

Behaviour policy

Pendle Vale College



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1. Aims

Pendle Vale College is committed to ensuring that our community live by our three values of:

Ambition: meaning that everyone can be the best that they can be - both students and staff.

Determination: means that everyone will work hard and not give up.

Respect: means that we recognise everyone is different, respect is mutual but not necessarily equal and we will support and teach children what respect looks like.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all student's
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards, sanctions and expectations.

2. Legislation, statutory requirements and guidance

This policy is based on legislation and guidance from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> Supporting student's with medical conditions at school
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its student's
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate student's' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate student's' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

2. Roles and responsibilities

3.1 The Governing Board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks
- Ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI

3.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Routinely engaging with students, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer student's both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

3.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for student's
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with student's
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular student's, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable student's, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

3.4 Parents and carers

Parents and carers, where possible should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Celebrate their child's successes
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

3.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- All students have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

4. Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to students
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by both staff and students.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and student's home life.

The Governing Board also emphasises that students who take part in violence, threatening behaviour or acts that are dangerous, or criminal will not be tolerated in any circumstances and will be at risk of permanent exclusion.

5. Learning Habits

We have high expectations and expect all students to live by our 6 learning habits 100% of the time. Pendle Vale College learning habits provide a framework to ensure our core values of respect, determination and ambition are embedded within our daily practice and routines. All members of staff are expected to actively promote and model the 'Pendle Vale Learning Habits'.

Learning Habits 1: Homework and deadlines

Students who wish to be successful in school and in later life are always expected to complete work outside school or work. Homework must be done on time; completing work outside of lessons is very important to consolidate and master learning. Retrieval practice embedded in homework tasks allows students to ensure knowledge is committed to long term memory. It also helps students to develop their organisation skills, and it shows that they are hard working.

Learning Habit 2: On-task behaviour

Students should demonstrate behaviour that is on task all the time in lessons. Successful students are those that concentrate hard on their learning and avoid distractions at all times. This also allows those around them to focus and ensure all can be as successful as possible. Student's must remain on task so teachers can teach, and students can learn. Please see the 5 steps 'on task' guide.

Learning Habit 3: Punctuality and Attendance

In order to learn as much as possible, student's must be present in lessons on time. When a student is not present or late, learning is missed and success for that student is less likely. All students should aim to be on time to school every day.

Meetings with the attendance team are arranged for student's failing to meet the school's attendance targets.

Learning Habit 4: No answering back

Students are expected to demonstrate our core value of respect at all times. It is not acceptable for students to answer back to members of staff.

Learning Habit 5: Perfect uniform

Student's take pride in being part of Pendle Vale College. Students are professional and smart in their appearance. Students are expected to come to school in perfect uniform every day. This demonstrates their readiness to learn and removes any element of inequality amongst students in the school. This also prepares students for the uniforms or dress codes that they will have to adhere to in their work in later life.

Learning Habit 6: Full equipment

In order to access all lessons successfully, students' must be fully equipped. Students are expected to bring all necessary equipment to school every day. A set list of equipment is checked during tutor time each Monday afternoon/each period 1 lesson.

Students are expected to bring in the following equipment to school:

- Student Planner
- Black Pens
- A Green and Red Pen
- Pencil
- Rubber
- Sharpener
- Ruler
- Reading Book

6. Classrooms/Social spaces

Classrooms are characterised by staff who are/will:

- Have a seating plan decided by the class teacher and adhered to by student's
- Expected to welcome students at the door
- Always decide where student's sit in a classroom and have home and away seating plans where supportive to learning
- Expected to fully plan lessons and differentiate activities where appropriate
- Expected, always, to consistently follow the published reward and sanction system
- Give first attention to best conduct
- Deliver sanctions calmly and without undue emotion ensuring that they both minimise embarrassment for the student and avoid arguing with the student
- Build self-esteem and resilience of student's when the opportunity arises
- Catch student's being good and praise them for positive behaviour
- Undertake daily, positive communication with families
- Ensure that there is a 'follow-up' from the initial issue which is appropriate to the situation
- Record the incident on Bromcom MIS, the college's Data Management System
- Utilise wider support where necessary; the school pastoral system, Emotional Wellbeing Team, School Engagement Team, SEND department, Safeguarding team, external agencies

Social spaces will be characterised by staff who:

- Are expected, always, to consistently follow the published reward and sanction system
- Give first attention to best conduct
- Deliver sanctions calmly and without undue emotion ensuring that they both minimise embarrassment for the student and avoid arguing with the student
- Build self-esteem and resilience of student's when the opportunity arises
- Catch student's being good and praise them for positive behaviour
- Undertake daily, positive communication with families by letters, praise postcard, phone call, face to face, text, e-mail, MCAS.
- Maintain ultimate ownership by ensuring that there is always a 'follow-up' from the initial disciplinary issue which is appropriate to the situation
- Record the incident on Bromcom MIS, the college's Data Management System
- Utilise wider support where necessary, the school pastoral system, SEN department, Safeguarding team, and external agencies

7. Recognition

Rewards System

7a. Objectives

The primary objectives of the rewards system are:

- **To motivate students** to achieve their best in both academic and non-academic areas, in line with the value of **Ambition**.
- **To recognise and celebrate** student's contributions and achievements in a fair and consistent manner, reflecting **Determination**.
- **To create an inclusive environment** where all students are given opportunities to be recognised for their positive behaviours and efforts, demonstrating **Respect** for the diversity of all student's.

7b. Key Principles

- **Inclusivity:** All student's, regardless of background or ability, should have equal access to rewards and recognition, upholding **Respect** for everyone's unique contributions.
- **Non-Punitive Approach:** Rewards will not be used to punish students who do not meet specific criteria but will instead focus on positive reinforcement and motivation, encouraging **Determination** to overcome challenges.
- **Student Voice:** The rewards system will involve student input, ensuring diverse reward types that reflect the varied interests and contributions of the student body, fostering an environment of **Respect**.
- **Consistency and Fairness:** The system will be applied consistently across all year groups, ensuring all students have the opportunity to be recognised for their **Ambition** and achievements.
- **Accessibility:** Rewards should be designed to avoid financial burden on families, ensuring that student's do not miss out due to external factors, demonstrating **Respect** for the different circumstances student's face.

7c. Rewards Structure

The rewards system will recognise achievements at several key intervals throughout the school year. These include:

Daily: Immediate recognition for positive behaviour and achievement, including small, daily rewards such as praise, certificates, or stickers. This encourages students to demonstrate **Ambition** every day.

Verbal recognition: Around the school, and in lessons, staff members use positive language and reinforcement to signal to student's that they are We want student's to be motivated by intrinsic value of achievement; however, we are committed to acknowledging demonstrating good learning habits. Staff call home regularly; this is an opportunity to provide family with positive information.

Positive events on Bromcom: Every day all staff can recognise students who demonstrate our core values with positive comments. These positives are recorded against student's names on Bromcom and can be viewed immediately by families through the MCAS (my child at school) app.

HOY star of the week: Each week, the HOY for each year group picks two students as stars of the week and calls home for them. They also log 10 positives with this phone call.

Awards evening: The top positive event receiver in each year group and subject specific acknowledgments are awarded to student's each year.

Headteacher's breakfast: Each week, the pastoral teams nominate students for demonstration of our values, these students are invited to breakfast with the Headteacher before their lessons start.

Annual Rewards Day: Students who demonstrate our three values are invited to attend a reward day.

Star of the Term Certificates: Staff select students who have consistently demonstrated our core values over the term.

Character Days: Every student participates in Pastoral days. This offers all student's a wider experience whilst engaging in activities that enhance relationships throughout the school.

Weekly: Celebration of consistent effort, participation, and contributions. Weekly rewards may include certificates, recognition in assemblies, or small prizes. These will highlight **Determination** and dedication to personal growth.

Half-Termly: Recognition of sustained performance or effort over a short period. This could include a special certificate, additional privileges, or access to an enrichment activity, demonstrating perseverance and **Ambition**. Larger, more prestigious rewards for significant academic or personal achievements, such as trophies, special certificates, or tickets to events.

These rewards will celebrate the **Determination** to excel in various aspects of school life.

7d. Opportunities for Reward-Based Experiences

In addition to traditional rewards, students who consistently meet behavioural and academic criteria will be given access to exclusive enrichment activities. These experiences are designed to encourage personal growth and enhance student's' extracurricular engagement, fostering qualities such as **Ambition**, **Determination**, and **Respect**:

- **Educational Trips:** Special trips, such as to historical or cultural destinations (e.g., Berlin trip), will be offered as a reward to student's who meet criteria. These trips align with our value of **Ambition** to learn and explore new perspectives.
- **Sports Coaching:** Student's may access specialised coaching sessions in various sports, such as cricket or football, where their **Determination** and teamwork are recognised.
- **Cultural and Creative Workshops:** Opportunities to participate in workshops such as batik art, drumming, photography, or henna artistry, tailored to student's' creative interests, will highlight the value of **Respect** for diverse cultures and talents.

7e. Subject-Specific Rewards

Each academic department will provide tailored rewards specific to their subject area. These rewards will encourage students to excel and deepen their interest in particular fields, demonstrating **Ambition** to improve in their chosen subjects:

- **English:** High-achieving students will receive quality literature, invitations to book clubs, or opportunities to meet authors, encouraging their **Ambition** to pursue excellence in language arts.
- **Art:** Student's showing exceptional creativity will be rewarded with art supplies or the opportunity to showcase their work in exhibitions, fostering **Determination** to refine their artistic skills.
- **Science:** Hands-on experimental kits or access to science-related experiences, such as robotics kits or laboratory visits, will celebrate **Ambition** in scientific discovery.
- **Physical Education:** Dedication in sports will be recognised with sports equipment, personalised coaching sessions, or tickets to sporting events, emphasising **Determination** to excel in physical pursuits.

8. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
 - Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
 - Mobile phones

9. Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ➤ Racial ➤ Faith-based ➤ Gendered (sexist) ➤ Homophobic/biphobic ➤ Transphobic ➤ Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content, including content generated or altered using AI

9.1 Mobile phones

In line with the Department for Education (DfE) statutory guidance, Mobile Phones in Schools (June 2026), school is committed to maintaining a calm, safe and disruption-free environment that supports learning, wellbeing and positive behaviour. The DfE states that schools should be "mobile phone-free environments by default" and that schools should implement policies which prohibit the use of mobile phones and similar smart technology throughout the school day.

Accordingly, students are not permitted to use mobile phones, smart watches, earbuds or other personal smart devices during the school day unless specifically authorised by a member of staff for medical or safeguarding reasons.

The school's expectation is that mobile phones and smart devices must be switched off and kept out of sight at all times. Devices must not be seen, heard or used anywhere on the school site during the school day, including lessons, transitions between lessons, breaktimes and lunchtimes. This approach reflects the DfE's recognised "never used, seen or heard" model for creating a mobile phone-free environment.

Any mobile phone or smart device that is seen, heard or used without permission will be confiscated immediately by a member of staff and retained in accordance with the school's Behaviour Policy and Confiscation Procedures. A parent/carer will be required to collect the device from school. Schools have statutory powers to confiscate items that breach school rules and may search for, and confiscate, prohibited items in accordance with relevant legislation and DfE guidance. Sanctions may be applied where appropriate.

Reasonable adjustments and exemptions will be considered where a student requires access to a device for medical, disability-related or other exceptional safeguarding reasons. Such arrangements must be agreed in advance with the Headteacher or a designated senior leader.

10. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with student's, which may include:
 - Greeting student's in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

11. Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, universal services, community-based early help, targeted early help or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

12. Responding to misbehaviour from students with SEND

12.1 Recognising the impact of SEND on behaviour

The school recognises that student's' behaviour may be impacted by a special educational need or disability (SEND). Student's with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Students who have difficulty communicating verbally might show their needs and discomfort through their actions. Student's with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.

The school will consider how a whole-school approach meets the needs of all student's in the school, including student's with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all student's.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made by the school on a case-by-case basis.

When dealing with misbehaviour from student's with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual student's with SEND well, to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- 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.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

12.2 Adapting sanctions for student's with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

12.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan a support program for that child. We will work with parents/carers to create the plan and review it on a regular basis.

12.4 Student's with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

13. Searching and Confiscation

13.1 Screening

Under the school's statutory power to make rules on student behaviour and the duty to manage the safety of staff, student's and visitors, the school can impose a requirement that student's undergo screening. All members of staff will have the authority to screen students. Before the installation of any technology for the purpose of screening student's, the headteacher will consult with the local police about whether the devices are appropriate. This includes wand metal detectors.

13.2 Authorising members of staff

Only the headteacher and authorised members of staff have the authority to search students without their consent; these staff members are members of the senior leadership team

Staff members, other than security staff, will be permitted to refuse to undertake a search. The headteacher will make clear which items each authorised staff member is permitted to search for, e.g. a member of staff could be authorised to search for stolen property, but not for weapons. When deciding which members of staff will be authorised to undertake searches, the headteacher will consider whether each member of staff requires any additional training to enable them to carry out their responsibilities safely and lawfully. Members of the pastoral team are permitted to conduct searches in the presence of a member of the senior leadership team.

13.3 List of prohibited and banned items

Prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers and vapes of any kind
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including themselves)
- Mobile phones

Banned items

- Legal highs
- Aerosol cans
- Paint thinners
- Non-prescribed hypodermic needles

13.4 Searching with consent

Members of SLT, Heads of Year and Assistant Heads of Year will have the authority to search students for any item, if the student consents. Formal written consent is not required for this sort of search, but informed and informed verbal consent will suffice. All staff members will ensure that any student subject to a search with consent understands the reason for the search and how it will be conducted.

Searches with consent will be undertaken on the basis that a student is, or is suspected to be, in possession of a prohibited or banned item. Searches with consent will always be implemented consistently, proportionately, fairly, and in line with this policy. If a member of staff suspects a student is in possession of a banned item, the student will be instructed to turn out their pockets, desk and/or bag.

When exercising their authority to search with consent, staff members will assess and consider the age and needs of the student being searched. Where required, reasonable adjustments will be put in place where a student has additional needs or a disability.

13.5 Searching without consent

The headteacher and authorised staff have the statutory power to search student's or their possessions, without consent, where they have reasonable grounds for suspecting that the student may be in possession of a prohibited item. The staff member will decide what constitutes reasonable grounds for suspicion on a case-by-case basis. An item banned by the school rules will only be searched for without consent if it is identified in this policy and/or the Behaviour Policy that it is an item that can be searched for.

Staff members who are not authorised by the headteacher to implement searches without consent will not do so. Where a search is required, and the student does not give consent to be searched, unauthorised staff members will contact an authorised member of staff immediately. Authorised members of staff will assess whether a search without consent is needed urgently, considering the risk to staff and/or another student(s) if a search is not conducted.

Before a search is conducted, the authorised member of staff will explain to the student why they are being searched and how the search will take place. They will also provide opportunities to ask any questions. Where possible, the staff member will seek the co-operation of the student prior to the commencement of the search. The student may be sanctioned in line with the Behaviour Policy if they refuse to co-operate.

13.6 Privacy

Students will only be searched by a staff member of the same sex, witnessed where possible by another staff member of the same sex. If the staff member present is not the same sex as the student, they will, where practicable, arrange for a same-sex staff member to conduct the search.

A search will only be conducted by a person who is not the same sex as the student being searched, or without a witness, where:

- The staff member reasonably believes that there is a risk of serious harm if the search is not conducted immediately and;
- It is not reasonably practicable to summon another member of staff.

In exceptional circumstances, staff will consider a student's increasing expectation of privacy as they get older. Any search conducted without a witness must be reported immediately to another staff member and formally recorded.

The school may use CCTV footage to inform decisions about conducting a search, in accordance with its Surveillance and CCTV Policy. Searches will be carried out in a suitable, private location where possible and will only take place off-site when an authorised staff member has lawful control of the student, such as during a school trip.

13.7 During the search

Definitions:

- "Outer clothing" – clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, e.g. hats, shoes, gloves.
- "Possessions" – any goods over which the student has or appears to have control, including desks, lockers and bags.

Students' possessions, lockers and desks will normally only be searched in their presence and with another staff member present, unless immediate action is needed to prevent serious harm. Staff will always remain aware that the power to search without consent only enables a personal search involving the removal of outer clothing and the searching of pockets, desks, lockers, etc. Staff will never conduct an intimate search and remain aware that only a person with more extensive powers, i.e. a police officer, can conduct an intimate search. If a student does not consent to a search or withdraws their consent, then they may be subject to a search without consent, but only for prohibited items.

13.8 Physical intervention

Physical intervention may be used when conducting a search for prohibited items but will not use force to search for items banned only under school rules. Physical intervention will be used on a case-by-case basis only and will be conducted in line with the Physical Intervention Policy.

13.9 Strip searches

The definition of a “strip search” is a search that involves the removal of more than outer clothing. Staff members will never conduct a strip search on a student – strip searches will only be conducted by police officers.

During a strip search, members of staff will maintain their duty of care to the student and will advocate for their wellbeing at all times. Strip searches will be conducted in a private area of the school, away from others.

Before requesting a police strip search, staff will carefully weigh the potential impact on the student’s physical and mental wellbeing against the risk of not recovering the suspected item.

Strip searches will only be considered where:

- It is absolutely necessary to undertake this type of search, and;
- Where other, less invasive approaches cannot be conducted or have already been exhausted, and;
- It is deemed necessary by a police officer to recover an item related to a criminal offence and they have reasonable grounds to suspect the student has concealed the item.

Where a strip search involves exposure of intimate body parts, the school will ensure that at least two people are present, other than the student, where one of whom will be an appropriate adult. The school will facilitate parental involvement as the appropriate adult where possible. These requirements may be waived in urgent situations or where there is a risk of serious harm.

Except in urgent or high-risk situations, a strip search involving exposure of intimate body parts will only proceed without an appropriate adult if the student clearly states, in the appropriate adult’s presence, that they do not want them present. The student’s decision will be recorded. Records of all strip searches will be kept and monitored by the school.

13.10 After the search

Staff members will use their discretion to confiscate, retain and/or destroy any item found, so long as it is reasonable in the circumstances. An item which is reasonably suspected to be an offensive weapon will be passed to the police.

Staff members will be legally protected from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Confiscation, retention and disposal of prohibited items

Staff conducting a search may seize any item they reasonably suspect to be a prohibited item or evidence of an offence.

When a staff member conducting a search finds:

- Alcohol, they will retain or dispose of the item as they see appropriate; the alcohol will not be returned to the student.
- Controlled drugs, they will deliver them to the police as soon as possible; however, they may also be disposed of if the staff member thinks there is a good reason to do so.
- Other substances which are not believed to be controlled drugs, they will confiscate them if they believe them to be detrimental to behaviour, discipline and safety.
- Stolen items, they will deliver these to the police as soon as possible or return them to the owner if they think there is a good reason to do so.
- Tobacco, cigarette papers and vapes, they will retain or dispose of them; they will not be returned to the student.
- Fireworks, they will be retained or disposed of but not returned to the student.
- A pornographic image, they will dispose of the image unless there are reasonable grounds to suspect that its possession constitutes a specified offence, i.e. the image is extreme or child pornography; in these cases, the staff member will deliver the image to the police as soon as possible.
- An item that has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property, they will deliver the item to the police, return the item to the owner, or retain or dispose of the item.
- Weapons or items which are evidence of an offence, they will pass the item to the police as soon as possible.

It is at the discretion of authorised staff to decide whether there is a 'good reason' not to deliver stolen items or controlled drugs to the police. In determining what a good reason is, the member of staff will take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the item. Where the member of staff is unsure of the legal status of a substance and has reason to believe it may be a controlled drug, the item will be treated as such.

In relation to stolen items, the police will not be involved in dealing with low-value items, e.g. pencil cases; however, it may be appropriate for the school to contact the police if high-value items, e.g. laptops, or illegal items, e.g. fireworks, are involved.

Aftercare following a strip search

Student's subject to a strip search will be provided with appropriate support, regardless of whether a prohibited item is found. Safeguarding processes will be followed where necessary and will involve the DSL, giving attention to the student's wellbeing. Following the search Student's will always be given the opportunity to ask questions and express their views following it.

Staff will give particular consideration to the wellbeing and safeguarding of any student's and/or groups of students who have been subject to a strip search with unusual frequency. Where required, preventative approaches will be put in place in order to avoid harm to the identified student, or group of students', wellbeing.

13.11 Recording a search

All searches for prohibited items, including those conducted by police, will be recorded on the school's safeguarding system. Records will include:

- The date, time and location of the search.
- The name of the student subject to the search.
- The name of the individual who conducted the search.
- The name of any other adults or student's present during the search.
- The item being searched for.
- The reason for the search.
- Whether the item was found.
- Any other items found.
- What follow-up actions were taken as a consequence of the search.

13.12 Informing parents

The student's parents will be informed when a search of their child is conducted in order to recover prohibited items. The student's parents will be informed when a search of their child is conducted in order to recover banned items. In some circumstances, the school may need to inform the student's parents about the search for a banned item, e.g. in the interests of safeguarding the student.

Where a strip search is requested, the school will inform the student's parents of the search before it is conducted, unless there is an immediate risk of harm. Where there is an immediate risk of harm, the student's parents will be informed about the strip search as soon as possible.

Complaints about searching, screening or confiscation will be managed via the school's complaints procedure, in line with the Complaints Procedures Policy.

13.13 Electronic devices

If a prohibited electronic device is found, or one suspected of being used to commit an offence or cause harm or damage, staff may examine its data or files where there is good reason to do so. Parental consent is not required to search a student's electronic device if it has been seized in a search without consent.

Staff will consider whether an appropriate safeguarding response is required if they reasonably believe that any images, data or files found on a student's electronic device is likely to put others at risk. The staff member will involve the DSL immediately where this is the case.

Staff members have the authority to delete data or files if they believe there is a good reason to do so, unless the device is suspected to be relevant to an offence, or contains a pornographic image of a child or an extreme pornographic image. In these cases, files and data will not be deleted and the device will be given to the police.

It will be considered a good reason if the staff member reasonably suspects that the data or files on the device have been, or could be, used to cause harm, disrupt teaching or break the school rules. Any electronic device that has been seized which is prohibited by the school rules, and there are reasonable grounds to suspect that it contains evidence relating to an offence, will be given to the police as soon as possible.

If no evidence of an offence is found and the device is not passed to the police, staff may decide whether to delete any relevant files or retain the device as evidence of a school rule breach.

Indecent images of student's

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that students are not unnecessarily criminalised.

Where a member of staff becomes aware that an electronic device they are searching involves indecent images of a child, they will refer this to the DSL as soon as possible and will:

- Refrain from viewing, copying, printing, sharing, storing or saving the imagery.
- Confiscate the device and ensure it is securely stored.
- Inform the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the student being searched that the incident will need to be reported.
- Not blame or shame anyone involved, and reassure the student being searched that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution. They will categorise the incident into one of two categories:

- "Aggravated" – incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of children, including where there is an adult involved, where there is an intent to harm the child depicted, or where the images are used recklessly.
- "Experimental" – incidents involving the creation and distribution of indecent images of children where there is no adult involvement or apparent intent to cause harm or embarrassment to the child.

For there to be a good and clear reason to view indecent imagery, the DSL will need to be satisfied that this action is:

- The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts, e.g. the contents of the imagery, from the student(s) involved.
- Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the student or their parent in making a report.
- Unavoidable because the student has presented the image directly to a staff member or the image has been found on a school device or your school's network.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL will:

- Never copy, print, share, store or save them as this is illegal – if this has already happened, they will contact the local police for advice and to explain the circumstances.
- Discuss the decision with the headteacher or a member of the SLT.
- Make sure viewing is undertaken by them (or a deputy) or another member of the safeguarding team with delegated authority from the headteacher or a member of the SLT.
- Make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the SLT. This staff member does not need to view the images.
- Wherever possible, make sure viewing takes place on the school premises, ideally in the headteacher's office or a member of the SLT's office.
- Make sure, wherever possible, that they are viewed by a staff member of the same sex as the student in the images.
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the imagery was viewed and any subsequent actions.
- Where the incident is categorised as 'aggravated', it will be managed in line with the school's Child Protection and Safeguarding Policy, and the police will be involved.
- Where the incident is categorised as 'experimental', any student's involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident.
- Where there is reason to believe that indecent imagery being circulated will cause harm to a student, the DSL will escalate to the appropriate children's social care services. Where indecent imagery of a student has been shared publicly, the DSL will work with the student to report the imagery to websites on which it has been shared and will reassure them of the support available.

13.14 Staff conduct

Staff must consider student's age, needs and wellbeing during all searching and screening procedures. All staff are expected to follow this policy, and any breaches will be dealt with under the school's Disciplinary Policy and Procedure. Under no circumstances will staff conduct strip searches of students.

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe. Any prohibited items found in student's possession will be confiscated. These items may not be returned to students.

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. The Headteacher authorises staff to have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed in paragraph 31 of the DfE guidance or any other item that the school identifies as an item which may be searched for. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

School will have the statutory power to search for: knives and weapons; alcohol; illegal drugs; stolen items; any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the student); tobacco and cigarette papers; fireworks; pornographic images. These items are specifically listed as prohibited in section 7 of this policy. The associated sanctions related to prohibited items are outlined in section 11 of this policy. Searching and screening student's is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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

When exercising these powers, school will consider the age and needs of student's being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability. School staff will consider using CCTV footage to decide whether to conduct a search for an item.

The Headteacher has authorised all senior leaders (Deputy Heads and Assistant Heads); all pastoral leaders (Heads of Year and Assistant Heads of Year); and the SENCo to conduct searches for all of the listed prohibited items.

The Headteacher oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy) and ensures that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

The designated safeguarding lead (or deputy) is informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed and staff members involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they make a referral to children's social care services immediately (as set out in part 1 of Keeping

children safe in education). The designated safeguarding lead (or deputy) always considers the circumstances of the student who has been searched to assess the incident against potential wider safeguarding concerns. |

Searches are carried out in an appropriate location, where possible, this is away from other students. Searches only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Searches are conducted by staff of the same sex as the student being searched and is always done in the presence of another member of staff. There is a limited exception to this: a member of staff can search a student of the opposite sex and/or without a witness present only if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff. In the event that a member of staff conducts a search without a witness, they immediately report this to another member of staff, and ensure a record of the search is kept.

The school will search all students who are under suspicion of taking, carrying or dealing illicit substances. A refusal to be searched or not staying where directed and leaving the area of supervision under these specific circumstances will be assumed to be an admission of guilt.

A member of staff may search a student's outer clothing, pockets, possessions, bags or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the student has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the student agrees. Schools can make it a condition of having the locker or space that the student agrees to have these searched. If the student withdraws their agreement to search, a search may be conducted both for the prohibited items listed which a search can be made.

A student's possession is only 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.

The member of staff may use a metal detector to assist with the search.

Strip searches are not permitted to be carried out by any school staff. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for student wellbeing at all times.

Whether or not any items have been found as a result of any search, schools follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education where they have a concern. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited items are found during the search, the member of staff follows the guidance set out in the DfE guidance on confiscation. If a student is found to be in possession of a prohibited item, then the staff member will alert the designated safeguarding

lead (or deputy) and the student will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Any search by a member of staff for a prohibited item and all searches conducted by police officers are recorded in the school's safeguarding reporting system, including whether or not an item is found. School will record: the date, time and location of the search; which student was searched; who conducted the search, and any other adults or student's present; what was being searched for; the reason for searching; what items, if any, were found; and what follow-up action was taken as a consequence of the search.

Parents will always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. School will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Screening helps provide reassurance to students, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on student behaviour and its duties as employers in relation to the safety of staff, student's and visitors enables them to impose a requirement that student's undergo screening. Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all students for weapons before they enter the school premises.

Where a student has a disability, school makes a reasonable adjustment to any screening process that may be required.

14. Prohibited Items

Some items are not permitted, such as fizzy drinks, energy drinks, chewing gum, mobile phones and jewellery (other than one plain watch and one plain pair of stud earrings). If seen, they will be confiscated and will only be returned to parents at the end of each term.

Mobile phones should not be seen or heard while students are on site. If parents want their child to bring a phone to school for safety reasons, they should be switched off before school and kept in bags (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone, it will be confiscated and will be kept until a parent / carer collects it. If student's fail to have the correct equipment, they will receive a recorded event on the same day.

The following items are specifically prohibited:

- Knives and weapons (including any article that is likely to be used to commit an offence, cause or threaten personal injury or damage property)
- Alcohol
- Illegal drugs (including legal drugs that have controlled and restricted sales to young people)
- Stolen items
- Tobacco and cigarette papers, e-cigs, vaping pens, vaping liquids and oils and associated paraphernalia
- Pornographic images (printed or digital)

Pendle Vale operates a Zero Tolerance approach to the possession of prohibited items.

In the case of anything illegal, the items will be reported to and handed to the police. The Headteacher can authorise the use of force to conduct search without consent for illegal items or those which may cause or threaten to cause offence or harm (e.g., pornography, knives).

Pendle Vale has the power to use its internal isolation rooms as a disciplinary sanction and often as a way of avoiding fixed-term exclusion. Pendle Vale will ensure that time spent in isolation is used as constructively as possible and that students are allowed to eat, drink and use the toilet appropriately.

15. Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

15.1 Definitions

Restrictive intervention: An action or measure used to prevent, limit, or control the movement of a student's body, or part of their body. We use this as an umbrella term encompassing both physical and non-physical interventions intended to restrict a student's movement or behaviour.

Reasonable force: A legal term used in legislation which includes physical restrictive interventions. All members of school staff have the statutory power to use reasonable force in limited circumstances. Reasonable force refers to the minimum level of force necessary, applied for the shortest possible duration, and proportionate to the specific circumstances of the incident.

Significant incident: Any incident in which the use of force exceeds appropriate physical contact between students and staff. This includes situations where physical force is used to carry out or support a non-physical restrictive intervention.

Seclusion: A non-disciplinary intervention involving the confinement of a student to a space away from others, with their freedom to leave restricted. This may be achieved through physical obstruction, blocking exits, or actions that lead the student to believe they will face negative consequences if they attempt to leave.

Restraint: A term used in legislation to describe a non-disciplinary intervention that immobilises a student or restricts their movement. Restraint may involve direct physical contact or indirect actions. Examples include holding a student's arms to their sides or removing an item that enables mobility, such as crutches.

15.2 Avoiding physical intervention and reducing risk

The school will expect staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, the school implements an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with student's displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli. Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of students in their class and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual student's' needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention.

Staff will question whether:

- **It is necessary:**
 - Are there are other more effective, less restrictive ways to manage a situation?
 - Is a restrictive intervention is likely to successfully reduce the relevant risks, or would it escalate the situation further or cause more harm than the behaviour itself?
 - Where possible, communicate with other staff members to understand any broader risks in the environment.
- **It is proportionate:**
 - Use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce relevant risks.
 - If the intervention itself is escalating the situation, reconsider their approach and attempt an alternative strategy.
 - Consider the personal circumstances of the student, e.g. medical conditions, SEND or other vulnerabilities, their characteristics, e.g. age and size, and relevant equality implications under the Equality Act 2010.
- **The student's welfare:**
 - Balance the impact on the student's overall welfare against any actions taken.
 - Maintain respect for a student's dignity.
 - Clearly and calmly communicate to the student what is happening, why, and explain what the student needs to do.
 - For students with communication difficulties or EAL, verbal and/or non-verbal strategies will be used to ensure the student understands what is happening and has adequate time to process information and respond.
 - Seek to understand the student's feelings to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Reasonable force will only be used to prevent harm, criminal behaviour, property damage, or serious disorder. In non-urgent situations, it will only be used once other options have been tried and if the situation is escalating.

In urgent situations, such as a student running into a busy road or a violent fight, staff may need to act immediately to prevent harm, including using reasonable force. Staff will not be penalised for justified physical intervention taken to protect people or property.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and allowing the student to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

15.3 Seclusion

Seclusion is a non-disciplinary measure that may be used, in exceptional circumstances, to reduce risk and avoid the need for physical intervention when a student is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion is used only as a safety measure to protect the student or others from harm and will not use seclusion as a consequence or through the threat of punishment.

Where seclusion is used, the school will ensure that:

- The space used will be safe, suitable, and not intimidating or threatening to the student.
- The student will be appropriately supervised at all times.
- The restriction will last only for as long as the immediate risk of harm remains.
- The student will be allowed to leave as soon as it is safe to do so.

The school will record and report any incident involving seclusion in accordance with the procedures set out later in this policy. Seclusion will not be used as a disciplinary response to deliberate or wilful misbehaviour.

The school will use appropriate disciplinary measures, such as removal from the classroom.

15.4 Students with SEND

We consider that students with SEND may respond to distressing or confusing situations with behaviour that could harm themselves or others. Staff will be trained to recognise triggers and understand how communication difficulties may be expressed through behaviour. We minimise the potential disproportionate use of restrictive interventions used on student's with SEND by understanding triggers of challenging behaviour and providing proactive support.

The SENCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with students with SEND are aware of the ways in which their needs can be met without reasonable force.

Staff who know individual students well should 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 student, parents and other professionals to develop prevention and de-escalation strategies.

De-escalation strategies may include:

- Removing stimuli that may be causing distress.
- Changing body language, facial expression, or tone of voice.
- Supporting the student to express their emotions before they become overwhelmed.
- Engaging the student in an activity which can help them manage their feelings of anxiety.
- Distracting the student in something that interests them or by introducing familiar objects and activities to redirect their attention.

We will not assume that a technique employed for one student with SEND will necessarily be applicable to other students with SEND.

Where appropriate, staff will co-produce behaviour support plans with student's with SEND and their parents. These plans will set out any necessary adjustments, communication methods, and when increased physical contact may be appropriate. They will be reviewed periodically and after any significant incident.

Where there is an identified risk, e.g. an increased likelihood in the need to use reasonable force and other physical interventions, the school will put risk assessments in place and mitigate these risks through training and prevention strategies.

15.5 Post-incident support

The school will review all incidents involving restrictive intervention as soon as possible to assess why it was used, its impact, any emerging patterns, and how future use can be avoided.

If appropriate, the student and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible.

Follow-up conversations will support reflection, learning, and wellbeing for both students and staff, forming part of the debrief process. They will explore what happened and why, based on separate accounts from

those involved, and will be led by a staff member not involved in the incident, with additional input to ensure impartiality and support.

The school will continue to monitor student and staff wellbeing and provide additional support if needed. Additionally, any student who witnesses an incident of restrictive intervention can also gain appropriate support if necessary.

15.6 Reporting incidents

A detailed written report will be kept of **all** incidents where reasonable force is used, distinguishing between planned interventions, i.e. those in line with approved strategies for the behaviour of specific students, and unplanned or emergency interventions.

Incidents will be recorded as soon as practicable by the staff members involved and they will aim to do this no later than the same day. The requirement to record will apply even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a student's behaviour support plan. This will be done by recording the incident on CPOMS.

The written report will include as a minimum:

- Names of students and staff directly involved.
- Any relevant needs or circumstances of the student, including whether the student involved has SEND, and their SEN status code.
- The time, date, location, and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, e.g. details of any medical treatment for injuries or other adverse impacts.

The school may also record details such as witness accounts, how and when parents were notified, and what follow-up action has taken place.

Records should be retained and analysed by the headteacher, and SENCO where physical intervention was used on a student with SEND, on a termly basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support.

Staff members who do not record an instance of reasonable force where it has occurred may be disciplined in line with the Disciplinary Policy and Procedures.

Where reasonable force or physical restraint has been used, the student's parents will be informed as long as this would not place the student at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a safeguarding referral will be made in line with the Child Protection and Safeguarding Policy.

A report of the incident made to parents will include the following details as a minimum:

- The time, date, location and approximate duration of the intervention.
- A brief account of why the intervention was assessed as necessary.
- A brief account of what type of force was applied, and the degree of force.
- The details of any physical injuries sustained, if applicable.

Parents will also be invited to have a follow-up discussion about the incident where appropriate. This may include a discussion about:

- 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.

The headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other students about the incident, for instance those who witnessed the event.

15.7 Recording and reporting the use of seclusion and non-force related restraint

A record will be made of any incident involving seclusion or non-physical restrictive intervention, whether or not physical force has been used. This duty applies even where such interventions are agreed with parents as part of a student's behaviour support plan.

Incidents involving seclusion or non-physical restrictive intervention will be recorded as soon as practicable after the event by the staff members involved no later than the same day.

For the purposes of this policy, non-physical restrictive interventions include actions that restrict a student's movement without direct physical contact, such as preventing a student from leaving a space or removing an item that enables mobility.

The school will record the following details as a minimum:

- Names of the student and staff directly involved.
- The time, date, location, and approximate duration of the intervention.
- Any relevant needs or circumstances of the student, including SEND where applicable.
- A brief account of why the intervention was assessed as necessary in that instance.
- Any post-incident support provided, including medical or emotional support where relevant.

Parents will be informed of incidents involving seclusion or non-physical restrictive intervention as soon as practicable, and no later than the same day, unless it appears that doing so would be likely to result in serious harm to the student. Where parents cannot be informed for this reason, the incident will be reported to the local authority.

Where an incident involving seclusion or non-physical restrictive intervention also constitutes a significant use of force, the school will follow the reporting procedure for significant use of force only, and information will not be duplicated.

Records of seclusion and non-physical restrictive interventions will be retained, monitored, and reviewed alongside records of physical intervention to support oversight, identify patterns or trends, and inform any necessary changes to school practice or student support.

15.8 Complaints

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's Complaints Procedures Policy. If an allegation regarding inappropriate use of force or other restrictive interventions is made against a staff member, the procedures in Keeping children safe in education will be followed, including the provisions regarding suspension of staff.

16. Student conduct outside the school gates

Teachers have a statutory power to discipline student's for misbehaving outside of the school premises. Section 89(5) of the Education Act 2006 gives the Headteacher a specific statutory power to regulate student's' behaviour in these circumstances 'to such extent as is reasonable'.

In response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school, the school will sanction the behaviour accordingly. Conduct outside the school premises, including online conduct, that schools might sanction student's whose misbehaviour is:

- Taking part in any school-organised or school-related activity
- Travelling to and or from school
- Wearing the school uniform
- In some other way identifiable as a student at the school
- Misbehaviour at any time, whether the conditions above apply, that:
 - a. Could have repercussions for the orderly running of the school
 - b. Poses a threat to another student or member of the public
 - c. Could adversely affect the reputation of the school

In response to criminal behaviour the school will report this to the police or if it is brought to the schools' attention by the police fully cooperate with them.

17. Suspension and permanent exclusion (see policy)

Pendle Vale works tremendously hard to avoid fixed (short term) exclusions (suspension) and permanent exclusions. At times, however, it can be necessary to address a more serious matter. Pendle Vale complies with the law and communicates with families as clearly as possible. At times, we may use short term placements in other schools to avoid a suspension. If this is to happen, Pendle Vale will make clear the arrangements clear. Pendle Vale works with other local schools to facilitate managed moves as an alternative to permanent exclusion.

A suspension will be issued for seriously poor behaviour (see appendix). Families will be notified of the circumstances and a meeting will be arranged with a member of the Senior Leadership Team. The length of the fixed term exclusion will be determined by the severity of the incident which could occurred inside or outside of the academy. Student's will be issued work to complete. A reintegration meeting will be held following the exclusion to determine the reintegration package which will offer appropriate challenge and support. Student's will not be allowed back into the school until this meeting has taken place.

17.1 Grounds for suspension or exclusion

The school will only suspend or exclude a student where it is necessary, and where all other possible disciplinary sanctions in line with this policy, have been unsuccessful.

The following examples of behaviour may underline the school's decision to suspend or exclude a student. The list is not exhaustive:

- Physical assault against a student or an adult
- Verbal abuse or threatening behaviour against a student or an adult
- Use, or threat of use, possession of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, transphobic or ableist or other protected characteristics abuse
- Possession, use or supply of drugs, alcohol or other prohibited substances.
- Persistent failure to adhere to the school behaviour policy or a significant single act of misbehaviour

Students can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year or excluded. Similarly, where further evidence is presented, students can be excluded following a suspension. The headteacher will decide whether a student will be subject to a suspension or an exclusion, depending on the circumstances.

17.2 The headteacher's power to exclude

Only the headteacher has the power to suspend or exclude a student and decide whether a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds.

A suspension can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day. When sending a student home following any suspension or exclusion, the headteacher will ensure that they always exercise their duty of care and will always inform the parents.

Any decision made to suspend or exclude a student will be lawful, proportionate and fair, with respect to legislation relating directly to suspensions and exclusions and the school's wider legal duties. At all times, the headteacher will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g. race, sex, or disability, and will not increase the severity of a student's suspension or exclusion on these grounds.

The headteacher will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true. The headteacher may cancel or withdraw any suspension or exclusion that has already begun, or one that has not yet begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the governors.

Where a suspension or exclusion is cancelled, the headteacher will notify the student's parents, the governors, the LA, and, where relevant, the virtual school head (VSH) and the student's social worker, providing the reason for the cancellation. The headteacher will invite the student's parents to discuss the cancellation of the exclusion, and the student may return to school immediately. No reinstatement meeting is required.

Any days spent out of school for a suspension or exclusion, prior to it being cancelled, will count towards the maximum 45 school days in an academic year. An exclusion will not be cancelled if the student has already been suspended or excluded for more than 45 school days in an academic year, or will have been so by the time the cancellation takes effect.

The headteacher will report the number of cancelled suspensions and exclusions, including the circumstances and reasons, to the governors each term, to allow oversight.

The headteacher will not issue any 'informal' or 'unofficial' exclusions, e.g. sending a student home to 'cool-off', regardless of whether the parents have agreed to this. The headteacher will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises. All suspensions and exclusions will be formally recorded on the school's information management system.

17.3 Factors to consider when excluding a student

In this situation, the headteacher will:

- Allow the student the opportunity to present their case.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred.
- Take into consideration whether the student has received multiple suspensions or is approaching the legal limit of 45 excluded days per school year, and whether suspension is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies.

The headteacher will consider what extra support may be available for vulnerable student groups whose suspension and exclusion rates are higher, including the following:

- CLA
- Student's eligible for FSM
- Students with SEND
- Certain ethnic groups

The headteacher will consider avoiding excluding CLA, those with SEMH issues or students with an EHC plan. Where any member of staff has concerns about vulnerable student groups and their behaviour, they will report this to the headteacher, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities.

Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response. If the student continues to endanger the physical or emotional wellbeing of other student's or staff, despite exhausting the graduated response process, then suspension or exclusion may be considered. In accordance with the Equality Act 2010, under no circumstances will a student with identified SEND or SEMH issues be suspension or excluded before the graduated response process has been completed. Where a student with SEND or SEMH issues is excluded because of a SEND or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these students are closely tracked and showing that the school has a close relationship with the student's next destination.

The headteacher will work in conjunction with the parents of any student with additional needs to establish the most effective support mechanisms.

17.4 Off-rolling and unlawful exclusions

The school will not use informal or unofficial exclusions. Where a student is required to leave the school site or is prohibited from attending school on disciplinary grounds, this will only take place through a formal suspension or exclusion process, including for part of the day.

All suspensions and exclusions will be formally recorded and communicated in writing.

The school **will not** suspend or permanently exclude a student for unlawful reasons, including because:

- The student has SEND that the school considers difficult to support.
- Of the student's academic attainment or ability.
- A parent or student has not complied with a condition that is not lawfully required for reinstatement following a suspension.
- A parent or student refuses to agree to a managed move.

The school will not engage in practices that could constitute off-rolling (i.e. removing a student from the school roll, or encouraging them to leave the school, without following appropriate legal processes and where this is primarily in the interests of the school rather than the student.

Examples of practices that the school **will not** use include:

- Pressuring or encouraging parents to remove their child from the school, including through elective home education, to avoid a suspension or exclusion.
- Directing a student to alternative provision where this is not in the student's best interests.
- Sending a student home without formally recording the absence as a suspension.
- Placing a student on a part-time timetable for disciplinary reasons without appropriate justification and oversight.
- Removing a student from the admission register other than in accordance with the relevant regulations.

Parents who believe that suspension or exclusion procedures have not been followed, or who feel they have been pressured to remove their child from the school, may raise their concerns through the school's Complaints Policy and Procedure.

17.5 Separation of students for safeguarding purposes

In exceptional circumstances, the school may temporarily prevent a student from attending the school site for safeguarding reasons. This may be necessary where allegations or concerns relating to the safety or welfare of student's require one or more student's to be separated while risks are assessed and managed.

Any decision to temporarily prevent a student from attending the school site for safeguarding reasons will not be treated as a suspension or permanent exclusion and will not be recorded as such.

Such decisions will be made on a case-by-case basis, led by the DSL or a deputy, and informed by professional judgement, relevant safeguarding guidance and, where appropriate, advice from external agencies such as children's social care or the police.

The school will inform parents of the reasons for the arrangement as soon as reasonably practicable and will notify the relevant trust executive leader without delay. The trust leader will ensure that this measure is used only in exceptional circumstances where separation is necessary and cannot reasonably be achieved while allowing all students to remain on the school site.

In making any decision to separate students for safeguarding purposes, the school will have regard to its duties under safeguarding legislation and guidance.

Where a student is unable to attend the school site for safeguarding reasons, the school will work with the LA, parents and other relevant agencies to ensure that suitable education is arranged in accordance with statutory requirements.

17.6 Alternative measures

Before taking a final decision to exclude, the headteacher will consider whether it is in the best interests of all parties to initiate off-site directions or managed moves as preventative measures to exclusion.

Off-site direction

The school will consider the use of off-site direction where interventions and targeted support have not been successful in improving a student's behaviour. Off-site direction will be used to arrange a time-limited placement at alternative provision or another mainstream school, with the aim of supporting behavioural improvement and successful reintegration. The school does not need parental consent to implement off-site direction.

Where a student attends another school under an off-site direction arrangement, the school will ensure that attendance is recorded in accordance with statutory requirements, including the appropriate code.

Where appropriate, the school will prioritise in-school interventions and targeted support, including support from alternative provision providers, to meet a student's individual behavioural, educational or SEND needs before considering an off-site placement.

Off-site direction may be arranged on a full-time basis or as part of a blended provision combining attendance at alternative provision with continued attendance at the school. Before any placement begins, the school will agree a proposed maximum duration and will consider future options, including reintegration arrangements or, where appropriate, a managed move following review of the placement.

Parents, carers, student's aged 18 or over and, where applicable, the LA for students with an EHC Plan, will be notified in writing of the placement as soon as reasonably practicable and no later than two school days before the placement begins.

Written notification will include:

- The address where the educational provision will be delivered.
- The name of the person to whom the student will report on first attendance.
- The duration of the placement.
- The reasons for, and objectives of, imposing the requirement.
- Details of the daily timetable, including session times and breaks where applicable.

Parents, student's aged 18 or over and, where applicable, the LA for students with an EHC Plan, will be entitled to request a review meeting in writing. The school will arrange such a meeting as soon as reasonably practicable unless a review has already taken place within the previous ten weeks.

The school will regularly review placement and reintegration arrangements throughout the off-site direction, with meeting frequency based on the student's needs. Parents, carers and, where relevant, the LA will receive at least six days' written notice of review meetings or be invited to submit written views, with efforts made to agree a convenient time.

After each review, the school will decide whether the placement should continue and for how long, recording this along with details of future reviews and participants. Meetings may involve the student, parents, school staff and relevant agencies such as social workers, CAMHS, MASH, Youth Justice Teams and the local authority. Written records will be kept, and reviews will occur often enough to assess progress.

The school will notify parents or students over 18 in writing of its decision within six days of each review, including whether the placement will continue, its duration and the reasons.

Throughout any period of off-site direction, the school will seek to ensure that the student continues to receive a broad and balanced curriculum while interventions are delivered to address behavioural concerns. Where a student has a disability or SEND, the school will continue to fulfil its legal duties, including making reasonable adjustments and providing appropriate support.

The duration of any off-site placement will be determined by the individual needs of the student and the extent to which the placement supports positive behavioural outcomes.

Before any off-site direction begins, the school and the receiving school will ensure that all relevant information is shared, including attainment information, assessment data, risk assessments, safeguarding information and effective support strategies. The LA will also be involved where appropriate.

The school will ensure it can demonstrate that appropriate early intervention and support have been implemented before an off-site direction is arranged. Effective information sharing between the school, the receiving school and other relevant agencies will take place before the placement begins.

Managed moves

A managed move is a permanent transfer to another mainstream school as part of a planned intervention and will only be used where it is considered to be in the student's best interests.

In such cases, the headteacher or their designated representative, will discuss this with the parents of the student, and the LA if the student has an EHC plan. Managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out, e.g. multi-agency support and any relevant statutory assessments.

The school will work with the student's new school to create an effective integration strategy, including information sharing, such as data on prior and current attainment, any risk management strategies, safeguarding information and advice on student support strategies.

We will not use trial managed moves and will not permanently exclude a student because a parent or student refuses to agree to a managed move. Where a temporary placement at another school is required to support a student's behaviour, this will be arranged through off-site direction.

Parents who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the Complaints Policy and Procedure.

17.7 Duty to inform parents

Following the headteacher's decision to suspend or exclude a student, they will immediately inform the parents, or the excluded student if they are 18 or older, in person or by telephone, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind it.

This will be supported in writing (or electronically if written permission has been received from the parents for notices to be sent this way) of the following:

- The reason(s) for the suspension or exclusion
- The length of the fixed-period suspension or permanency of the exclusion
- Their right to raise any representations about the suspension or exclusion to the LSC, including how the student will be involved in this and how the representations will be made
- Their right to make a request to hold the meeting via remote access and how this request can be made
- Their right to attend a meeting where there is a legal requirement for the LSC to consider the suspension or exclusion, and the fact that they can bring an accompanying individual
- The arrangements that have been made for the student to continue their education prior to the organisation of any alternative provision, or the student's return to school
- Relevant sources of free, impartial information

For students of compulsory school age, the headteacher will inform parents on the day of the suspension or exclusion that, for the first five school days (or until alternative provision begins or the exclusion ends, if sooner), they must ensure their child is not in a public place during school hours without a valid reason, or they may face a fine.

Where the headteacher has arranged alternative provision, they will inform the parents of the following:

- The start and end date for any provision of full-time education
- The address at which the provision will take place
- Any information necessary for the student to identify the person they should report to on the starting date.

Where the headteacher is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48

hours of the student beginning the provision. If the alternative provision is due to begin before the sixth day of the exclusion, the headteacher is able to give less than 48 hours of notice, with parental consent. If the headteacher has decided to exclude the student for a further fixed period following their original exclusion, or to permanently exclude them, they will notify the parents without delay and issue a new exclusion notice to parents.

17.8 Duty to inform Governors and LA

The headteacher will inform the Chair of the LSC and the trust executive leader for the phase (or CEO as appropriate) without delay, of the following:

- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the student)
- Any suspensions which would result in the student being suspended or for more than five school days in a term (or more than 10 lunchtimes)
- Any suspensions which would result in the student being absent from an examination or national curriculum test

For any other suspensions and exclusions, the headteacher will notify the LSC once per term. All notifications to the LSC and LA will include the reasons for suspension or exclusion and the duration of any suspension. If a student who is suspended or excluded lives outside the LA in which the school is located, the headteacher will notify the student's 'home authority'.

17.9 Duty to inform social workers and the virtual school head (VSH)

When a looked-after child has been suspended or excluded, the headteacher will, without delay, notify the student's social worker, if they have one, and the VSH. The notification will include the duration and the reasons for suspension or exclusion. Social workers and/or the VSH will also be informed when a meeting of the LSC is taking place, and will be invited to attend the meeting should they wish to do so. Social workers and VSHs will be allowed to join an LSC meeting or independent review panel via the use of remote access, as long as the arranging authority is satisfied, they will be able to participate effectively, they can hear and be heard throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

17.10 Arranging education for excluded students

For any suspensions of more than five school days, the headteacher will arrange suitable full-time education for the student, which will begin no later than the sixth day of suspension. Where a student receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension. For exclusions, full-time education will also be provided from the sixth day of exclusion.

The headteacher will not arrange full-time education for any student currently in their final year of compulsory education, and who does not have any further public examinations to sit.

It is generally beneficial to suspended or excluded students to begin their alternative education arrangements before the sixth day of suspension or exclusion; therefore, the school will always attempt to arrange alternative provision before the sixth day of suspension or exclusion. Where this is not possible, we will take reasonable steps to set and mark work for the student.

If a student with SEND has been suspended or excluded, the governors will ensure that:

- Any alternative provision is arranged in consultation with the student's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the student's needs are reassessed, in consultation with the student's parents.

17.11 Considering suspensions and exclusions

The LSC will consider any representations made by parents. Parents, a friend or representative, the headteacher and a member of the LA will be invited to attend any consideration of suspensions and exclusions and can make representations.

Any meeting to consider reinstatement of a student will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits. Parents, and excluded student's if they are over 18, will also be able to request that the meeting is held via remote access.

Where it is appropriate to their age and level of understanding, the student will attend any consideration meeting, and can make a representation on their own behalf if they wish.

The LSC will consider the reinstatement of a suspended or excluded student, in the event of:

- Exclusion.
- Suspension that would bring the student's total number of excluded school days to more than 15 in any given term.
- Suspension/exclusion that would result in the student missing a public examination.

In a case where the student's total number of suspended days is more than 5 but less than 16 school days (this includes suspensions that exceed 15 school days by less than a whole day, e.g. one that totals 15.5 days) within a term, if parents make representations, the LSC will consider suspensions within 50 school days of receiving the notice of suspension. In the absence of parental representations, the LSC will consider the reinstatement on their own.

Where a suspension will take a student's total number of school days out of school above five but less than 15 for the term, and parents have not requested a governors meeting, the LSC is not required to consider reinstatement, but has the power to do so if it deems it appropriate. Where a suspension will not bring a student's total number of days of suspension or exclusion to more than five in a term, the LSC considers all parental representations; however, it cannot direct reinstatement of the student and is not required to arrange a meeting with parents.

Where suspension or exclusion would result in a student missing a public examination, the LSC will consider the suspension or exclusion before the test to decide whether the student should be reinstated in time to take the examination. If it is not practicable for a sufficient number of governors to consider the decision before the examination, a smaller sub-committee will consider the case and decide whether or not to reinstate the student. In light of this, the LSC will also consider whether it would be appropriate to allow the suspended/excluded student to enter the premises to take the examination.

When considering the reinstatement of a student, the LSC will:

- Only discuss the exclusion with the parties present at the meeting.
- Ask for any written evidence prior to the meeting.
- Circulate any written evidence and information to all parties, at least five school days in advance of the meeting.
- Allow students and parents to be accompanied by a person of their choice to the meeting.
- Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting.
- Identify the steps needed to enable and encourage the student to attend the meeting and speak on their behalf, or how they may contribute personal views by other means if attendance is not possible.
- Consider the interests and circumstances of the student, including the grounds for suspension or exclusion.

17.12 Reaching a decision

After considering exclusions, the governors will either:

- Decline to reinstate the student.
- Direct the reinstatement of the student immediately, or on a specified date.

If reinstatement would make no practical difference, e.g. if the student has already returned to school following a suspension or the parents do not want their child reinstated, the LSC will still consider whether the student should be officially reinstated, and whether the decision to exclude the student was fair, lawful and proportionate, based on the evidence presented.

The governors will apply the civil standard of proof, i.e. that on the 'balance of probabilities' it is more likely than not that the facts are true.

To reach a decision, the LSC will:

- Identify the steps they intend to take to ensure that all parties involved will have the opportunity to participate and present their views.
- Ensure that minutes are taken as a record of the evidence that was considered.
- Ask all parties to withdraw from the meeting before concluding their decision.
- Consider whether the suspension or exclusion of the student was lawful, proportionate and fair, taking into account the headteacher's legal duties and any evidence that was presented to the LSC in relation to the decision.
- Record the outcome of the decision on the student's educational records, along with copies, which will be kept in line with our data protection policy.
- Make a note of their findings, where they have considered a suspension or exclusion but cannot reinstate the student.

17.13 Notification of considered suspensions and exclusions

The governors will notify the parents of the student, the headteacher and the LA of their decision following the consideration of a suspension or exclusion, in writing without delay.

In case of exclusion, if they decide not to reinstate the student, the LSC will notify the parents:

- That it is permanent
- Of their right for it to be reviewed by an independent review panel and the date by which an application for review must be made.
- Of the name and address of whom the review application should be submitted to.
- That a request to hold the meeting via remote access can be made and how to do this.
- That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a student's SEND is considered relevant to the exclusion.
- That, regardless of whether a student has been identified as having SEND, the parents have a right to require the governors to ensure a SEND expert attends the review.
- Of the role of any SEND expert attending, and that there is no cost to parents for this.
- That they must make it clear if they wish for a SEND expert to attend the review.
- That they may appoint someone at their own expense to make representations to the panel.

The governors will also notify parents that, if they believe a suspension or exclusion is as a result of discrimination, then they are required to make a claim under the Equality Act 2010 to the First-tier Tribunal (SEND), within six months of when the discrimination allegedly took place.

After any conclusion, the LSC will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this.

17.14 Removing excluded students from the school register

The headteacher will remove students from the school register if:

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

If an application for an independent panel review has been made within 15 school days, the headteacher will wait until the review has been determined, or abandoned, and until the LSC has completed any reconsideration that the panel recommended or directed it to carry out, before removing the student from the school register.

If a student's name is to be removed from the register, the headteacher will make a return to the LA, which will include:

- All the particulars which were entered in the register.
- The address of any parent with whom the student normally resides.
- The grounds upon which the student's name is to be removed from the register.

Any return to the LA will be made as soon as the grounds for removal are met and no later than the date in which the student's name was removed.

If a student's name has been removed from the register and a discrimination claim is made, the student may be reinstated following a decision made by the First-tier Tribunal (SEND) or County Court.

Whilst a student's name remains on the admissions register, the appropriate code will be used to mark the student's attendance:

- Code B: Education off-site
- Code D: Dual registration
- Code E: Absent and not attending alternative provision

17.15 Independent review panel

The LA will review the decision not to reinstate an excluded student if the parents submit their application for this within the required time frame.

The LA will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance.

If requested by parents, the local authority will appoint a SEND expert to attend the independent review panel and cover the cost. Parents may request a SEND expert regardless of whether the school recognises that their child has SEND.

A SEND expert cannot take part if they have (or have had) any connection with the local authority, school, parents, student, or the incident that could reasonably affect impartiality, although being employed by the local authority alone does not count as such a connection.

The SEND expert's role is analogous to an expert witness, providing (orally and/or written) impartial advice to the panel on how SEND might be relevant to the exclusion. The SEND expert will base their advice on the evidence provided to the panel.

The LA will decide whether to appoint a clerk to the independent review panel, or to make alternative arrangements to administer the panel.

The panel's role is to review the decision not to reinstate an excluded student, considering the student's circumstances and the exclusion, as well as the interests of others at the school. It will use the civil standard of proof rather than the criminal standard of "beyond reasonable doubt."

Following the review, the panel will do one of the following:

- Uphold the decision
- Recommend that the LSC reconsiders reinstatement
- Quash the decision and direct that the LSC reconsiders reinstatement

Parents, or excluded student's if they are 18 or older, will be able to request that governing board meetings or independent review panels are held via remote access; however, parents and students will be made aware that this is not the default option.

17.16 Criminal investigations

The headteacher will not postpone taking a decision to suspend or exclude a student due to a police investigation being underway, or any criminal proceedings that are in place.

Particular consideration will be given by the headteacher when deciding to suspend or exclude a student where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

17.17 Using data

The headteacher will ensure that all data regarding suspensions and exclusions is collected and provided to the governors. The governors will review this data regularly in order to:

- Consider the level of student moves and the characteristics of students who are moving on any exclusions to ensure that this is only being used as a last resort.
- Gather information on student's who are taken off the roll and those who are on the roll but attending education off-site
- Determine whether there are any patterns across the school.
- Understand the characteristics of suspended and excluded student's and evaluate equality considerations.
- Gather information on where students are receiving repeat suspensions.
- Evaluate interventions in place to support students at risk of suspension and exclusion, including indicators that any policies or interventions are / are not working.
- Analysing whether the placements of student's directed off-site into alternative provision are reviewed systematically to assure that objectives are being achieved.

17. Serious Incident Protocol

When a serious incident has occurred, full fact-finding will be undertaken. This will involve taking accounts from students and staff and checking CCTV where needed. Families will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during a fact-finding process. When we have completed our fact-finding, parents will be asked to attend school to discuss the incident, outcome and possible ways of resolving the situation.

18. Inducting incoming student's

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture

19. Sanctions

When a student disrupts learning or behaves inappropriately within the school, there are consequences for those actions. School also reserves the right to sanction students for behaviours away from school that may cause harm, or injury to student's attending school, or the good discipline and reputation of the school.

The level of sanction relates very much to the specifics of the incident. It is essential, however, that all staff are consistent and follow through the sanctions and are fair to students.

1	Failure to meet college expectations Recorded Event	Failure to meet college expectations includes: ▪ Off task behaviour (follow the 3-step guidance) ▪ Incorrect uniform/appearance ▪ Lack of/incorrect equipment ▪ Answering back ▪ Late to Lesson ▪ Not completing homework Staff member records event and engages in restorative conversation and then contact home. AHOY/HOY discusses issues and strategies for improvement with student and will contact home.
2	RESET	Persistent poor behaviour or serious poor behaviour including, but not limited to: ▪ Refusing to comply with instructions ▪ Internal truancy ▪ Harmful or abusive behaviour ▪ Sexual harassment ▪ Bullying ▪ Homophobic or Transphobic comments or behaviour ▪ Racism ▪ Dangerous or threatening behaviour Form teacher /classroom teacher discusses with student issues and strategies for improvement. AHOY/HOY/SLT link discusses with student issues and strategies for improvement and will contact home. SEN/Safeguarding will be involved as appropriate.
3	Placement	Persistent poor behaviour (as outlined in steps 1-6) or serious poor behaviour including, but not limited to: ▪ Threatening body language towards staff ▪ Verbal abuse of staff ▪ Theft ▪ Smoking (Inc. vaping and e-cigs) SEN/Safeguarding will be involved as appropriate HOY/SLT link discusses with student issues and strategies for improvement and will contact home. Saturday intervention programme focusing on behaviour triggers and preventative strategies Bespoke behavioural support Targeted behavioural support provided by external partners
4	Suspension	Persistent poor behaviour or serious poor behaviour including, but not limited to: ▪ Threatening body language towards staff

		▪ Verbal abuse of staff ▪ Theft ▪ Fighting ▪ Defiance of senior staff ▪ Wilfully undermining the security of the school ▪ Bullying, including but not limited to sexual, homophobic, racist harassment and the possession of inappropriate images or media ▪ Bringing the school into disrepute Suspensions have a fixed, graduated pathway (regardless of the disciplinary issue) which is only amended at the discretion of the Headteacher based on context and circumstance. See suspension WTD Appendix Students can be placed on a pastoral support plan – see wave document
5	Permanent Exclusion	Persistent breach of the school's behaviour policy, or a serious one-off breach of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of student's or others in the school. Including, but not limited to: ▪ Fighting ▪ Bringing an illegal item into school ▪ Bringing a prohibited item into school ▪ Threatening to bring an illegal / prohibited item into school ▪ Defiance of senior staff ▪ Wilfully undermining the security of the school ▪ Bullying, including but not limited to sexual, homophobic, racist harassment and including sharing inappropriate images or media ▪ Threatening a member of staff ▪ Possession / use / dealing of drugs or of items that are carry age restrictions enshrined in law ▪ Bringing the school into disrepute

Where deemed appropriate, Pendle Vale may also use the following sanctions:

- Limiting / directing access to Period 6 sessions and interventions
- Limiting access to extra-curricular sessions
- Removal of IT rights (e.g., email and internet school access)
- Confiscation of item/s
- Restorative conversations for up to 10 minutes after school without informing families
- Not allowing students to attend reward events
- Removal of unstructured time e.g., break time
- Extended detentions
- Seeking the families support to directing the student to an alternative provision/managed move

Pendle Vale has a legal power to put students under the age of 18 in detention. Parental consent is not required for detentions. Parents are always informed via My Child At School if this is to take place. Staff must act reasonably and should ensure reasonable time for the student to eat, drink and use the toilet. Pendle Vale staff will not issue a detention out of school hours where they know that doing so would compromise a student's safety. Staff issuing the detention will consider: whether the detention is likely to put the student at risk; whether the student has caring responsibilities; whether parents ought to be informed (in many cases this will be necessary and done via My Child At School); whether a change / suitable travel arrangement can be made for the student's (it is the parents' responsibility to fulfil these and inconvenience to the family will not be recognised as a reason to defer the detention).

The Headteacher reserves the right to apply a greater or lesser consequence to reflect the severity of the behaviour displayed, or the reasonable adjustment required by the student.

At Pendle Vale, we have high expectations of all our student's. We are committed to creating a safe and purposeful environment for students and staff. We believe that when a young person demonstrates poor behaviour we should isolate, educate, and reintegrate. Reasonable and supportive adjustments are made for students with SEN needs. The table above outlines the minimum sanction for types of misbehaviour. Professional judgement will always be used on a case-by-case basis, but the below chart outlines default practices.

Pendle Vale will always report matters to the Police where we have reason or concern regarding the legality of a student's actions.

The decision to put a student in isolation will be taken by the senior leadership team and could include the above - or anything which is deemed to have fallen short of our expectations – including undermining members of staff, unkindness to others or persistent behaviour which is contradictory to our values of ambition, determination and respect.

The decision to apply a fixed term external exclusion (suspension) is taken by the Headteacher where behaviour is deemed severe. Student's may be externally excluded (suspended) if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the school.

Where student behaviour is persistent, we will look to work with families and the student to put support in place in the form of a behaviour plan or pastoral support plan to create individualised strategies to help that student get back on track.

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

20. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy