



BEHAVIOUR, SUSPENSIONS and EXCLUSIONS POLICY



United Learning
The best in everyone™

▪ Ambition ▪ Confidence ▪ Creativity ▪ Respect ▪ Enthusiasm ▪ Determination

UNITED LEARNING BEHAVIOUR POLICY

Date of last central office review:		Review Period:	1 year (minimum)
Date of next central office review:	Autumn Term 2025	Owner:	Olly Maund
Date of next school level review:	Sept 2026		

Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy
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REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Autumn Term (1 st Oct 2025)
Policy tailored by individual schools	Sept 25
School policy ratified by Local Governing Bodies	Sept 25
Implementation of Group Policy	Sept 25



1. Expectations

1.1 This policy sets out how Avonbourne Academies will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete work to the best of their ability and ensure a safe and secure environment for all pupils. In applying this policy, Avonbourne Academies will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also consider the needs of pupils with special educational needs. Avonbourne Academies will also have regard to its safeguarding policy where appropriate.

1.2 At Avonbourne Academies, learning is at the centre of everything we do. We believe that, in order to equip our pupils with the knowledge, skills and experience required to realise their ambitions throughout their lives, we must ensure that we provide a learning environment at Avonbourne where every person in the Academy community feels safe, secure and free to focus on their own learning. We believe that every single pupil has the potential to be exceptional; to achieve this, every pupil needs a safe, structured working environment where high expectations are clearly and routinely communicated, promoted by all with self-discipline and where every individual is held accountable for their actions. To achieve this, every second of every lesson and throughout each day we have implemented a framework that sets clear expectations, promoting a culture where everyone is encouraged to take responsibility for their actions and feels safe, valued and respected. Our policy aims to:

- promote positive behaviour
 - promote self-esteem, self-discipline and positive relationships
 - provide a safe environment where learning is disruption-free
 - ensure a consistent approach to tackling poor behaviour
 - make reasonable adjustment for those pupils with special educational needs and/or disabilities.
- This will include those pupils with a medical diagnosis or Education Health Care Plan (EHCP) in place as well as pupils with identified additional needs who may require more SEND/pastoral support



2. Policy Implementation

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of the Academy. Furthermore, that the Academy is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

All staff to implement the academy policy consistently and fairly throughout the Academy by setting the standards required to promote positive behaviour.¹

The Senior Leadership team of the Academy to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture²

Students are responsible for:

Students should:

- Arrive on time to the Academies each day
- Arrive at their lessons on time
- Aim for 100% attendance and punctuality

Behaviour and Conduct Students should:

- Always adhere to the Avonbourne Way

1. I always try my hardest to learn to the best of my ability.
2. I take responsibility for my own behaviour. I always do as I am asked, the first time I am asked.
3. I am in the right place at the right time, doing the right thing.
4. I take pride in the timely completion of high quality, well-presented class and homework.
5. I take responsibility for my learning and the learning of others – this means I work well independently and within the team.
6. I respect others, their opinions and their personal space.
7. I always have the correct equipment, look smart and am ready to learn every day of every week.

¹ Further detail is contained at paragraphs 28-29 in the DfE Behaviour Guidance

² Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance



- Ensure that all electronic devices such as mobile phones, tablets are out of sight and switched off and in their school bag at all times should they travel with them to the Academies
- Refrain from bringing items of high value into the Academies. The Academies do not accept responsibility for the loss of, or damage caused to, or theft of items including when confiscated
- Ensure that standards of uniform and appearance are excellent and adhere absolutely to the uniform policy
- Limit eating and drinking to the designated area and dispose of litter and food waste in the bins provided
- Never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury to self and/or others
- Use polite and appropriate language and communication when addressing members of the Avonbourne community and in public settings representing the Academies, taking account of all pupils' needs
- Follow instructions given by members of staff first time or as quickly as possible
- Never engage in any behaviour which could be detrimental to any other individual's health or wellbeing (i.e., bullying) Avonbourne Academies #NeverOK behaviours

Moving Safely Around the Academies Pupils should:

- When in the buildings walk quietly on the left, with pace and purpose ensuring they are not blocking the way of any other members of the Academies community
- Ensure that they always wear the full, correct uniform smartly
- Be courteous to staff, other pupils, visitors, and all members of the public
- Refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted at once
- Not congregate in large groups at social/unstructured times
- Be silent and attentive when lining up as a year group and being addressed by member of staff
- Never behave in a manner which could be seriously detrimental to their own or others' health/wellbeing
- Adhere to all temporary adjustments in place to protect the safety and welfare of themselves and others; social distancing policies for example

Behaviour for Learning Pupils should:

- Silently enter the classroom when directed to by a teacher in a calm, orderly manner sitting in the seating plan devised by the teacher and immediately commencing the 'do now' task
- SLANT and listen attentively when a staff member is addressing the class
- Refrain from calling or shouting out
- Be equipped: appropriate bag, PE kit, stationery and materials for lessons
- Refrain from consuming any food or drink (apart from water) in or around the Academies site other than at break and lunch times; this includes energy drinks, sweets and chewing gum
- Ensure that toilet visits are taken during break or lunch unless the pupil has a medical condition, in which case a toilet pass will be issued by the appropriate Head of Year or the SENDCO (reasonable adjustment). A current, signed medical evidence provided by a medical professional must be provided to be considered for a toilet pass



- Take the necessary care and time to ensure that homework and classwork in books is presented appropriately – titles underlined, teacher feedback in red/student corrections in green pen, dates and handwriting clearly legible
- Work to the very best of their ability in each lesson showing focus and diligence
- Ensure that all homework tasks are attempted and completed to the best of their ability
- Seek a teacher or other adult's help if any aspects of homework or classwork present serious difficulty. Support must be sought well in advance of homework deadlines
- Remain calm and cooperative when staff are speaking to them.

Representing the Academies:

Students are expected to demonstrate an appropriate standard of conduct on their journey to and from the Academies and in any situation where they are ambassadors for the Academies.

Students are expected to:

- Arrive at and leave the academies in full uniform
- Demonstrate politeness and courtesy at all times
- Use public transport, cycle lanes / pedestrian zones sensibly and safely
- Dispose of litter appropriately
- Respect members of the public/wider community and ensure that public areas and property are treated respectfully

Parents are responsible for:

The role of parents is crucial in helping Avonbourne Academies develop and maintain good behaviour. To support the Academy, parents are encouraged to get to know the Academies' behaviour policy and where possible, take part in the life of the Academy and its culture.³

At Avonbourne, we value a close relationship with parents and encourage parents to work in partnership with the Academy to assist in maintaining high standards of behaviour both inside and outside of school. The Academy expects parents to support the Academy's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework.

In the event of any behaviour management issue, we will liaise closely with parents where practical and, if relevant, other local or national support agencies.

3. Behaviour expectations

There are some behaviours which fall outside the Academies' expectations and would be dealt with by senior members of staff at the Academies. In such circumstances, an investigation will take place, and all relevant parties will be informed at the earliest convenience. Subsequent sanctions will be decided upon by the relevant senior member of staff or the Principal. An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- Being verbally abusive to a member of staff
- Bringing illegal substances or items into the Academies

³ Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance



- Bringing a weapon, tool or any object which has been modified and could be used as a weapon to injure another person in the Academies (including imitation weapons)
- #NeverOK Behaviours - The use of racist, sexist, homophobic, transphobic or any other offensive language
- Persistent levels of defiance of Academies rules or aggressive behaviour
- Persistent bullying
- A physical assault on another pupil or member of staff
- Behaviour which may bring the reputation of the Academies into disrepute
- Sexual relationships of any kind
- Intentionally setting off the Academies' fire alarm
- Gambling or any behaviour designed to extort possessions or funds from others
- Knowingly bringing a trespasser onto the Academies site
- A significant breach of health and safety
- Any behaviour which discriminates against the nine characteristics protected under the Equalities Act

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate sanction/s which could include:

- Detentions
- Referral to the Academies Inclusion room
- Referral to educational provision within the B&P Cluster
- Liaison with outside professional agencies to gain further support
- Meeting with members of the Local Governing Body
- Suspensions
- Permanent exclusion (PEX)

All incidents of a serious nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon. The SENDCO will be involved for all children with an EHCP and one of the SENDCO team for all children on SEN Support.

Students will also be commended for acts of positive behaviour that are to be celebrated and recognised at the Academies. These behaviours can range from simple acts of kindness to hard work being demonstrated in and out of lessons over a period of time. Students are also encouraged to demonstrate positive behaviours beyond the Academies and support the local community through their positive actions and attitudes. Student rewards at the Academies are extensive and include REACH points, postcards, phone calls, end of term celebration assemblies, end of term/year reward trips and graduation events.

In applying this policy, the Academy will draw a distinction between behaviour which intentionally breaches Academy policy and rules, and that which arises from a pupil's support needs. Whilst the consequences for different misbehaviours will therefore vary according to the context and circumstances, all Academy interventions should be designed to teach the expected behaviour.

Academy rules and policies concerning behaviour and discipline apply at all times when a pupil is at the Academy, representing the Academy, travelling to and from the Academy, and associated with the Academy



at any time. This includes conduct online, such as in any written or electronic communication concerning the Academy and United Learning.

Behaviour Curriculum

Students are briefed thoroughly on the Academy's expected standards of behaviour through induction/transition days at the start of each term and regular assemblies throughout the year. The Avonbourne Way is constantly promoted and reinforced through rewards and corrections using REACH points and corrections on REACH cards.

4. Bullying

Please see the Academy Anti-Bullying Policy.

5. Contextual Safeguarding

Academy staff always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of the Academy, they should follow the procedures set out in the Safeguarding/Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Academy staff will consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

Responding to behaviour

6. Rewards

Avonbourne Boys' & Girls' Academies publish the reward system so that students, parents and staff are familiar with the purpose and the range of rewards in use at the Academies throughout the academic year. Avonbourne Academies seek to ensure that:

- A positive ethos prevails through a culture of recognition and praise
- Positive behaviours are reinforced, and positive role models are recognised and celebrated
- All students, irrespective of ability or background, have equal access to rewards
- The reward system is fair and consistently applied across the Academies

At the heart of any successful behavioural policy there must be a system that recognises, reinforces and rewards positive behaviour and achievement. At Avonbourne Academies we have a very clear rewards system.

REACH POINTS

Pupils can be awarded REACH points for a number of different reasons:



- Attendance
- Achievement
- Attitude to learning
- Effort
- Homework
- Demonstrating our REACH values: Respect; Equality; Ambition; Community; Hard work & Determination.
- Extra-Curricular

Pupils with the highest number of REACH Points are recognised through:

- Weekly and termly leaderboards
- Celebrated in Assemblies
- ½ termly certificates
- Entrance into ½ termly prize draws
- Tokens for book vending machines
- REACH pin badges

REACH SCORES

Students in Yr7-9 work as a class to achieve the best average REACH Score across all of their lessons each half term. Classes are awarded a score from 1 (Lowest) to 5 (Highest) for their effort and attitude in every lesson. Each week the Scorecards are collected in and an average across all lessons is calculated. Classes who achieve an average REACH Score of 4.4 or above across a term are invited to termly reward events which include:

- Christmas Quiz and Celebration Event
- Spring Sports and Activity Afternoon
- Summer Ice-cream Van and Games Afternoon

REACH CARDS

Students carry REACH Cards in their pencil cases or blazer pockets. When students display positive behaviours outside of the classroom, these are recognised by staff through a positive tick on the students REACH Card. Students who receive three positive ticks, receive 5 REACH Points and a fresh card from their form tutor. Every completed card is an entry into the termly prize draws which are conducted in our celebration assemblies.

Praise Postcards

Students who demonstrate excellent effort, attainment or progress within lessons may be recognised by teaching staff in the form of a postcard with a personal message. Postcards are posted directly home, and staff are encouraged to recognise students regularly through staff recognition leaderboards.



Praise Phone calls

Students may also receive a praise phone call from their teacher in recognition of their effort, attainment or progress. These calls are used to help encourage students to continue to display these positive behaviours and also build positive and productive relationships between the Academy and home.

7. Sanctions

In applying sanctions, especially those with serious consequences, the Academy undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the Academy's obligations under the Equality Act 2010.

The behaviour of pupils with SEND will be responded to with 'reasonable adjustments' and additional support will be provided to ensure pupils can achieve and learn as well as possible. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have

(See Appendix A)

Detentions

Detentions are set for a number of reasons which may include:

- Lateness to the Academies (pupils arriving later than 8.30am will be issued with a same day 60 min detention)
- Persistent lateness to lessons
- Truancy
- Failure to submit homework to the required standard/on the required date
- Behaviour which falls below the standards expected of students' conduct
- Failed report cards

All detentions are run centrally and vary in length. Late to Academy detentions run at lunch times or afterschool for 60 minutes and are issued for the same day. Detentions for homework run for 60 minutes and take place from Monday – Friday. Parents are informed of such detentions by a text message from a member of the pastoral staff to ensure all support is in place to complete the detention successfully. Break-time and lunch-time detentions are issued to students who fail Report Cards. Failure to attend the centralised detention will result in escalated sanctions.

A Senior Leadership Team (SLT) detention lasting 90 minutes can be assigned for pupils. This detention can be set for:

- Failing to attend a central detention
- Accumulation of multiple behavioural issues in the same week



- Serious breaches of Academy rules
- Disruptive behaviour outside of class
- Persistent issues of poor punctuality – 2 late to lesson marks in the same week
- Failed REACH card - 3 separate ticks in the half term or lost card
- Bringing the Academies into disrepute

SLT detentions are sat each Thursday and parents will be informed via text message by a member of the pastoral staff to ensure all support is in place to complete the detention successfully. Heads of Year and SLT will consult as to which students are to be placed in the SLT detention. Failure to attend the SLT detention can result in the loss of break and lunchtimes, a day Inclusion, meeting with parents/carers and repeat of the original sanction.

When setting and organising detentions staff at the Academies will consider:

- The welfare of the child
- Access to toilet facilities during any detention
- Whether the child has caring responsibilities

24hrs notice or parental permission is no longer required to keep a student for a detention. Inconvenience to the parents/carers will not be a valid reason to rearrange a detention as long as the child has a means to get home safely which will be the Academies underlying priority when setting and deciding on when the detention is to be completed. Where parents/carers do not agree for their child to make their own way home late, it will be their responsibility to pick their child up from the Academies.

The permitted times for detentions at the Academies are:

- Any Academy 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

The Academies will make reasonable adjustments for the thresholds outlined above for accumulating behaviour referral points as we recognise pupils' needs are very different and may be due to an underlying or diagnosed special educational need/disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the Academies' SENDCO and inclusion team will be involved throughout in trying to ensure the pupil's needs are being met whilst still adhering to the high standards the Academy sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of pupil need and in collaboration with all relevant stakeholders.

All Academy staff may issue detentions. Lunch-time detention will 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 is set out clearly and is well-known to all pupils and staff.

Allegations against staff

The Academy takes its responsibilities for safeguarding extremely seriously, and that all members of the Academy's 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 Academy policies and procedures, in particular the Safeguarding Policy.

Malicious accusations against staff

The Academy reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. Sanctions may include:

- Detentions
- Referral to the Academies Inclusion room
- Referral to educational provision within the B&P Cluster
- Liaison with outside professional agencies to gain further support
- Meeting with members of the Local Governing Body
- Suspensions
- Permanent exclusion (PEX)

8. Use of reasonable force

We suggest that the policy specifies that the Academy will follow the Department of Education advice [‘Use of Reasonable Force - advice for school leaders, staff and governing bodies’](#).

Teachers and members of staff authorised by the Principal/Headteacher have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the Academy premises when they have lawful charge of the pupil elsewhere (e.g., on an Academy trip or other authorised out of school activity).

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case. Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the Academy will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant Academy staff. Parents should always be told when it has been necessary to use physical restraint on their child. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned.

The policy should make clear that every member of staff will inform the Principal/Headteacher immediately after she/he has needed to restrain a pupil physically.



9. Prohibited items and searches

The law relating to searches

Principals/Headteachers (or authorised members of staff) have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

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.

Only the Principal/Headteacher⁴ or a member of Academy staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil 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 pupil 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 pupil’s own person or of their possessions must be carried out with due consideration for the pupil’s personal dignity, health and safety, the Academy’s Safeguarding policy, United Learning staff-pupil relations guidance, and the Academy’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 Academy 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.

The Academy should inform the pupil’s parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

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

⁴ Schools which have different tiers / leadership titles such as Executive Principal or Head of School must make clear in their behaviour policy who can carry out the search. Schools should also be clear, through appropriate schemes of delegation, who is authorised to carry out searches in the Headteacher’s absence).



pupil with such a suspected item could pose risks to others (or to that pupil). 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 the Academy and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia
- So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug
- Stolen items
- Fireworks
- Stink bombs/water bombs
- Mobile phones, headphones or smartwatches (immediately confiscated if seen and returned to the student at the end of the day. A second confiscation in an academic year will lead a parent/carer being asked to collect the item. The item will not be returned to the student and as such the item will remain confiscated until a parent/carer arranges to collect it
- Electronic devices which can be heard or are visible
- Aerosols
- Bandanas, masks or anything which could be utilised to conceal identity. Masks worn for health/medical purposes are allowed
- Hooded/sports sweatshirts
- Excessive jewellery
- Chewing gum
- Any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind
- 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 pupil)

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 the Academy has decided to ban under our behaviour policy. However physical resistance by a student to a 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 Academy rules. The Academy also reserves the right to inspect data⁵ on any electronic device which is confiscated by a member of staff. The Academy 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 Academy rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Academy's Safeguarding Policy.

The Academy may erase any data or files from the device if the Academy considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the Academy Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the Academy can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the Academy Policy, and may then punish the pupil in accordance with this policy, where appropriate.

Academy 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 Academy discipline. When deciding what to do with a prohibited item, the Academy will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The Academy may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil 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 pupil 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

⁵ All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-adviceforeducation-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-withchildrenand-young-people>



that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

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

Any formal complaints about searches should be made in accordance with the Academy's usual complaints policy.

Confiscation of articles

Academy 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](#)' in deciding what to do with confiscated items.

10. Drugs

The Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The Academy policy on drugs applies to all Academy and Academy-related activities whether on or off site. This includes the journey to and from the Academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called 'legal highs', and any substance pertaining to be a drug. Over the counter and prescription medicines should be dealt with in the Academy's Supporting Pupils with Medical Needs Policy.

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

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the Academy's behaviour policy. The sanction is likely to include a suspension or permanent exclusion from Academy.

Sometimes, it will also be necessary to involve the police. The Academy will discuss this and take advice as necessary. It is important to note that whilst the Academy may, on the balance of probabilities, label behaviour as the supply of drugs (i.e., "dealing") this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and pupils concerned.



Confiscation of drugs

Any drugs or suspected 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 Academy may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the Academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the Academy 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.

11. Removal from classrooms

Careful consideration is given to how and in what circumstances this sanction is used. Students that are removed from lessons continue their learning in the Inclusion Room supervised by a senior member of staff following their timetabled lessons using the United Learning Curriculum/Continuity Oak.

At Avonbourne Academies we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all pupils deserve disruption-free learning in their classes, to ensure that all subject content can be delivered in the most effective methods by our teaching staff and that pupils are encouraged to have ambitious academic aspirations of themselves.

Disruption is defined as any act that stops, distracts or hinders teacher instruction and student progress. Pupils who fail to meet clear, consistent and reasonable classroom expectations will be issued a formal warning verbally by a member of staff and have their name written on the board. The warning is concise and specific – simply outlining that the pupil has been issued a warning and what it is for. If the pupil fails to meet the behavioural expectations in class for a second time, they are sent to report to the Inclusion room for a period of one Academy day.

Pupils will be given a strict 5 minutes from when they are sent from class to register at the Inclusion office. Any longer than 5 minutes and the issue will be classed as internal truancy and dealt with accordingly. Failure or refusal to go to the Inclusion room when sent by a member of staff may result in two-days in inclusion, or a fixed-term suspension, with a day spent in Inclusion completed upon their re-admittance to the Academies.

There are several things that happen once a pupil has been referred to the Inclusion room. Below is a brief synopsis.

The pupil arrives at the Inclusion room:

- a) The pupil signs in with the member of staff in the Inclusion office, before they enter the Inclusion Room. The pupil is issued a reflection sheet to complete



- b) Once the reflection sheet is completed, the pupil follows their timetabled lessons using the United Learning Curriculum/Continuity Oak
- c) The pupil remains in Inclusion for the period of 2 lessons and a break/lunch/DT period.
- d) Where possible the pupil will be visited by the teacher that sent them to inclusion for a restorative meeting

During the period a pupil is in Inclusion, they are expected to complete work silently and not engage in any behaviour which is defiant, disruptive or unproductive. Parents/carers will be contacted by a member of staff at the Academies to inform them that their child has been referred and the reason for the referral.

In any whole-school based behaviour system it is important for all stakeholders to recognise the importance of making reasonable adjustments for pupils who may be unable to comply with the rules and expectations set out above for very legitimate reasons. The Academies would seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need/disability as well as pupils who have identified additional needs, which require SEND/[pastoral support, which makes reaching the expected standard of behaviour consistently challenging. The extent of adjustments will be based on individual cases and the professional discretion of relevant staff.

Pupils who accumulate 5 referrals to the Inclusion room in one term will be referred to by their Head of Year for Pastoral Support through our Graduated Response, alongside other relevant and available support, this will include:

- A meeting with HOY/Assistant Principal to review behaviour and attitude across academic subjects and to ascertain the possible impact of a Behavioural Support Programme – this would involve a 3 week period working on key aspects of behaviour with year team and/or SEND team
- A review of the Behavioural Support Programme after 3 weeks to ascertain impact and progress
- A referral to the Academies Health Hub and pastoral support service where help and support may be sought. This is particularly important for pupils who may require reasonable adjustments to be made to their provision
- Undertaking any relevant testing that may indicate an undiagnosed need which would lead to reasonable adjustments and additional support being offered by the Academies

12. Suspensions and Permanent Exclusions

At Avonbourne Academies we believe that learning is the most important reason for being at school and that every child deserves disruption-free learning.

In order to support this ethos, it may be necessary to consider suspension when all other strategies have been exhausted, as a consequence of behaviour which may threaten these core principles.

Sections

1. Guidance framework
2. Links to other policies
3. Principles
4. The decision to suspend
5. Suspensions
6. Permanent exclusion



7. Investigation
8. The Principal's Decision
9. Notification
10. The Governors' Behaviour Committee and the Appeal Process
11. Informing parents/carers
12. Behaviour Outside the Academies Gates

1: Guidance Framework

The Academies Suspension & Permanent Exclusion Policy is written in line with the following areas of guidance:

Exclusions – DfE Guidance
United Learning Exclusions Policy
2010 Equalities Act
SEND Code of Practice: 0 to 25

2: Links to other policies

This policy should be read in conjunction with 2. Policy implementation and 4.2 Behaviour expectations.

3: Principles

3.1 The Academies is a learning institution which aims to provide positive life chances for all of its pupils. We view exclusion as a last resort when all other possible methods of managing pupil behaviour have been exhausted and all reasonable adjustments made. The decision to suspend or permanently exclude is never taken lightly and careful consideration is taken of all the facts and the surrounding circumstances before reaching a decision to suspend or exclude. The only person able to suspend is the Principal or in the absence of the Principal, the next most senior member of staff on site.

3.2 We recognise the detrimental impact on both the education and well-being of pupils and their families. We also recognise the impact of social exclusion, which can result from fixed-term or permanent exclusion of a pupil and will try hard to avoid this.

3.3 Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a pupil to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.

3.4 We take account of the Equality Act and our duty not to discriminate against pupils for any reason.

3.5 We also take account of our statutory duties in relation to SEND and the reasonable adjustments the Academy makes to ensure all pupils' needs are met to the best of the Academies' ability.

3.6 We aim to ensure parents and carers are kept up to date and suitably informed at all times.

4: The Decision to Suspend

4.1 The decision to suspend is made solely by the Principal, or the Vice Principal in their absence.



4.2 There are five circumstances where a pupil may be required to leave the Academies site with the authorisation of the Principal/Vice Principal:

- a) where a decision has been made to suspend.
- b) where a pupil has committed a serious criminal offence outside the jurisdiction of the Academies and it is determined by the Principal or Vice Principal that it is in the interests of the community for the pupil to be educated off-site while investigations take place. (This is not necessarily an exclusion although suspension may be deemed appropriate by the Principal in such circumstances.)
- c) where, for medical reasons (such as contagion, risk to an unborn child), the presence of a pupil represents a serious risk to the health or safety of other pupils or staff. This is not an exclusion.
- d) if a pupil is given permission by the Principal or Vice Principal to leave the premises briefly to remedy a breach of the Academies rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence.
- e) where there is good reason to believe that a pupil is carrying an item which is not allowed onto the site such as an illegal substance, or an offensive weapon and they refuse to be screened. In this circumstance the pupil can be refused entry. This is not a suspension but an unauthorised absence in the first instance, which could lead to exclusion following a full investigation.

4.3 The decision to exclude a pupil is not taken lightly and the Principal or Vice Principal will:

- ensure that a thorough investigation has been carried out
- consider all the evidence available to support the allegations
- allow and encourage the pupil to give their version of events (with appropriate support to do so when needed)
- keep a written record of the actions taken including the signed statements of witnesses and be confident that the procedures detailed later in this policy have been carried out
- ensure SEND expert advice has been taken into account, with appropriate and reasonable adjustment made if deemed appropriate
- ensure that parents/carers have been kept informed throughout the process and consulted where appropriate

4.4 The standard of proof applied when deciding to exclude is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

4.5 Exclusion will not be used as a consequence for the following:

- Failure to complete homework
- Poor academic performance
- Poor punctuality
- Breaches of academies rules on uniform or appearance except where these are persistent or in open defiance of such rules



- As a punishment for the behaviour of a parent/carer

4.6 Once the decision has been made to suspend, a pupil will only be sent home once contact has been made with parents/carers and where it is clear that the pupil will be returning to a place of safety. Work will be provided and either sent with the pupil or arrangements made for collection.

5: Suspension - (Level 1: Fewer than 15 school days in any term/Level 2: 15 school days or more during a term)

5.1 The decision to suspend a pupil for a fixed term may be taken in response to breaches of the academies behaviour for learning policy.

5.2 Examples of behaviour that may lead to a fixed-term suspension include the following:

- Verbal abuse of staff
- Indecent behaviour
- Vandalism (plus a contribution to the cost of repair/replacement)
- Theft
- Serious actual or threatened violence against another pupil
- Persistent poor behaviour contrary to acceptable behaviour outlined in the Academies' behaviour policy
- Bullying, including cyber-bullying
- Bringing the Academies into disrepute, both in and out of school
- Breach of Academies' security
- Internal truancy
- Failed period of Inclusion / leaving Inclusion without permission
- Defiance of staff and school leaders

This is not an exhaustive list and there may be other examples of behaviour where the Principal or Vice Principal judges that suspension is an appropriate sanction. Suspension will always be applied for the shortest time deemed possible as the Academies recognise the impact missed days has on the long-term educational progress of the pupil(s) involved. Pupils returning to the Academies following a fixed term suspension will spend two periods in the Inclusion room with pastoral leaders as part of the reintegration process and to ensure behaviour is conducive to a positive return to mainstream lessons. Pastoral leaders will use this time for target setting with the pupil for future conduct.

5.3 The Principal may suspend a pupil for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

5.4 During a fixed-term suspension of 5 or fewer days, work will be set by the Academies for the pupil to complete at home. This work should be returned completed at the end of the suspension for marking.

5.5 For a suspension of longer than 5 days, the Academies will arrange full-time alternative educational provision from the sixth day of suspension.

5.6 Before the end of any fixed-term suspension, parents/carers will be required to attend a reintegration meeting at the Academies with their son/daughter. The purpose of the meeting is to ensure that the pupil understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The Academies will consider all further support if needed to help the pupil,



including referral to the behavioural/pastoral support team within the Academies for a behaviour support programme/positive intervention or to external agencies if appropriate. During the first five days of any suspension, the parents of an suspended pupil must ensure that they are not present in a public place during normal Academy hours without reasonable justification, whether with or without a parent/carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

5.7 Repeated use of fixed-term suspension for children with an EHCP (and potentially those on SEN Support, especially those undergoing statutory assessment and likely to get an EHCP), could be considered ineffective or failing to meet a child's needs and whilst reasonable adjustments will be explored; the sanction of suspension will still be applied. The Academies will ensure the SENDCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues and specialists such as an educational psychologist, speech and language therapist and/or other external agencies.

6: Permanent Exclusion (Level 3 Exclusion)

6.1 Permanent exclusion is an extremely rare sanction at the academies and always avoided wherever possible. The decision to permanently exclude is taken only: (a) in response to serious breaches to the Academies behaviour policy (b) if allowing the pupil to remain would seriously harm the education or welfare of that pupil or others at the Academies.

6.2 A pupil may be permanently excluded where there have been repeated breaches of the behaviour policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the Academies have exhausted all available strategies for dealing with the pupil and is a last resort.

6.3 There may be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against a member of staff
- misuse of illegal drugs or other substances
- sexual abuse or assault
- carrying and/or supplying an illegal substance
- carrying an offensive weapon* or banned item
- arson
- sexual abuse or assault
- serious bullying, including cyber-bullying possession of an illegal substance and/or supplying an illegal substance

*A weapon is defined as any item made or adapted for causing and/or threatening injury.

This is not an exhaustive list and there may be other examples of behaviour where the Principal judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

6.4 The Academies operate a zero-tolerance approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to pupils in assemblies.



6.5 Any pupil who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance or banned item on site will be permanently excluded. A pupil found in possession of these items on site also runs the risk of permanent exclusion.

6.6 The Principal will meet with the parent/s and pupil before reaching a decision to permanently exclude a pupil from the Academies.

7: Investigation

7.1 Any investigation of the incident will be carried out in accordance with DFE guidance. The student at risk of exclusion will be given the opportunity to have his/her say wherever possible.

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

- The degree of severity of the offence
- The likelihood of re-occurrence
- The student's previous behavioural record (unless for serious one-off events)
- Contributory factors (e.g., recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment)
- Support provided
- SEND Policy and Equality Law obligations

8: Principal's Decision

The decision to suspend or exclude will be made after a review of the evidence available (including that gathered during any investigation) 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 breach of the Academy's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the Academies.

9: Notification

Once a decision to suspend or exclude has been made, parents will be contacted at the earliest opportunity, by telephone if possible. See section 6.8 for more information.

10: Governors' Behaviour Committee and the Appeal Process

10.1 The Academies have a Local Governing Body (LGB) which has responsibility for reviewing decisions in relation to suspensions and exclusions. The Behaviour Committee consists of at least 3 members of the LGB, all of whom should be involved in reviewing Level 2 and 3 exclusions. For Level 1 suspensions the Behaviour Committee need not meet in person and decisions can be delegated to one member of the Committee.

10.2 The Behaviour Committee of the Governing Body will automatically review any suspensions or exclusion which results in a pupil being excluded for more than 15 school days in any term, or any permanent exclusion.



10.3 The Behaviour Committee will automatically review all fixed-term suspensions of children with EHCPs where this is the second or subsequent suspension for that child during their time in the Academy (not just in a given academic year).

10.4 Parents/carers have the right to appeal the decision to exclude their son/daughter. This process is common across United Learning and is different for different levels of exclusion.

10.5 Full details of how these meetings operate can be found in the following appendices and also within the DFE Guidance (2012) and the United Learning Exclusion Policy – Academies (2018) but the summary is contained below. Level 1 Exclusion (less than 15 days). A parent/carer may appeal the exclusion. The request should be made in writing within 15 days and should set out the question(s) which they wish the Academies to consider. The Academies will respond in writing within 15 school days of receipt of the appeal. The Academies will automatically review all fixed-term exclusions of children with EHCPs where this is the second or subsequent exclusion for that child during their time in the Academy (not just in a given academic year). Level 2 Exclusion (more than 15 days fixed-term or where the exclusion would result in a pupil missing a public examination or national curriculum test) The Principal meets with parents to discuss exclusion within 15 days of receiving notice of the exclusion. Level 3 Exclusion (Permanent). The investigating staff member presents their findings to the Principal regarding the alleged incident that has taken place. The Principal meets with parents/carers to discuss having completed the process fully and having consulted with others including the SEND expert if appropriate. If the decision is made to permanently exclude the pupil, parents/carers will be informed by the Principal both verbally and in writing. Following the Principal's decision to permanently exclude, the Academies leadership team meets to review the decision within 15 school days of receiving notice of the exclusion.

10.6 If the Academies uphold the Principal's decision to permanently exclude, parents/carers may appeal to an Independent Review Panel. In addition, the Principal must consult with the Regional Director of United Learning and the Chair of the LGB (or his/her nominated Deputy as delegated) before the decision is implemented.

10.7 An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two independent members, one with governance experience, 21 the other with headship experience. This panel will decide whether to uphold the decision to exclude a pupil.

10.8 The Independent Review Panel can either uphold the decision to exclude the pupil or recommend that the Academies reconsiders the matter. They cannot, however, direct the reinstatement of the pupil.

10.9 Parents/carers have a legal right 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).

11: Informing Parents/Carers

11.1 Following any decision to exclude, the Principal must inform parents/carers, putting the decision to exclude in writing and stating the date the exclusion takes effect. The letter must also explain:

- the circumstances leading up to the decision to exclude
- why the Principal decided to exclude the pupil
- if relevant, what steps were taken to try and avoid the exclusion, details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident



the arrangements for enabling the pupil to continue his/her education including setting and marking the pupil's work

- the parent's right to see and have a copy of their child's record
- The parent's opportunity to invite representation or support
- the parent's responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion
- if the exclusion is for a fixed period, the length of the exclusion and the date and the time the pupil should return to the Academies
- the arrangements for a parent interview at the end of the exclusion to discuss the process of reintegration
- for Level 2 and Level 3 exclusions, the parent's right to appeal to the Independent Appeals Panel and the appropriate timescales and mechanism for that to happen as well as the fact that the governors will meet to review the decision
- for Level 1 exclusions, that if parents are concerned about the way in which the exclusion was managed, they may write to the Academies to ask it to review the process. This may be done by just one member of the Academies. The Academies cannot overturn the decision to exclude but may put a note on file

12: Behaviour Outside the Academies Gates

12.1 Our exclusion and behaviour policies cover behaviour not only within the Academies but outside the Academies. We will sanction pupils, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a pupil is:

- taking part in any Academies-organised or Academies-related activity
- travelling to or from the Academies
- wearing our Academies uniform/dress code, or in some other way identifiable as a pupil from Avonbourne Academies or for behaviour which at any time:
- could have repercussions for the smooth running of the Academies, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the Academies

12.2 Even where the conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the academies, pose a threat to another pupil, or member of the public or could adversely affect the reputation of the academies.

12.3 Parent/Carer Conduct: Restricted Access to Premises Order. The Principal may, in exceptional circumstances, restrict the access of parents/carers to the Academies' sites. This action may be taken when the actions of parents/carers are deemed unacceptable and present a safeguarding risk to staff and/or students. Aggressive behaviour will not be tolerated, and parents are expected to conduct themselves in a polite and reasonable manner at all times and in all interactions. The duty of care of the Principal and school leaders is to protect colleagues and children from being witness to, or receiving threatening behaviour from: parents/carers/family members or associates of them. Should a situation arise; parents/carers will be informed of the restricted access order both verbally over the phone and in writing, clearly stating the date and nature of event that has led to the decision.

13. Monitoring and Review



Behaviour incidents and data is monitored to assess the effectiveness of the Behaviour Policy. Behaviour is a standing agenda item on SLT meetings and is regularly discussed at LGB meetings and United Learning review and support visits. This helps the Academy consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the Academy will decide on an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

14. Managed Moves⁶

Managed Moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil.

Managed moves will only be offered as part of a planned intervention.

15. Behaviour outside of school premises

The Academy's behaviour policy can extend to activities outside the school day and off the school premises- or online when the pupil is:

- taking part in any Academy organised or school related activity
- travelling to or from the Academy
- wearing school uniform
- in some other way identifiable as a pupil at Avonbourne
- that could have repercussions for the orderly running of the Academy
- that poses a threat to another pupil; or,
- that could adversely affect the reputation of the Academy

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of Academy staff.

Specific behaviour issues

15.1 Child-on-child sexual violence and sexual harassment⁷

In every aspect of the Avonbourne's culture sexual violence and sexual harassment are never acceptable and will not be tolerated. Pupils whose behaviour falls below expectations will be sanctioned. Academy staff will challenge all inappropriate language and behaviour between pupils.

15.2 Behaviour incidents online⁸

⁶ Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 47-51 in the DfE's Suspension and Permanent Exclusion Guidance

⁷ Further detail is contained at paragraphs 112-118 in the DfE Behaviour Guidance

⁸ Further detail is contained at paragraphs 119-122 in the DfE Behaviour Guidance



Provisions apply to all activity online including all forms of social media and they apply to online activity for both Academy purposes and personal use that may affect the Academy, pupils or staff in any way.

Instances of prohibited use, e.g.:

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

Where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the Academy when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the Academy. Any misuse of social media should be report via reportandsupport@avonbourneacademy.org.uk

In line with government guidance relating to the Prevent Duty, children will be kept safe from terrorist and extremist material and suitable filtering within the Academy is in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

