



Behaviour and Exclusions Policy

Author: Simon Glover

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1. Introduction

Educational excellence, discipline, mutual care and respect and community service are the foundations for our approaches to leading and managing learning and behaviour at the academy.

We value and promote an inclusive culture where all pupils are rewarded and praised regularly, consistently and fairly and where staff take account of any barriers to learning which individual pupils need to overcome to achieve progress.

The Academy operates a firm but fair and just approach, applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many. This creates a supportive environment which allows pupils to flourish.

The expectations we have of our young people are set out in our student pledge, which was written by our young people and is agreed by them with their parents/carers.

The Academy will do everything possible to ensure every pupil succeeds; we will take tough decisions where these are needed to safeguard the learning and wellbeing of our pupils and in keeping with the clear expectations set out in our policies and procedures.

2. Aims

1. To recognise, reward and celebrate good behaviour.
2. To marginalise poor behaviour by promoting good behaviour.
3. To be seen to be fair and consistent in behaviour management by pupils, parents/carers and staff.
4. To support pupils who struggle to manage their own behaviour.
5. To identify any undiagnosed or underlying needs for pupils who struggle to self-regulate.
6. To provide targeted support for the most vulnerable pupils within the school and, where required, referring them to additional support.
7. To involve pupils, parents/carers, staff and governors in the creation and implementation of a consistent approach to the management and improvement of behaviour.

3. Who is responsible for this policy?

The local governing body and Senior Leadership Team has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

4. Roles and responsibilities

Promoting positive behaviour is the responsibility of the academy community as a whole. We will hold all individuals, pupils and staff to account for their behaviour and their contribution to the areas for which they are responsible.

Specific roles and responsibilities include:

- The Local Governing Body and Principal define the principles that underly the behaviour policy and are responsible for the operation of the policy and establishing procedures that

encourage positive behaviour, discourage bullying and promote respect, diversity and equality;

- The senior leader **with responsibility for behaviour monitoring all aspects of the school's** behaviour policy and its application, to promote equality for all pupils;
- The Senior Leadership Team ensuring they are visible around school and known to pupils across school; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils;
- The Special Educational Needs and Disabilities Co-ordinator (SENDCO) ensuring that pupils are screened for special educational needs and/or disabilities and signposted to support where referrals meet thresholds;
- The heads of year and team of form tutors creating a year team where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance;

All staff ensuring:

- that they treat pupils with unconditional positive regard, compassionate consistency and a de-escalation mindset;
- that the policy is consistently and fairly applied to all;
- that pupils are taught and retaught the behaviours expected of them;
- that high standards of behaviour are modelled and actively promoted at all times;
- that good behaviour is recognised and praised;
- that poor behaviour is challenged and appropriate sanctions implemented.

All pupils in demonstrating outstanding behaviour which exemplifies the Student Pledge.

Parents/carers taking responsibility for their child's behaviour inside and outside school, working in partnership with the school to maintain high standards of behaviour.

5. Managing behaviour through rewards

5.1 Praise

At Farnborough Spencer Academy the most effective reward is that which is immediate and delivered by a person who has a good relationship with the young person. For example, a simple 'well done' can have a huge impact.

When developing relationships with young people, good practice is to have positive interactions and ensure rewards outweigh the negative.

The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:

- specific and linked to an achievement or action of merit;
- sincere and genuinely expressed with appropriate language and tone;
- **personalised through the use of the pupil's name;**
- consistently used in all lessons as a part of our teaching;
- discreet and private at times when appropriate.

Within the established positive learning environment, pupils should expect to receive regular praise from the adults in school for notably good behaviour.

Strategies used include:

- regular verbal praise and encouragement, specifically focusing on personal gains by individuals;
- non-verbal praise - e.g., thumbs up, positive facial expressions;
- acknowledgement of good work and instant recognition for good homework produced;
- encouraging staff to praise identified individuals and sharing their work
- **displaying pupils' work around the learning environment as positive exemplars.**

Praise should also be addressed to parents/carers through a telephone call or a postcard home, which in turn will promote a positive working relationship with the family.

5.2 Achievement and Behaviour Points

Pupils will be rewarded with achievement points each time they demonstrate outstanding behaviour that exemplifies the student pledge. Pupils will be sanctioned with behaviour points each time they fail to meet the Academy Expectations through poor behaviour.

5.3 Rewards

Daily rewards

- Each teacher will praise pupils for following the Student Pledge. Achievement points will be awarded to pupils for demonstrating these behaviours throughout the day;
- Each form tutor will aim to award at least 1 pupil with achievement points during tutor time;
- Each class teacher will aim to award at least 3 pupils within the lesson;
- Each Head of Year will aim to award at least 5 pupils from their year group during social times and participation in extracurricular clubs.

Weekly rewards

- Positive postcards will be sent home by the Year Leader acknowledging when a pupil has reached the following Achievement Point thresholds: 50, 100, 150, 200 etc.
- The top 10 pupils with the highest number of achievement points in each year group will receive a positive text message home at the end of the week.
- The top 5 pupils with the most achievement points in each year group will receive a lunch pass which enables them (and a friend) to skip the lunch queue for a week.

Half-termly rewards

- All faculties will identify one pupil for outstanding work ethic per year group for the half term. The pupil will be presented with an Outstanding achievement certificate in a special **half termly assembly. A letter to the pupil's parents/carers will also be sent home** congratulating their child for the achievement.
- All subject teachers will identify one pupil for outstanding achievement per year group for the half term. The pupil will be presented with an Outstanding Achievement certificate in a

special half termly assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.

- Pupils with 100% attendance each half term will be awarded with a certificate in a special assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.

Pupils with the most improved attendance over a half term will be awarded with a certificate in a special assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.

Tutor group rewards

- At the end of each term, HOY will run tutor group rewards. This will include an attendance prize for the top attending tutor group for the term. A pizza lunch will be awarded to the highest attending tutor group in each year.
- Throughout the term, HOY way also run competitions between tutor groups to recognise achievement or tutor group improvement.

6. Classroom Expectations

6.1 Rationale

1. Every pupil has the right to learn without disruption.
2. Teachers have the right to teach without disruption.
3. Pupils are either in lessons learning or they are not.
4. Pupils who require additional support to self-regulate receive support quickly.

6.2 Creating a positive climate of learning

- Teachers and support staff will circulate around the room as often as is practical to assertively monitor pupils' work and be in proximity to higher needs pupils at key points during the lesson.
- **The highest expectations are plainly communicated through positive "What to Do"** directions and corrections that are specific, concrete, observable and sequential. There is no ambiguity. Classroom routines are rigorous, well-rehearsed and habitual for all.
- Staff must make eye contact, use privately understood signals – a shake of the head, finger **to mouth and other "Least Invasive Corrections"** to avoid disruption. Staff will let the pupil know that the behaviour has been observed and narrate the expectations.
- Directive questions should be used regularly to involve as many pupils as possible. For example, sometimes simply directing a question at a particular pupil is enough to get them back on task. Activity or pace of the lesson should be regularly changed.
- Off-task behaviour is corrected swiftly and privately to reduce the disruption to the learning environment. As a guiding principle, teachers should aim to 'Praise in Public' and 'Reprimand in Private'.

6.3 Expectations of teachers

- Teachers check that pupil planners are on desks with equipment ready at the start of the lesson. Precious learning time should not be lost organising basic equipment.

- Teachers are outside classrooms, on time greeting pupils as they enter the classroom.
- Good order must be established straightaway. There are clear routines for putting bags, coats etc. away, having books out ready to start. There is an established routine where there is a retrieval task for the pupils to complete in silence on entry.
- Teachers embed routines and procedures to secure an excellent classroom culture by spending time teaching the routines explicitly.
- There are class seating plans to maximise pupil progress during the lesson.
- All teachers take pride in their classroom. They ensure the environment is litter free, tidy and organised.
- Teachers are expected to display and model behaviour and achievement expectations every lesson.
- Teachers ensure pupils' work is presented in line with the "Proud" system.
- Pupils are praised and commended through the rewards system.
- At the end of the lesson, teachers ensure pupils place their chairs under their desks. They dismiss the class in an orderly fashion.

7. Disruptive behaviours

Pupils who display disruptive behaviours are to be given one warning to rectify their behaviour. If they fail a second time they are issued with a C2 sanction. If they persist and disrupt learning on a **3rd occasion. They are given a C3 sanction and "On Call" will remove the student from the lesson.** If a student exhibits more serious behaviour that means the lesson is not able to continue, then a member should issue an immediate oncall. (see Section 8 – sanctions).

Examples of disruptive / unacceptable classroom behaviours requiring teacher intervention. Please note that this list is not exhaustive and colleagues will use their professional judgement if required

- Talking over a member staff
- Failing to get on with work promptly
- Talking during a knowledge retrieval
- Calling out
- Disrespectful language towards student or staff
- Disrupting learning
- Moving around the classroom without reason
- Poor attitude or effort towards work

7.1 Dealing with disruptive behaviours

- Non-verbal signals are used that do not interrupt the flow of the lesson.
- A strategy of private, rather than public, reprimands are used. It is less disruptive to the lesson and less likely to provoke an aggressive response.
- The teacher uses statements to correct misbehaviour: 'We put up our hands before speaking.'
- Threats of reprimands are followed through. The inevitability of a sanction is crucial.
- Whole-class punishment is not used for the misdemeanours of individuals.
- Reprimands are clear and firm in a neutral tone. Teachers avoid bargaining with pupils.

- Teachers and leaders make reasonable adjustments, where necessary, to support learners to meet our expectations.

8. Additional behaviour guidance

8.1 Mobile Phones

In line with all other academies in the Spencer Academies Trust, Farnborough Spencer Academy does not permit mobile phones. Mobile phones can be used to seriously undermine school standards and the safety and welfare interests of our students. As a result of this the school has a responsibility to regulate the use of phones on the school site.

Mobile phones can be brought into school, but must remain **turned off in student's bag for the duration of the school day**, including break time, lunch time and after school until off the school site.

If phones are seen the school will take the following action:

- The member of staff will ask the student to hand over the phone immediately.
- The phone will be taken to main reception, placed in an envelope and logged.
- The phone will be returned to the student at the end of the day, if the student has not had their phone confiscated on a 3rd occasion.
- On the 3rd occasion that term. Reception will contact home and arrange for the phone to be collected by a parent.
- Any student refusing to hand over a phone will be taken to withdrawal and parents contacted.

8.2 Out of classroom behaviour

If a pupil displays any disruptive behaviour in and around the academy at social times, the member of staff on duty will report the behaviour to the students HOY. The HOY will then issue a C2 sanction. If the behaviour is of a serious nature they will be removed from social time and placed into withdrawal whilst the incident is investigated by their Year Leader.

8.3 Behaviour on the corridors

Students are expected to remain quiet and behave calmly as they move around the academy. Students walk on the left-hand side of the corridor following the one-way system. Students will make their way without delay to their next lesson or social time. Any student not meeting these expectations will be issued a C2 corridor sanction.

Staff will support behaviour on corridors by being a visible presence during lesson changeover moving out of their classroom. Staff not teaching will be on the corridor during changeover.

9. Recording rewards and sanctions.

- All achievement points must be recorded on SIMS.
- The member of staff who awards the achievement point, is responsible for recording it on SIMS.
- The reason for the achievement point should be shown, selecting the appropriate category from the list on SIMS.

- All behaviour points must be recorded on SIMS by 3.30pm.
- The member of staff who issues a C2 or C3 to the pupil will be responsible for writing the appropriate description of the disruptive behaviour.

10. Sanctions

10.1 C2 (Classroom/Uniform/Equipment/Late)

- Following the issue of a C2 (classroom), a student will be issued with a 30-minute detention on the following day.
- Any student arriving to school or a lesson without the correct equipment will be issued a C2 Equipment. This can be issued by their form tutor in the morning or any teaching member of staff if the turn up to a lesson without the correct equipment.
- If a student arrives more than 5 minutes to a lesson without an authorised reason from another member of staff they will be issued a C2 late by that member of staff.
- C2 Uniform sanction can be issued by HOY when a student arrives at the academy with a breach of the uniform policy, without explanation from parents.

10.2 C3 oncall - Withdrawal Room

- When a student has been issued a C3 they will be taken to the withdrawal room.
- Students will be issued with a 60-minute detention the next day.
- Staff will use SIMS to alert on call staff that a C3 has been issued, even if this happens at the end of a lesson. The member of staff must record this immediately on SIMs, to alert the member of staff On-Call that a student requires collecting.
- On call staff will collect the student and take them to the withdrawal room. Staff supervising the withdrawal room will facilitate the next steps for the student being withdrawn and support the student to reintegrate back into mainstream lessons where this is appropriate.
- Staff will play a proactive role in “resetting” the student for the remainder of the day and help them to reflect on their behaviours, helping to prevent any repeat of poor conduct.
- Depending on the nature of the incident a student’s behaviour may not be deemed appropriate to return to lessons. The student will remain in withdrawal for the rest of the day and further escalation along the behaviour pathway will be agreed by their Year Leader and SLT.

10.3 Seclusion 1-3 days

- Seclusion will be issued for students who have displayed behaviours that breach the Academy's behaviour policy where, in the judgement of the Academy, this behaviour cannot be dealt with through the issuing of a C2 or C3.
- Seclusion can be issued for 1, 2 or 3 days depending on the severity of the sanction. Where **the severity incident is deemed to be “serious” after a thorough investigation, it may be more appropriate to use a fixed term or permanent exclusion.**
- Students will attend the seclusion room from 8.40am until 4pm with parents informed of the sanction.

10.4 Trent House

If a pupil continues to make poor behaviour choices and has followed the 1-3 day seclusion pathway then they will spend time in Trent House on a longer pathway (5, 10, 15 or 20 days). Pupils will be expected to complete the full time on their pathway therefore any absences will not be accounted for. While pupils attend Trent House, they will complete the following:

- Behaviour intervention with a member of the inclusion team;
- Lessons with a member of staff or a member of the inclusion team focused on literacy and numeracy (lesson may follow a more creative approach with literacy/numeracy as a focus);
- Strengthening Minds intervention (positive behaviour strategies);
- Strengthening Minds intervention (self-esteem);
- Life skills.

Trent House will also provide a long term, internal alternative provision (KS4) where pupils will follow a personalised GCSE pathway to support them through any KS4 qualifications.

If a pupil continues throughout the pathways and behaviour doesn't improve then the following options may be considered based on individual assessment:

- Fixed term exclusions
- Permanent exclusion
- Managed move
- External alternative provision.

10.5 Managed move

- A managed move will be considered for a pupil at risk of exclusion, where appropriate.
- Managed move involves the transfer of a pupil who may be at risk of an exclusion to another school.
- This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer. This is usually arranged via the fair access protocol.

10.6 External Alternative Provision

- In exceptional circumstances, leaders, in consultation with parents/carers, may decide it is in the best interests of the pupil to access alternative provision. Often, this may be seen as the final preventative measure to avoid a permanent exclusion. The academy is able to direct a child to Alternative Provision.
- Leaders will ensure pupils receive a positive experience when accessing alternative provision. They will:
 - check the external provider is registered;
 - check safeguarding arrangements to ensure pupils are safe and feel safe;
 - **monitor pupils' attendance each day;**
 - speak with staff and pupils regularly to check the provision is making a positive difference pastorally and academically. Leaders will intervene swiftly when this is not the case;
 - **monitor pupils' academic performance and immediate action if a pupil is falling behind;**

- consider if reintegration back into the mainstream is appropriate. If so, leaders will put in place a robust reintegration package.
- If a pupil fails their placement at alternative provision as a result of poor behaviour, they will attend a meeting with the Principal to discuss the next steps. This is organised by the senior leader responsible for inclusion. In this instance, the next steps may include:
 - an alternative placement;
 - permanent exclusion.

10.7 Assessing the severity of behaviour in determining sanctions

Examples of types of behaviour that might result in seclusion, Trent House support, or, depending on severity, a Fixed term or Permanent exclusion (see below for more)

- Failure to attend a detention
- Walking away from a member of staff
- Rude or defiant behaviour
- 2x C3 in a day
- Persistent Lateness
- Breach of uniform policy
- Banned item
- Failing 1-day seclusion
- Swearing at staff
- Physical altercation with a student
- Misuse of social media
- Smoking/vaping on site
- Bringing the school into disrepute
- Bullying
- Truancy

Following investigation, the Academy may judge that an incident is more severe. In making judgements about the severity of an Offence, the School will consider incidents which:

- Bring danger, threat or intimidation to self or others.
- Are judged to seriously undermine the standards upon which the school ethos is based or to bring the reputation of the school into disrepute.
- Involve repeated disruption, defiance or rudeness.
- Cause serious deliberate damage.

Where an incident is judged to be more severe or serious, the Academy will apply a Fixed Term or, as a last resort, Permanent exclusion.

11. Exclusions

All exclusions will be made in line with government guidance. Farnborough Spencer Academy has due regard for the implications of the following when making these decisions:

- DfE – Exclusion from maintained schools, academies and pupil referral units;
- DfE – Behaviour and Discipline in Schools;

- The Disability and Discrimination Act;
- Equality Act 2010;
- Keeping Children Safe in Education;
- Code of Practice for Special Educational Needs;
- **The Children's Act (with particular reference to children in the Care of the Local Authority).**

The decision to exclude will be:

- lawful;
- rational;
- reasonable;
- fair;
- proportionate.

The Principal will exclude from school only on disciplinary grounds. In their absence, the Vice Principal or Assistant Principal will carry out this function.

It is unlawful to exclude on non-disciplinary grounds such as:

- academic attainment/ability;
- actions of a parent/carer;
- failure of a pupil/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following an exclusion.

A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure in the event that it is required.

In deciding whether to exclude, the Principal will consider contributing factors resulting in poor behaviour, for example, bereavement, mental health issues, special educational needs or bullying.

In accordance with the DfE Guidance, where a pupil is at risk of exclusion, the school will explore early intervention to address the underlying causes of pupil behaviour. This may include:

- an assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have;
- the use of a multi - agency assessment for pupils who demonstrate persistent disruptive behaviour;
- an assessment and possible placement within an ISIC.

Prior to a decision to permanently exclude a pupil, the Principal should seek advice and guidance from the Spencer Academies Trust.

11.2 Serious breaches of the Academy's behaviour policy

Examples of behaviours that might be considered serious breaches of the Academy's behaviour policy and may result in a permanent exclusion. This is because allowing the pupil to remain in school may seriously harm the education or welfare of the pupil or others in school.

- Physical aggression or assault.

- Possession of illegal substances or offensive weapons.
- Persistent bullying or sexual/racial/homophobic harassment.
- Use of extremely obscene or defiant language.
- Bringing dangerous (including inflammable or explosive) materials on the site.
- Bringing any banned or prohibited item onto the school site
- Pre-meditated vandalism.
- Persistent and serious misdemeanours which continue in a defiant manner despite warnings and support.
- Causing local residents to object to the behaviour of our students
- Bringing the Academy into disrepute
- Malicious allegations against staff.
- Misuse of social media

11.3 Fixed Term Exclusion

A fixed period exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in one academic year. A fixed period exclusion does not have to be for a continuous period.

The law does not allow for extending a fixed period exclusion or converting into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further fixed period exclusion or a permanent exclusion.

A fixed period exclusion can be issued for children whose behaviour is disruptive during lunch - time. Such an exclusion is counted as a half day exclusion.

The behaviour of a pupil outside the academy premises can be considered grounds for an exclusion.

The following will be informed about the decision:

- the local authority in which the child resides and Nottingham City Council.
- the local governing body immediately where a meeting is required or each term where a meeting is not required.

11.4 Permanent exclusion

Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the principal will seek advice and guidance from Spencer Academies Trust.

A decision to permanently exclude should only be taken "In response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school."

The following will immediately be informed about the decision:

- the local authority in which the child resides and the local authority in which the school is located if different;
- the local governing body; and
- **the Trust's Admissions and Exclusions Team.**

11.5 Education for excluded pupils

For fixed period exclusions of more than 5 school days, the School will arrange suitable full-time education from the sixth day of the exclusion.

For permanent exclusions, the home local authority will arrange suitable full-time education from the sixth day of the exclusion.

11.6 Procedures for excluding a pupil

The school will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.

The exclusion letter will note the following:

- whether exclusion is fixed or permanent;
- the duration of the exclusion if it is for a fixed period;
- reasons for the exclusion;
- the right to make representation to the local governing body and how the pupil may be involved with this;
- contact details for making representations to the local governing body and where there is a legal requirement for the local governing body to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend;
- **arrangements made by the school for the pupil's education for first 5 days of the exclusion** including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by pupil and returned to school;
- where alternative provision is arranged, information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision;
- dates the excluded pupil must not be **present in a public place during school hours; and** • sources for free and impartial advice.

11.7 Local Governing Body

The local governing body will review the following exclusions for reinstatement within 15 school days of receiving notification of the exclusion:

- permanent exclusion;
- fixed period exclusion resulting in bringing the total number of fixed period exclusions to more than 15 school days in a term;
- exclusion that will result in the pupil missing a public exam or national test.

Where parental representations are received for a child who is excluded for more than 5 school days but less than 15 school days in a term, the local governing body will consider reinstatement within 50 school days, even though it may not affect the actual exclusion, as the child will already have **served the exclusion. Where a decision to reinstate is made, the child's records can** be amended.

Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that at least 5 school days prior to the meeting, all the documents that the principal will present at the local governing body meeting are provided to all parties.

The meeting of the local governing body will be clerked by the Trust's Governance Team. In accordance with the policy of the Trust, staff governors will not sit in on the local governing body meeting to consider the exclusion.

The clerk will inform parents/carers, principal and local authority of the outcome of the meeting.

11.8 Independent review panel

For permanent exclusions, where the local governing body decides not to reinstate the pupil, parents/carers will be advised of their right to request the independent review panel to review the decision.

The letter from the clerk will note the following information:

- date by which the application for review must be made (25 school days from receiving notification of the decision not to reinstate);
- where and to whom the application for a review including any written evidence must be submitted;
- the grounds upon which a review is made. Where appropriate, this should include a reference **to how a pupil's special educational needs are considered relevant to the exclusion**;
- a statement that, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to request the attendance of a SEN expert to advise the independent review panel;
- details of the role of the SEN expert;
- a statement that parents/carers can bring a friend or representative at the meeting;
- sources of free and impartial advice.

Following receipt of an application for review, the relevant authority will arrange for the independent review panel to be constituted in accordance with DfE guidance. The meeting will take place within 25 school days of receipt of an application requesting a review. All parties will **receive 5 school days' notice of the hearing and be sent all the** necessary documents.

The role of the independent review panel is to review the local governing body's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances of the exclusion, and have regard to the interests of others at the school.

The independent review panel can decide the following:

- uphold the exclusion;
- recommend that the local governing body reconsiders the decision; or
- quash the decision and direct that local governing body considers the exclusion again.

The independent review panel clerk will immediately notify the decision of the panel to the local authority, parents/carers and the local governing body.

12. Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

13. Powers of search and confiscation

The general power to discipline enables a member of staff to confiscate, retain or dispose of **a pupil's** property as a punishment, so long as it is reasonable in the circumstances. 204. The school also **holds the power to search without consent for "prohibited items" including:**

- knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
 - Weapons and knives and extreme pornography or child pornography will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item.
- Full guidance can be found in the Trust's Powers of Search Policy.**

14. Use of CCTV

CCTV is in operation in School for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.