 FMU
Graduated approach updated. Changes to the mobile phone policy	July 2025 FMU
Restrictive Intervention & Reasonable force added	July 2026
Independent Learning Room Changes	July 2026



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BEHAVIOUR POLICY



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Behaviour Policy

1. Expectations

This policy sets out the expectations of behaviour for students at Richard Rose Central Academy and its approach in ensuring that all students and staff are safe, and able to thrive in a positive learning environment in keeping with its core aims and values to bring out the 'best in everyone'. The implementation of this policy will enable students to engage in learning in the classroom uninterrupted by disruption. The policy also enables teachers to comply with teaching and learning standards set out by the DFE, which states that all staff have a responsibility to promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

This behaviour policy applies to students when:

- Students are attending the Academy;
- Taking part in any Academy organised or Academy related activities;
- Travelling to and from the Academy;
- Wearing the Academy uniform;
- In some other way identifiable as a student at the Academy

Even where the five conditions above do not apply, the behaviour policy can extend to any behaviour which could have repercussions for the orderly running of the Academy, pose a threat to another student, or member of the public, or could adversely affect the reputation of the Academy, this can include issues such as bullying or cyber-bullying.

In applying this policy, the Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that Act, notably disability. It will also take into account the needs of students with special educational needs. The Academy will also have regard to its Safeguarding Policy where appropriate.

2 Policy Implementation

The Governing Body will establish in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and review it annually. This will be communicated to students and parents. The policy is non-discriminatory and the expectations are clear. Our Governors support the Academy in maintaining high standards of behaviour.

The Principal is responsible for the implementation and day to day management of the policy and procedures.

The Senior Leadership Team will ensure that all staff adhere to the behaviour policy and implement effective systems for keeping records of any reported incidents, reporting to governors and parents when required.

All staff, including teachers, support staff and student teachers are responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst staff in the implementation of the policy ensures a high-quality learning environment is created in which students develop self-discipline and personal responsibility. The Governing Body, Principal and staff ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.



Parents and carers must take responsibility for the behaviour of their child both inside and outside the Academy. They are encouraged to work in partnership with the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and are made fully aware of the Academy policy, procedures and expectations. Students must ensure they move safely around the building and do not participate in any behaviour which may put themselves or others at risk of harm. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Students are ambassadors for the Academy and are expected to maintain our standards of behaviour when representing the Academy or when in the local community.

3 Behaviour Expectations

a) Behaviour for Learning Expectations:

Creating the right environment for students to learn is vital to ensure all students make their expected progress. At Central Academy we believe that all students have the right to a disruption free classroom where learning can thrive. This places a large amount of responsibility on the student to ensure they meet our classroom expectations and follow all instructions. We do not accept any excuses for poor behaviour and believe that all students can learn effectively and behave well.

Student lesson expectations:

- 1) Follow instructions the first time
- 2) Be polite, respectful and kind to all
- 3) Work hard and help others to learn
- 4) Be on time and line up outside of your classroom, quietly & respectfully
- 5) Have the correct equipment

During Lessons:

At the start of lessons students are expected to line up outside of the classroom in silence. The class teacher will then invite students into the room to complete the 'Do Now' task.

If a student is disturbing their learning or the learning of others, they will be given a **Prompt**.

If this behaviour was to continue, then the staff member will issue **Warning 1**.

If a student repeats the behaviour or a different example of disruptive behaviour the student will be removed (**Remove**) from the lesson and sent to the **Independent learning room (ILR)**

Students who are removed from their lessons will return at the end of the day for a restorative conversation. They will be kept until the restorative conversation period has ended at 3.30pm.

The student will have 5 minutes from removal to arrive at the Independent Learning room (ILR) or a further sanction will be applied



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Warnings are given in lessons for any behaviour that either stops a student learning or stops others from learning. In some circumstances warnings are not issued and students are immediately removed and sent to the ILR – Pending Investigation. Please find appendix B attached with example of warnings.

b) Around School Behaviour

At Central Academy we expect our students to do the right thing, even when no one is watching. We have clear expectations of our students outside of lessons to ensure that the Academy is safe at all times. Our expectations are:

- 1) Follow instructions the first time
- 2) Respect others and treat them accordingly (hands off)
- 3) Keep voices at a quiet volume and use appropriate language
- 4) Move quickly and sensibly without stopping
- 5) Keep on the left-hand side including the stairs

Students who do not meet these expectations will receive a warning and explained how they can correct their behaviour. Students will be given the chance to correct the behaviour and if this is not taken a second warning will be issued. This will result in the student spending a maximum of 24 hours in the independent learning room until the behaviour is corrected.

During assemblies students are expected to enter silently. During this time they will be sat down in their form groups. Students can be removed from assemblies after one warning due to the nature and scale of the disruption.

Mobile Phone and Electronic Devices - including earphones.

As you are aware, the school is a mobile device/phone-free zone to enhance the learning environment and promote social interaction. Mobile phones and any electronic devices must not be visible in school at any time. We operate on the system of 'See it, Hear it, Take it'.

We ask parents continue to support our students to disconnect to re-connect by working with your child to reduce their use of mobile devices during school hours for the remainder of the summer break. Excessive use of mobile phones can lead to addictive behaviours, which distract students from their studies and hinder meaningful social engagement with their peers and family. By removing this distraction, we continue to foster a more focused and interactive educational experience.

Our students can continue to bring their mobile phones/devices to school, recognising their importance for safety and parental reassurance when students travel to and from school. However, mobile phones/devices MUST be turned off and stored in school bags as soon as students arrive at the main doors for the duration of the day - this includes lesson times, transition times and social times. It is not acceptable for mobile phones/devices to be in the waistband of trousers.

If a student is found using their mobile phone, it will be removed and taken to reception until the end of the day. The removal of the device will be logged by staff.



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- First Offence: Students may collect their device at the end of the day from Student Services.
- Second Offence: Parents or another responsible adult will need to collect the device.
- Third Offence: The student will be issued a phone ban and will be expected to hand the phone over to the staff on the door each morning to ensure their mobile device is not brought into school. We ask parents to support this by removing the phone at home. If a student needs their phone for travel, we expect students to hand their phone in at the beginning of the day and collect it at the end of the day.

We request that parents do not contact their child via mobile phone during the school day. Doing so undermines our policy and places your child in a difficult position, directly conflicting with the school's expectations. We ask all parents to communicate during the school day through our reception team.

c) Uniform

We expect all students to show RESPECT for our uniform.

Where a student does not have a particular item of uniform, parents are expected to provide a written explanation regarding this which should be shown to staff on the entry doors at the start of the day. If a student arrives at the Academy without appropriate shoes or other uniform items, they will be sent to the Boot Room at the start of the day. If uniform replacements are available, they must hand over their footwear or suitable clothing before being provided with a pair of black shoes, or tie or other uniform items, as appropriate. If there is a medical reason which means that a student cannot wear an item of uniform this must be evidenced with an appropriate medical note.

Should a student refuse to co-operate, they risk being placed in the ILR or a Leadership Detention.

d) Other Serious Incidents

At Central Academy we have the highest standards for our whole school community. In some cases, incidents are serious enough to warrant a suspension from the Academy. This is a very serious sanction and not taken lightly. The decision to exclude a student is only made by the Principal. If a student is excluded parents/carers will be informed by telephone in the first instance followed up with a letter outlining the details of the suspension. Parents/carers are responsible for their child for the first 5 days of any suspension and they must stay at home for this period. Parents/carers are expected to attend a reintegration meeting with a member of the Pastoral Team and/or Senior Leadership Team. For further information please see our Suspension Policy.

e) Graduated Approach



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Graduated Approach to Support and Intervention: Blending Attendance, SEND, Pastoral Care, and Safeguarding						
	Pastoral	Attendance	SEND	Safeguarding	Mental Health	EAL
Level 1: Universal Support (All Students)	Access to information and guidance Class changes Seat Move	Daily calls following day 1 absence	Reading assessment SEND homework club Screening	Access to information and guidance Assemblies - PSHCE	STEER Assessment Tutor Support Signposting/Assemblies Worry Box	English proficiency assessment Access to EBU as an informal key worker
Level 2: Targeted Support (At-Risk Students)	RIC Referral to JNE Referral to WOO Tutor Meetings Tutor Report Additional Prompt Late Report Keyworker Time Out/Movement break	Letter 1 Home Visits	Access to Base Pupil Passports Lexia Lexonic Dyslexia testing Dyscalcula testing Handwriting support Key worker allocation EBSA	CCPT referral Welfare check - op encompass Home visit/ parent meeting Spiral	STEER Action Plan Time Out Group Support Barnardos MU Minds Amber Risk Assessment Key Worker IKY Check In Targetted Signposting	Passport and intervention if English level not at least D Passport if personal circumstances increase risk, e.g. trauma, refugee status Regular check-ins
Level 3: Specialized Support (High-Risk Students)	Behaviour Risk Assessment SEMh Risk assessment YTM Report YTM Meeting- Internal EH MHST referral Morton/Trinity Referral Early Help Assessment	Letter 2 Meeting with YTM Attendance plan	Zones of regulation Talkabout The Study Lego Therapy S&L intervention TA support in lesson Regulation plan	CE pathway Supervision LA Substance misuse team SCF	1:1 Support Barnardos Red Risk Assessment LINK	EBU to attend any meetings Source interpreters if needed and available Bespoke mentoring according to individual case
Level 4: Intensive Support (Severely At-Risk Students)	Off site direction Key stage director/SLT meeting PLT Alternative Provision Final Written Warning	LA involvement	EHCP Section F Susans Farm	Police Social care Prevent Youth offending Victim support	CAMHS Assessment Educational Psychologist Involvement 1:1 High Intensity Support Safety Net MyTime	Bespoke timetable

***Please note that Alternative Provision/Manage Move may be considered immediately for a serious incident and may also form part of a previous wave strategy if this is the best support for the student and all parties are in agreement with this.**

****Permanent Suspension can be the result of a severe breach of our school's rules or Behaviour for Learning Policy. Each incident is investigated on an individual basis. The Principal will make the final decision regarding permanent suspension.**

Examples of student support available:

- Acceptable Behaviour Contracts
- Adjustment to Behaviour Policy in lessons (reasonable adjustment)
- Assigned keyworker
- Anger management (in house)
- Counselling
- Peer mentoring
- Staff mentoring
- Support in referring to the Safeguarding Team
- Man Utd mentoring
- Investigation into an EP assessment
- Early help assessment explored
- Further LA support including CAMHS

Alongside the graduated approach we will run weekly meetings with the behaviour team. This meeting is used to discuss key students who have one of the following issues:

- Risk of PS
- Students referred to the Carlisle Inclusion Panel
- Persistent poor behaviour
- Significant underperformance in lessons based on academic outcomes
- LAC/SEN
- Attendance issues/concerns



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- Reintegration from managed move, extended absence or alternative provision

Meetings will involve:

- Assistant Principal/Vice Principal (Chair)
- SENDCO/nominated person
- DSL and deputy DSL
- Inclusion Manager
- Attendance Team
- Head of Learning

f) Prohibited items and searches

The law relating to searches

Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object, eg. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Consequently, schools should note that it may also be necessary to undertake a search of a student's possessions to check for property not covered by the statutory power, but identified in the school's Behaviour Policy as an item which may be searched for. If an item is **not** listed in the school's Behaviour Policy under this heading then a search cannot be conducted without consent from the student. Consequently, it is vital to include any specific banned item, not on the DfE's standard list in the school's policy if it is likely to cause a problem to maintaining order in the school to the extent where a search without consent may be needed.

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a student and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and/or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student's own person or of their possessions must be carried out with due consideration for the student's personal dignity, health and safety, the school's Safeguarding Policy, United Learning staff-student relations guidance, and the school's own Equal Opportunities Policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.



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Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- drugs paraphernalia
- stolen items
- tobacco and cigarette papers
- Vapes and vaping paraphernalia
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its Behaviour Policy. However, physical resistance by a student to search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this Behaviour Policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education. This states that '60. Substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful. 61. Where a person



conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.'

Searches with consent

The school may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual Complaints Policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The Academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

g) Drugs

The Academy has a zero-tolerance policy on drugs for the health and safety of students. The Academy policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The school should make this broad definition clear. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school will take into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.



Any student found to be involved in a drugs-related incident will be disciplined in accordance with the school's Behaviour Policy. The sanction is likely to include permanent or fixed term suspension from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent suspension. Using illegal drugs will, except in exceptional circumstances lead to suspension which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

h) Bullying

Central Academy strives to be a caring, effective, safe and supportive community offering equality of opportunity and provision for everyone. Bullying will not be tolerated at the Academy. For more information, please read our Antibullying Policy.

i) Sanctions

Independent Learning Room (ILR)

If a student is issued with the ILR as a sanction the student will have 5 minutes to arrive at the ILR and will be met by the ILR manager. The ILR runs from the start of the school day **8:25 am until 3:30 pm**. Students will stay in the ILR for a maximum of 24 hours including social times. In the ILR students will complete a restorative justice conversation alongside paper-based or computer-based tasks for their core subjects. In the ILR we use a warning system similar to the classroom, however these will be more severe due to disruption:

- 1 Warning in the ILR will act as a reminder that they have already disrupted their own learning or the learning of others in lesson and they are continuing to do this in ILR.
- 2nd Warning will result in a student moving into the all day room. Students in this room will stay there for a maximum of 24 hours.

Independent Learning Room (ILR) – All day room

- 1 Warning will act as a reminder.
- 2nd Warning will result in a support call to parents which will provide students the opportunity to correct their behaviour.
- 3rd Warning will result in a suspensions or Off-site direction to another school.



Detentions

Note that 24 hours' notice of a detention is no longer required. Parental permission is not required. When issuing detentions staff will consider:

- the welfare of the child
- whether the child has caring responsibilities
- whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter as long as the child has a means to get home safely.

Specify that:

The permitted times for detentions are:

- any school day when the pupil does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training days.

Set out which staff may give detentions. State that a lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet. To ensure consistency and fairness in their use, the process for using detentions should be set out clearly and be well-known to all pupils and staff.

Off Site Suspension:

An off-site suspension (OSS) may be applied for a variety of serious incidents. This differs from a FTS as the suspension will be based at Morton Academy or Trinity School in their ILR room. Please note reasonable adjustments will be used where applicable.

Off Site Direction:

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. We can arrange off-site provision for such purposes under our general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school. During this we could provide off site direction to one of our neighbouring schools in the city. Added

Suspensions:

For incidents the Principal judges a more serious consequence necessary, a student may incur an suspension from the Academy. There is further guidance on suspensions later in this policy.

Governors' Panels:

In some circumstances, it may be determined by the Principal that Governors need to be involved with a particular incident or a particular student. In these circumstances, Governors will listen to submission by the Principal (or appropriate member of staff) as well as the student and/or parents. Governors will then express a view on the matter.



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Final Written Warning:

In cases where student behaviour has warranted fixed term suspensions, the Academy may notify parents in writing that further incidents of poor behaviour will warrant a permanent suspension. The Academy considers permanent suspension to be a final resort and will try to engage parents/carers, and often support, in such cases where permanent suspension is imminent by issuing a final written warning. It should be noted that events leading to permanent suspension cannot always be foreseen and the lack of a final written warning will not prevent permanent suspension in such cases.

Malicious accusations against staff:

If a student makes a malicious accusation against a member of staff this will be dealt with as a serious breach of the Behaviour Policy and could lead to a fixed term suspension or a permanent suspension dependent on the severity of the accusation. The Academy would seek to encourage restorative procedures if appropriate in the event of such an accusation. The Academy takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy.

The power to discipline beyond the school gate:

Be aware and specify that the Behaviour Policy can extend to activities outside the school day and off the school premises when the student is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.

Even where the four conditions above do not apply, the Behaviour Policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public, or could adversely affect the reputation of the school, and that broad definition should be included to give the school maximum control over issues such as bullying. Consider whether there are specific circumstances that should be included such as cyber-bullying.

Malicious accusations against staff These can be very damaging for a member of staff welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student (s) will be sanctioned with an exclusion. The length of exclusion and whether this is internal or external will be treated on a case by case basis.

j) Reasonable Adjustments

In applying this policy, the school takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by the Act, notably disability. It also takes into account the needs of students with Special Educational Needs (SEN). The school will also have regard to its Safeguarding Policy where appropriate. Therefore, the school will undertake a series of reasonable adjustments to ensure all students needs are met. A reasonable adjustment is an adjustment made to a sanction taking into account the specific needs of an individual. All reasonable adjustments are managed by the behaviour and SEND Team and any



specific adjustments will be evidenced in a students' passport or behaviour plan. Below are some examples of reasonable adjustments:

- An additional warning in the classroom
- Time out cards (removed after 3 x misuse)
- Independent learning in the SEND area
- Additional warning in unstructured times
- Fidget toys (where applicable)
- Take up time

Alongside the examples above please read Appendix C on specific reasonable adjustments for diagnosed needs.

k) Rewards

The Academy's rewards are used as a strategy to inspire, enthuse and motivate students to fulfil their potential. Our aim is for all lessons to be rewards led. The use of rewards should be used before punishment in order to develop a positive ethos in the classroom and around the building. Praise and rewards are linked to effort, willingness, co-operation, thoughtfulness, personal achievement etc. Rewards are given when effort is:

- above the standard for that group
- above the standard for that student
- consistently good

All Academy staff are able to use rewards such as verbal praise, telephone calls to parents, the organisation of letters/emails to parents and public celebration of success in forums such as Friday Celebration Briefings and the Academy newsletter.

Praise can be given in many ways and as often as possible through:

- a) A quick word and a smile
- b) A specific written comment on a piece of work
- c) Sending a student to a HoL/member of SLT to look at a piece of great work
- d) An email to tutor/parents/HoL/SLT
- e) A public word of phrase in front of a tutor group/year group
- f) Displaying students' work
- g) Post card home
- h) Phone calls home: staff should aim to make 5 positive phone calls home for each negative
- i) Student of the week nominations made weekly from every subject
- j) Emails sent to primary guardians

Celebration of Success and Rewards at Central Academy:

Every lesson and around the building:

- (i) Positive logs on arbor linked to engagement and effort in lessons
- (ii) iChoose is a new method of celebrating success in the classroom and directly links to positive attitudes to learning. The aim of iChoose is to promote personal responsibility, good behaviour and good discipline through encouraging students to make the right choices. iChoose will also enable students to understand the characteristics of effective learners and how attitude to learning affects achievement. In every lesson the teacher must award one student with an



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iChoose and continue to log other positive behaviour types linked to our values. Students enter their iChoose tickets into weekly and half termly draws.

iChoose plays a significant role in shifting to a culture of praise and celebration at Central Academy. Teachers are encouraged to involve students in the decision when awarding their ticket. Students are also encouraged to ask teachers who the ticket will go to and why.

Weekly Celebration of success and rewards (form time and assembly):

- (i) iChoose ticket draw
- (ii) 'Student of the Week'
- (iii) iHomelearn, iCharacter and iAttend rewards given out to every year, every week

Half Termly celebration of success and rewards:

- (i) 'Perfect' certificates
- (ii) Best in Everyone
- (iii) Top students
- (iv) iChoose Mega Draw

Annual celebration of success and rewards:

- (i) Annual Awards Ceremony celebrating positive attitudes to learning across the curriculum and sporting success.

I) Use of social media

The Academy will enforce the Behaviour Policy, if appropriate, if the use of social media has a negative impact on the Academy, students or staff in any way. Examples of prohibited social media use includes:

- damage to the Academy or its reputation, even indirectly
- use that may defame Academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the Academy's behalf
- using Academy logos or trademarks.

This list is not exhaustive.

If the use of social media needs to be reported then the Vice Principal – Behaviour should be informed. If necessary the Academy will refer matters to the Police. We expect staff, students and parents to use social media respectfully and to be careful with imagery and language that they share online. Breaches of this

policy will result in disciplinary sanctions being applied. In terms of the Academy's responsibility to government guidance on the Prevent Duty children must be kept safe from terrorist and extremist material. The Academy filters and monitors use of ICT as appropriate.

m) Use of Reasonable Force (Appendix 4)

At Central Academy we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

Legislation and guidance

This policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#). This policy has full regard to statutory guidance contained within the Department for Education's *Restrictive interventions, including use of reasonable force, in schools* (April 2026). Sections concerning recording and reporting carry statutory force under section 93A of the Education and Inspections Act 2006.

Central Academy does not have a 'no contact' policy as such a policy might place a member of staff in breach of their duty of care towards a student or prevent them taking action needed to prevent a student causing harm.

n) Suspensions

1. Executive Summary or Explanatory Note

Central Academy, under this Behaviour Policy recognises that to ensure good order and behaviour for learning it may be necessary to exclude students from the premises for a fixed term or permanently. That suspension is the ultimate sanction. That the decision to exclude is the Principal's alone or in his/her absence, the designated Vice/Assistant Principal in charge.

2. Legislation and Guidance



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In applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on suspensions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a student. Schools must also ensure that their policies and practices do not discriminate against students by **unfairly increasing their risk of suspension**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and Governing Body must comply with their statutory duties in relation to SEND when administering the suspension process. This includes having regard to the SEND Code of Practice.

Please be aware that the Suspension Policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; work experience placement etc. Ensure that this is consistent with the main section of the Behaviour Policy.

3. *Types of Suspension*

Fixed Term Suspension (FTS):

FTS is a very serious sanction and can only be made by the Principal. An FTS is for a stated number of days. If an FTS is applied, you will receive a phone call outlining the FTS including:

- Reason the FTS has been applied
- How many days FTS
- When the readmission meeting will take place

Following this you will receive a letter for your records. This will also be sent to the Local Authority for their records. All students must complete a readmission meeting before returning to the Academy. This meeting will reflect on the incident, set clear targets and plan the return to school for the student. For further information on the suspension process please read the Suspensions Policy.

Please note: any FTSs issued for refusing a sanction will result in the sanction refused being completed by the student after reintegration into the Academy.

Examples of but not limited to:

- Refusing to go to the ILR
- Failing an SLT room (escalation from ILR)
- Arriving late to the ILR
- Refusing staff instructions
- Repeated refusal to follow instructions
- Risking the health and safety of others
- Swearing at a member of staff
- Spitting at somebody else
- Theft
- Harassment or intimidation
- Malicious allegations against staff
- Bringing fireworks into school
- Breaching the Academy ICT Agreement
- Sexual Misconduct
- Sexist, racist or homophobic behaviour
- Smoking/vaping/using lighters on site



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- Damage to school property
- Continued bullying
- Setting off a fire alarm or extinguisher
- Fighting (However, the primary and secondary fighter sanctions may differ)
- Bringing the Academy into disrepute
- Recording staff or students

Permanent Suspension (PEX):

The decision to exclude a student permanently is a last resort. There are two main types of situations in which permanent suspension may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Carrying or supplying illegal drugs
- Carrying or using an offensive weapon
- Persistent bullying
- Serious violence against another student
- Serious damage to school property
- Violence towards a member of staff
- Sexual abuse/assault
- Repeated serious incident sanctioned with FTS
- Intimidating behaviour towards a member of staff
- Serious breach of the Behaviour Policy
- Continued breach of the Behaviour Policy
- Deliberate activation of the fire alarm without good intent, including smoking/vaping inside the building
- Repeated or serious misuse of the academy computers
- Malicious allegations against staff

The Academy will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the Academy. The Academy reserves the right to act in the case of any incidents happening outside of normal Academy hours, which in the judgement of the Headteacher may have a detrimental effect on good order and discipline during the Academy day.

Reasonable Adjustments

The Academy paperwork regarding suspension decisions refers to a section called 'Reasonable Adjustments' this is to ensure that appropriate staff such as the SENCO or pastoral staff are consulted to ensure that student profiles, EHCP and other guidance has been followed appropriately. Where there is evidence that a



student's SEN status has an impact on their behaviour and ability to manage the expectations of the Behaviour Policy, the SENCO will ensure a clear plan for positive behaviour with consultation from external advice where appropriate.

4. *The Investigation*

When an investigation which may result in a suspension takes place it will be conducted in accordance with DfE guidance. The Academy's principles which will be applied are as follows:

- The member of staff will make a statement referring the issue.
- The student involved will be asked to make a statement, this can be a verbal statement transcribed by a member of staff. This should be signed and dated.
- Any witnesses will also make statements which will be signed and dated.
- If there is any physical evidence (eg CCTV images, objects), these will be recorded and added to the decision document.
- Voice of the child meetings

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The student's previous behavioural record;
- Contributory factors (eg. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Take into account the Academy Behaviour Policy, Special Educational Needs Policy and equality law obligations.

5. *Principal's Decision*

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the Academy's Behaviour Policy and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

6. *Notification*

The Academy will notify parents in terms of priority on the Information Management System that a serious incident has taken place. This will be done by a senior member of staff. If an suspension decision is made parents will be notified by phone call and a letter, signed by the Principal and will be sent without delay.

7. *Role of the Local Governing Body*

The Local Governing Body is responsible for ensuring that any suspension decision made by the Principal is lawful, reasonable, procedurally fair and proportionate. A Governors' Student Discipline Committee panel made of three serving members of the LGB will meet to consider representations by the Academy, parents and the Local Authority. The panel can either uphold the suspension or direct reinstatement (and if the latter is not practical still consider if the decision was justified.) The decision of the panel will be given in writing



and without delay giving the reasons for the decision. Appendix A - the Department flow chart (Appendix A from its statutory suspensions guidance) to the policy.

8. *Additional Requirements for Permanent Suspension*

Where the Governing Body has upheld the decision of the Principal to exclude, set out:

- the statutory timeframe for applying to an independent review panel
- to whom an application must be sent, together with the grounds and evidence
- the right for parents to request a special educational needs expert
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

9. *Independent Review Panel Procedure*

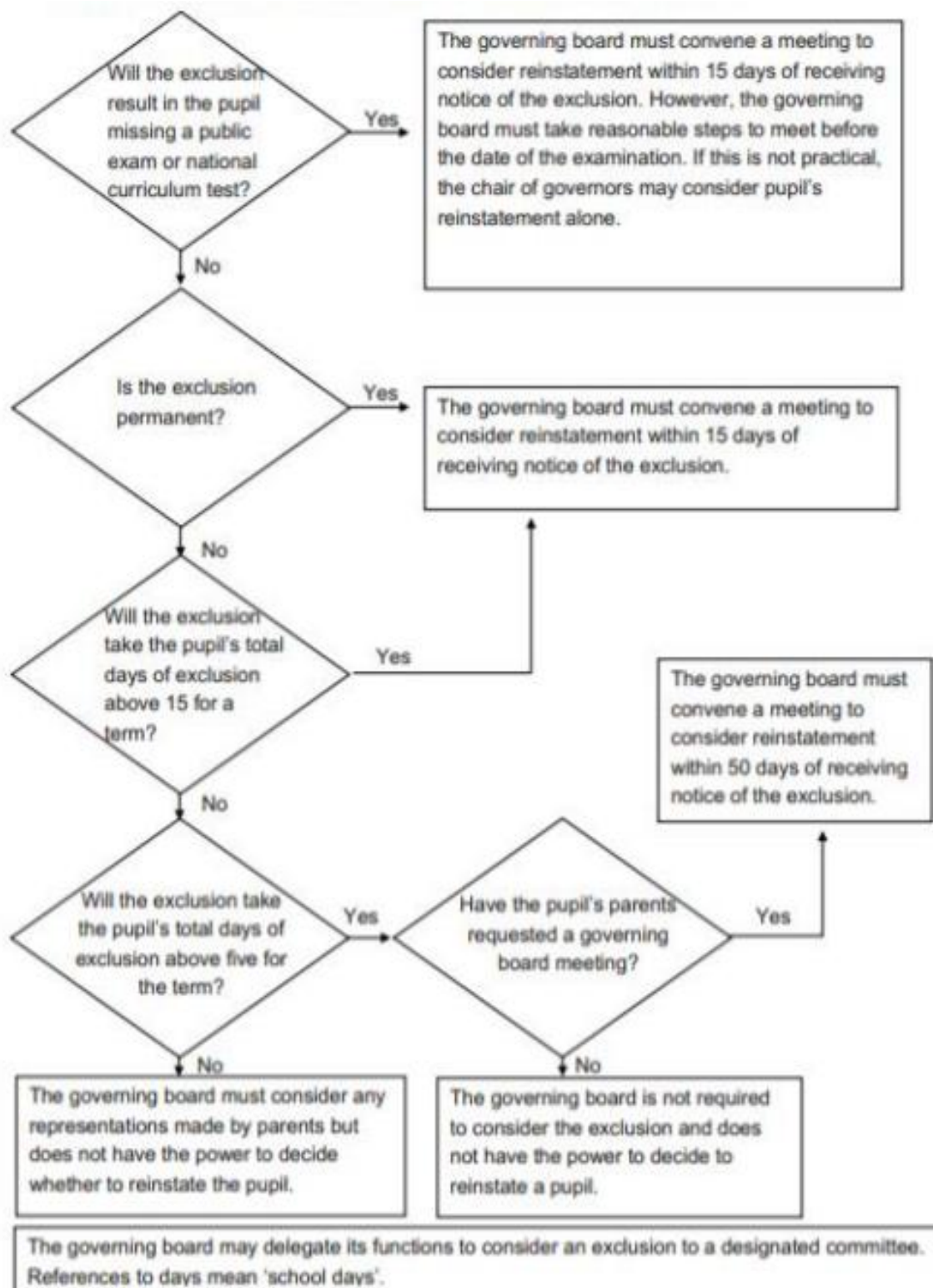
If a parent wishes to appeal a decision made by the Governing Body then they can proceed to an Independent Review Panel. The set up and process of the IRP is set out in DfE guidance. The guidance makes clear the role of the IRP, timescales for the process, the constitution and powers of the IRP. An IRP cannot compel the academy to reinstate a student.

Appendix A



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Appendix B

Secondary Behaviour Sanctions (Professional Judgement used in implementation)

Independent Learning Room	Off-site Suspension	Fixed Term Suspension	Permanent Suspension
Disruption to learning in the classroom. Students will receive a warning for the reasons below. Repeated disruption will result in removal to the ILR. Warnings are given for (examples of but not limited to): • Lateness/Refusing detentions • Low-level disruption • Calling out • Off-task talking • Talking over a teacher • Distracting others • Unkindness • Rudeness • Physical Contact • Inappropriate language • Inappropriate response to a warning • Refusal to follow instructions first time • Shouting • Refusal to work • Head on desk • Throwing • Lack of equipment • Leaving their seat without permission • Chewing or eating in lessons • Mobile phone notification or headphones visible • Damage to equipment or property • Turning around • Not paying attention	A list of reasons for OSSs are listed below (examples of but not limited to): • Refusing to go to the ILR • Arriving late to the ILR • Refusing staff instructions • Repeated refusal to follow instructions • Refusing detention • Truancy	A list of reasons for FTSs are listed below (examples of but not limited to): • Refusing to go to the ILR • Arriving late to the ILR • Refusing staff instructions • Repeated refusal to follow instructions • Risking the health and safety of others • Swearing at a member of staff • Spitting at somebody else • Theft • Harassment or intimidation • Malicious allegations against staff • Bringing fireworks into school • Breaching the Academy ICT Agreement • Sexual Misconduct • Sexist, racist or homophobic behaviour • Smoking/vaping/using lighters on site • Damage to school property • Continued bullying • Setting off a fire alarm or extinguisher • Fighting (Primary Fighter) • Bringing the Academy into disrepute • Continuous refusal of detentions • Truancy	A list of reasons for PEX are listed below (examples of but not limited to): • Carrying or supplying illegal drugs • Carrying or using an offensive weapon • Persistent bullying • Serious violence against another pupil • Serious damage to school property • Violence towards a member of staff • Sexual abuse/assault • Repeated serious incident sanctioned with FTS • Intimidating behaviour towards a member of staff • Serious breach of the Behaviour Policy • Continued breach of the Behaviour Policy • Malicious allegations against staff



Immediate removal: • Fighting • Abusive or Offensive language • Dangerous or Violent behaviour • Highly disruptive behaviour Incidents around school The ILR may be applied for any serious incident where OSS/FTS is not appropriate. Please find some examples listed below: • Repeat offence around school resulting in more than one detention • Using strongly inappropriate language (eg swearing, discriminatory comments) • Aggression • Dangerous behaviour/damage to property • Shouting/rudeness/disrespect to staff • Failure to attend mandatory after academy commitment • Verbal violence towards a student or staff • Discriminatory harassment • Possession of dangerous or inappropriate materials • Vandalism • Truancy			
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What does the ILR mean?	What does OSS mean?	What does FTS mean?	What does PEX mean?
Students will be isolated in our independent learning room and continue with their learning in-line with their core subjects. Students will also complete a restorative justice meeting with the member of staff at the end of the day.	A set number of days in the ILR room at Morton Academy with work to complete. This will be followed up by a restorative meeting.	A set number of days at home with work to complete. This will be followed up by a readmission meeting.	Permanently excluded from attending academy. A hearing before the Academy's Governing Body committee.



Appendix C – Reasonable Adjustments

Introduction

Schools have had a duty to provide reasonable adjustments for disabled students since 2002, originally under the Disability Discrimination Act 1995 and from October 2010, under the Equality Act 2010. The duty is to take such steps as is reasonable, to avoid substantial disadvantage to a disabled person. The Equality Act 2010, states that a person has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.

There are three elements to the reasonable adjustments duty outlined in the Equality Act 2010. These relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features

The duty in relation to provisions, criteria and practices covers the way in which a school operates on a day to day basis, including its decisions and actions.

The duty in relation to the provision of auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled student.

The duty in relation to the provision of physical features means the features of a building or premises. The Equality Act 2010 does not refine what is 'reasonable', which allows flexibility for different sets of circumstances. Therefore, what is reasonable in one set of circumstances, may not be reasonable in another.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

Examples of some of the factors that are likely to be taken into account when considering what adjustments are reasonable for a school to have to make are:

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the disadvantage suffered by a disabled pupil
- The practicality of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other students and prospective students

Taken from Equality and Human Rights Commission published 2015

Practice in the Academy

Central Academy is an inclusive school, where students' needs are well known. To secure best outcomes for our students, we personalise reasonable adjustments to meet individual needs. The effectiveness of the reasonable adjustment is carefully monitored by the SENCO and Pastoral Team.

The following are some of the reasonable adjustments made in school:

- Specific and personalised adjustments to the school's Behaviour Policy (see below and Behaviour Policy for more specific examples)
- Specific and personalised adjustments to the school's Uniform Policy
- Examination access arrangements
- Allowing students to use the lift
- Toilet passes
- Allowing students to type instead of handwriting an extended piece of work
- Handouts to be printed in large font
- Handouts to be printed on coloured paper
- Providing coloured overlays to students with visual stress
- Seating plans to support hearing impaired students
- Seating plans to support seeing impaired students
- Use of subtitles on videos to support hearing impaired students
- Seating plans to limit environmental stimulation
- Pass to support movement around school site at quieter times

Behaviour Management

At Central Academy we have a very clear and consistent Behaviour Policy. The fundamental aim of the policy is to ensure all students are able to learn in a disruption free environment in all their lessons. The system provides very clear boundaries which are consistently maintained in a calm, focused and respectful manner. We place great value on the student teacher relationship and want to ensure we develop student's character and they make excellent progress. Our behaviour system is based around our school values.

There are students who struggle to regulate and control their behaviour in the classroom. This may be because of specific, diagnosed needs identified by outside agencies or it may be because of specific known needs that impact the student.

We have a clear policy and practice regarding reasonable adjustment to support students who find it difficult to conform to the behavioural expectations.

We have students who have a diagnosed need and they are placed on our SEN Register. This information is available to staff with generic strategies relating to the need and specific strategies to support the individual. There are also meetings held with the school SENCO and teachers to discuss students and they may have a profile page outlining adjustments and strategies to be put in place. This will be shared via CPOMS with all that student's teachers.

We also have students who have a known need. This may be due to family difficulties, social situations or that the student is on a waiting list for a diagnosis. This information is also available to staff and staff are regularly directed to it. Updates are sent through so as to support students in class via a SEN Bulletin.



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Students in both groups are supported through the Pastoral and SEND teams. Their care, provision and support is discussed regularly at our Pastoral meetings. Referrals to outside agencies are made to access specialist support where appropriate.

We put in place reasonable adjustment for students who either have a diagnosis or known need when required. Examples of reasonable adjustments to support behaviour would include (not an exhaustive list):

- Extra verbal warning in class removal system
- 3 removals instead of 2 removals to trigger suspensions
- Time out cards (3 x misuse – removal)
- Meeting 1:1 with the student to review the week's behaviour and look at strategies to help
- Student passport sent through to all teachers outlining the concerns and suggesting strategies to support
- Pastoral or TA support in the lessons
- Break and Lunch support
- Careful consideration to seating plans
- Traffic lighted timetable
- Referral to alternative provision

The reasonable adjustment plan will be decided on a case by case basis by the SENCO and the Director of Key Stage or member of SLT. This plan will be communicated internally to staff via CPOMS and Advice to Support Learning sheets. This will also be clearly communicated and agreed with the student and parent/carer.

Linked Policies:

- SEN Policy
- Behaviour Policy
- Uniform Policy

Appendix D – Restrictive Intervention & Reasonable Force

Aims and scope

At Central Academy we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary



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- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

2. Legislation and guidance

This policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#). This policy has full regard to statutory guidance contained within the Department for Education's *Restrictive interventions, including use of reasonable force, in schools* (April 2026). Sections concerning recording and reporting carry statutory force under section 93A of the Education and Inspections Act 2006.

It also meets the requirements of:

- [Section 93 of the Education and Inspections Act 2006](#)
- Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996
- [Equality Act 2010](#)
- [Health and Safety at Work etc. Act 1974](#) and associated regulations
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education](#)
- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- Department for Education guidance on [searching, screening and confiscation](#)
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#))

3. Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.



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Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight
- Passive positioning around a dysregulated pupil to create space and prevent anyone from getting too close, helping the pupil regain control safely.
- Staff may briefly hold a door closed or supervise an exit to stop a pupil from leaving a room at a moment when doing so could place them or others at risk.
- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
 - Staff breaking up a fight between pupils
 - A staff member restraining a pupil to prevent injury to the pupil, or others
 - When a pupil refuses to leave a room and their behaviour is causing serious disruption or risk, staff may use light physical contact to escort them out.
- **Restraint** is a type of **restrictive intervention involving physical contact** to prevent a pupil from harming themselves or others, causing serious damage, committing an offence, or creating serious disorder. It must be necessary, proportionate and used for the minimum time required.

Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- Removing a pupil's crutches
- When a pupil tries to throw a dangerous object, staff may briefly restrain their arms or hands to stop someone being hurt.
- **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

See section 3.2 of this policy for more information on seclusion.

- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

See section 3.1 of this policy for more information on appropriate physical contact.

3.1 Appropriate physical contact with pupils



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Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used

3.2 Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them including offices and large classrooms.
- The pupil will be supervised at all times, by at least 1 member of staff depending on any individual risk assessments in place.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.



Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

In this policy, **restrictive interventions** include both **non-force restrictions** (e.g., seclusion, environmental controls) and **force-based interventions** (reasonable force/physical restraint). We always select the **least-restrictive** option that is **necessary and proportionate**

4. Roles and responsibilities

4.1 The governing board

- The governing board is responsible for:
- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
 - Significant incident involving force
 - Seclusion incident
 - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school – this will include:
 - ✓ **termly review**
 - ✓ **disproportionate impact monitoring (SEND / protected characteristics)**
 - ✓ **trend analysis**
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but haven't been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

4.2 The Principal

The Principal is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements



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- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance [Keeping Children Safe in Education](#) if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

4.3 All staff

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Ensuring that every seclusion incident, restraint incident and significant incident involving force has been reported to each parent/carers of the pupil involved.
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a pupil's parent/carers of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

4.5 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions

- Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any pupil with SEND
- Providing advice and support on the application of this policy for pupils with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

5. Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained quickly and that risk assessments are carried out where necessary. See section 11 of this policy for information on training and risk assessments.

Following any restraint, staff will consider whether a medical assessment is required, including where no immediate injury is apparent.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

6. Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:



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- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

Section 5 of this policy sets out the instances where staff may use reasonable force. Section 9 of this policy provides guidance for staff on what to consider before using it.

7. Using reasonable force to search pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's [searching, screening and confiscation guidance](#)) or an item banned under our school rules.

They **can** use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only, such as mobile phones and other contraband.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff. Please see our behaviour policy for more information on how we conduct searches.

8. Prevention and de-escalation strategies

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

- Our whole-school approach includes :
- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:

- The development of behaviour support plans
- Strategies to help pupils calm down before their behaviour escalates
- Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

8.1 De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate such as the Sensory Room or an office.
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

9. Deciding when the use of restrictive interventions is appropriate

9.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8.1 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

> Is it necessary?

- Are there other more effective, less restrictive ways to manage the situation?
- Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?

> Is it proportionate?

- Staff should use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

9.2 Pupil and staff welfare

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

Following any restraint, staff will consider whether a medical assessment is required, including where no immediate injury is apparent.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

10. Considerations for pupils with SEND

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.



Our school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Removing stimuli that may be causing distress to the pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create individual behaviour support plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

- Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- Explain the best ways to communicate with the pupil
- In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

11. Training and risk assessments

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

12. Recording and reporting arrangements

We have a legal duty to record and report all:

- Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')



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- Seclusion incidents
- Restraint incidents

12.1 Recording incidents

Our school has a clear process in place for recording the incidents listed above.

Staff will use the appropriate form which will then be scanned in with a matter of urgency onto CPOMS. This form should be completed as soon as possible and should endeavour to do this on the same day. This form should be completed even if this incident is listed within a ISP.

For significant incidents involving force, the form will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support

Once the incident has been logged on CPOMS, alongside any supporting evidence such as statements or FTS forms, and log that the incident has been reported to parents/carers.

For seclusion incidents and restraint incidents, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

Once the incident has been logged on CPOMS, alongside any supporting evidence such as statements or FTS forms, and log that the incident has been reported to parents/carers

Completed reports will be kept securely and retained in line with our data protection procedures.

Data on any incidents should be reviewed by the LGB:

- termly review
- disproportionate impact monitoring (SEND / protected characteristics)
- trend analysis



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12.2 Reporting incidents to parents/carers

When reporting an incident to parents/carers, we will take the following steps:

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

The only exception to this is if a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides (see section 12.3 of this policy)

When we report **significant incidents involving force** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with a written report with the above information, with a verbal account where possible.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

Following up with parents/carers after an incident

We will review any incident or seclusion and restraint incidents with parents/carers. This will include a review of :

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

12.3 Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in section 12.2 of this policy).

13. Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on the Academy website.



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We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance [Keeping Children Safe in Education](#).

14. Monitoring and review

This policy will be reviewed annually

At every review, this policy will be approved by the Governing Body.

15. Links with other policies

This policy links to the following policies and procedures:

- Behaviour policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy
- SEND policy



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