Behaviour, Suspension & Exclusion Policy

Magna Academy

Version Control	
September 2026	- Students are not searched in the presence of another student - Students are not searched by members of staff of the opposite sex - Searches take place in Phoenix, where appropriate space and support are available - Updated guidance and information regarding cluster arrangements, off site directions and managed moves. - Added sections 9, 10 and 11.
February 2026	• Creation of uniform and equipment policy - removal of sections from Behaviour Policy.
May 2025	• Removal of 30 minute after-school detentions. • Updated details regarding ABS arrangements. • Updated guidance around search and screening. • Updated sanctions surrounding smoking/vaping. • Inclusion of updated terminology around 'managed moves' and 'off site directions. • Introduction of Halo Code and small amendments to sixth form uniform policy
May 2024	• Addition of Suspensions and Exclusions section. • Detailing of specific detentions and types of behaviour. • Subject specific support intervention bank included. • Appendix 2 reviewed - Support and Intervention Example list.

Date of next review:	July 2027	Owner:	Vice Principal

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1. Aims

Our academy aims to:

- Promote a safe, calm, orderly and positive environment
- Establish clear routines and high expectations across all aspects of academy life, which are commonly understood by students, staff and parents.
- To ensure that all aspects are applied consistently and fairly
- Achieve long term goals of; self-worth, engagement and purpose
- Create a well-established culture of praise and encouragement in which all students can develop, progress and achieve
- Encourage a positive relationship with parents/carers through increased, transparent and effective communication

Magna Academy will promote positive behaviour and put students' interests first in order to make well-informed decisions throughout the academy community. This will be encouraged through positive working relationships based on respect for all parties involved.

Magna Academy will provide a safe learning environment for all within the academy community; free from disruption, addressing all issues in relation to violence, bullying or harassment with a keen eye to the guidance set out in the Equality Act (2010).

Magna Academy will support the personal development of each student by offering an education that ensures students are well informed, empathetic and able to appreciate differences in themselves and others.

2. Legislation and guidance

This policy is created in line with guidance from the Department for Education. It provides advice to Principals and staff on developing the academy's behaviour policies and explains the powers members of staff have to appropriately sanction students.

The purpose of this document is to provide an overview of the powers and duties for academy staff. This policy has been created in consultation with a staff working party and also through consultation with the Student Leadership Team. Draft policy documents will be shared with parents, carers and the wider community, when reviewed and major amendments made.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools September 2022 (Updated February 2024)
- Suspension and Permanent Exclusions (Updated September 2026)
- Keeping children safe in education (Updated September 2026)
- Searching, screening and confiscation at school July 2023
- Below the radar: low level disruption in the country's classroom
- Behaviour in Schools (Independent Review)
- Use of reasonable force July 2013 (Updated December 2025)
- The Equality Act 2010 (Updated May 2026)
- Approaches to preventing and tackling bullying June 2018
- Education and Inspections Act 2006
- Guidance School Uniform, DfE June 2023 (Updated November 2025)
- Preventing hair discrimination in schools, Equality and Human Rights Commission. 2023

DfE guidance explains that academies should publish their behaviour policy online.

All secondary schools are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

3. Roles and Responsibilities

Principal

The Principal is responsible for ensuring a strong behaviour policy is in place that supports staff in managing behaviour, including the use of rewards and sanctions. The policy must promote good behaviour, prevent bullying and ensure students complete assigned work. It should also recognise that home/academy relations are important and state how best to foster these relationships.

Staff

All staff are responsible for modelling positive behaviour around the academy. They must ensure they implement the behaviour policy consistently and fairly. Staff should adapt their approach to behaviours, taking into account the individual needs of the student and make reasonable adjustments where necessary. The academy is committed to ensuring the highest standards of behaviour from all students. Staff are also responsible for accurately recording all behaviour incidents on our MIS (Arbor).

Students

Students must behave within the expectations of the policy. They are expected to show a level of maturity that allows them to recognise the rights of other students to learn and staff to teach. Students will gain recognition and rewards for positive behaviours displayed across the academy and within the local community whilst representing the academy. Students have the opportunity to contribute towards the academy policy through ongoing student voice, leadership opportunities and the consultation process.

Parent/Carers

Parents and carers should work in partnership with the academy to maintain high standards of behaviour and contribute to the policies through consultation. Parents and carers can access the academy's policies through the academy website, or via information given in newsletters and the prospectus. We aim to keep all children and staff safe. The aim of this policy is to coach, model and support students to understand and change their behaviours. The process should not undermine the student or be detrimental to them.

4. Policy

4.1 Daily Routines

It is important to embed daily routines within the academy, to maintain a calm and orderly learning environment. The daily routines are to ensure students are ready to learn, respectful of the academy environment and others and safe at all times. Reasonable adjustments will be made to meet the needs of all our students and support will be put in place as and when necessary, as with all aspects of academy life, there is a need to understand and apply The Equality Act.

Below are the basic daily routines that the academy insists upon from our staff and that students should consistently follow:

- The academy will have a staggered entry from 0800 until 0827 with students accessing designated areas each morning.
- Line ups will start at 0827 for all students in the designated areas.
- Tutor sessions will run daily from 0830-0900 for all students.
- At the start of every lesson students will be greeted by the member of staff into the learning environment and have a calm and orderly start to the lesson.
- When students arrive at their tutor, or their next lesson, following being greeted by the member of staff, students should independently complete their starter activity quietly. Staff will complete their register during this time.
- Students must tuck their chairs under and stand quietly behind their desks at the end of each lesson, awaiting to be dismissed by the teacher. The teacher will dismiss students a

group at a time, to ease congestion and maintain a calm and orderly environment.
- Teaching staff and support staff will stand outside classrooms/offices during transitions to support positive choices and behaviour.
- Teaching staff and support staff will recognise positive behaviour and challenge unacceptable behaviour during transition times using the R4L cards.
- At the end of each day teachers will walk their timetabled class down to the main student gate for dismissal from the academy site.

4.2 In Class Behaviour

When in the classroom students must ensure the following:

- Arrive promptly and calmly to all lessons.
- Line up in a calm and orderly fashion until the teacher invites the class in
- Maintain uniform expectations at all times and correct immediately if challenged
- Positively respond to any request made by the member of staff
- Do not eat, drink or chew in lesson (water is an exception, where permitted)
- If requested to move within the classroom, do so safely and quickly
- Respect all others within the classroom environment
- Accept that others will have different opinions, beliefs and values
- Use items of academy equipment as intended, minimising the risk of damage or unnecessary replacement
- Produce work to the best of their ability at all times

All unacceptable comments must be dealt with and sanctioned when appropriate, in order for us to create a culture and ethos of respect, tolerance, acceptance and diversity. Ignoring these types of behaviours could normalise a culture of this poor conduct and could lead to increased frequency and in turn severity.

In Class Behaviour will be addressed following the process outlined in Appendix 1.

4.3 Out of Class Behaviour

When outside of lessons students should:

- Behave respectfully around the academy
- Walk in a calm and orderly manner during all transitions, including break and lunch, showing courtesy to other students, staff and visitors to the academy
- Move quickly to lessons to avoid disruption to learning and the learning of others.
- Respond quickly to any instructions given by staff
- Not walk away from a member of staff if requested to wait or speak with them
- Maintain all uniform expectations and correct immediately if challenged
- Refrain from eating and drinking unless during social times (fizzy drinks or sweets are not permitted within the academy)
- Eat only in the specified areas (chewing gum is not allowed in the academy)
- Avoid gathering in large groups/crowds, as this can be intimidating to other students and staff
- Be quiet and responsive during line ups and listen when spoken to by staff
- Move quietly from line ups to tutor time and DEAR.
- Wait, quietly, in a single file outside of the classroom until greeted by the member of staff
- Not engage in bullying or harassment of any kind, including inappropriate comments about others opinions, values and beliefs
- Remain within the allocated year group areas for social time unless using the dining facilities.
- Physical and verbal engagement must be relevant and appropriate and not aimed to disrespect others (this includes racist, sexist or homophobic comments)
- Treat all people with respect

- Use items of academy equipment as intended, minimising the risk of damage or unnecessary replacement
- Not endanger others by interfering with Fire Prevention devices and alarms
- Not bring the academy into disrepute by unacceptable behaviour off-site, whether in the locality, to and from the academy, or further afield e.g. on academy visits

Students will be recognised for positive behaviour and choices around the academy and these will be logged on their Ready for Learning Card (R4LC). Students who fail to meet out of class expectations will receive a negative signature on their Ready for Learning Card. One negative or positive signature is equal to one behaviour or achievement point. These points will be added to the internal monitoring spreadsheet by the students' tutors on a weekly basis.

Students who show poor behaviour outside of lessons, which would merit a lesson removal, or extreme poor behaviour will receive an appropriate sanction from the Senior Leadership Team. This will be dealt with on a case by case basis.

4.4 Child on Child abuse

Abuse will never be tolerated or passed off as "banter" or "having a laugh" or "part of growing up" as this can lead to normalising this behaviour, a culture of unacceptable behaviours and an unsafe environment for students and staff.

Child on Child abuse might include

- bullying (including cyber bullying)
- abuse in intimate personal relationships between peers
- physical abuse, such as hitting
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images or videos
- upskirting
- initiation/hazing type violence and rituals

Different sanctions will be appropriate for different 'levels' of child on child abuse.

Appropriate sanctions might include:

- A verbal warning
- Keeping the student behind after class to apologise to their peer
- A letter or phone call to parents/carers
- Varying levels of detention
- A period of an academy based exclusion (length dependent on incident)
- A suspension (length dependent on incident)
- Permanent exclusion

4.5 Detentions, Academy Based Exclusion (ABS), Suspensions (FTS) and Off Site Directions and Managed Moves

4.5.1 Detentions

Detentions at Magna are centralised and supervised by members of the Phoenix Team, Heads of School, Academic Directors and the Senior Leadership Team. Detentions will be communicated directly with parents via the Arbor app or via email/SMS. Detentions will be issued for the following academy day of the incident where possible. The duration and location of a detention may vary depending on the reason it was issued and the students behaviour throughout the detention. During

a behaviour detention, students will either self-quiz or complete the assigned work or reflection activities. Staff supervising the detention will monitor both the completion of work and the students' conduct during the detention.

Detentions can be issued for the following reasons, but not limited to:

Time/Length of Detention	Reason/Rationale
Lunchtime 30 minutes	Late to Academy Late to Lesson Poor behaviour in and around the academy during social time 3rd occasion of missing equipment/uniform following the start of the academy day
3.00-4.00pm 60 minutes	Lesson Removal 5 or more negative infringements on R4L card (weekly) Unable to produce a R4L card Failure to bring full PE kit/refusal to borrow Failure to complete self-quizzing/effective revision (following offer of whole academy homework club and tutor support) Failure to complete subject homework Truancy (1st offence) Failure to complete online home learning (following offer of subject specialist support and whole academy homework club) Truancy (1st offence) Defiance (60) 4th occasion and above of missing equipment/uniform following the start of the academy day Any behaviour deemed by SLT to warrant a 60 minute detention.
3.00-5.00pm 120 minutes	Removal to Reset (2nd occasion within a day) 10 or more negative infringements on R4L card (weekly) Repeated truancy (Ongoing) Any behaviour deemed by SLT to warrant a 120 minute detention.

Behaviour in detention

Poor behaviour during any detention will result in the detention being escalated to an appropriate sanction.

Failing to attend a detention

If a student fails to attend their detention, without communication to the relevant head of school or pastoral staff the student will be issued with a 2 hour SLT detention.

If a student is absent from the academy, the detention will be reset at the same level, eg. a 60 minute detention will remain as a 60 minute detention.

If a student does not attend a 2 hour SLT detention, they will receive an ABS, which will run until 5pm or consideration will be given for an appropriate escalated sanction.

Removal to RESET

Students are expected to hand their mobile phone in upon arrival for the duration of their time within the Reset Room. If a student fails to meet the expectations when removed from their lesson to RESET:

- For low level infringements the student will need to remain in the reset room for another period or be placed with a member of SLT.
- Persistent disruption in one day whilst in the Reset Room results in a non completion - the student will be set an ABS for the following school day or escalated sanctions will be explored as appropriate including the consideration of issuing a fixed term suspension.

Persistent disruptive behaviour

If a student displays persistent disruptive behaviour within an academy day or week this will automatically trigger an investigation into an appropriate sanction. This will automatically be monitored through Arbor and communicated to parents as appropriate.

Truancy/absconding from lessons

If a student is truanting or absconding from lessons academy staff will attempt to support by returning the student to the lesson and issuing the relevant truancy sanction. If this is not possible parents/guardians may be asked to support the academy in managing this behaviour to prevent the need for consideration of an ABS, or a fixed term suspension. This is to ensure the safety of all students whilst in the academy.

4.5.2 Academy Based Suspension (ABS)

Students placed in Academy Based Suspension will follow a timetable of English, Maths, Science, Humanities alongside a behaviour reflection session. In most cases this will not require a laptop; they will have a separate break, lunch and regular movement breaks if necessary, supervised by senior staff members. Students placed in ABS will start their day at 0830 am and remain on site until 5pm. Students will be expected to hand their phone in upon arrival and this will be securely locked away until the completion of the ABS. Reasonable adjustments will be made where appropriate, on a case by case basis. Multiple ABS's will trigger a behaviour or pastoral support plan, if one is not already in place.

When the decision has been made to place a student in ABS the parent/carer will be informed by a telephone call or email. This will include the following information

- The reason(s) for the ABS
- Details and timings of the ABS.

If a student fails to complete an ABS, escalated sanctions will be explored as appropriate including the consideration of issuing a fixed term suspension.

4.5.3 Off Site Direction and Managed Moves

Off Site Direction

Magna Academy may direct a student to attend educational provision off-site under Section 29A of the Education Act 2002 to improve their behaviour. This is a time-bound, temporary intervention where the academy retains ultimate safeguarding and attendance responsibility. The Principal will send a formal written notice to the parents or carers, and the local authority if the student has an Education, Health and Care Plan, at least two clear days before the placement begins. Formal reviews will take place at relevant intervals in accordance with statutory regulations to evaluate the student's progress against targets. These review meetings must include the Principal, the parents or carers, and a representative nominated by the board of Aspirations Academies Trust who is not the Principal. If the student has an Education, Health and Care Plan, the local authority will also be invited to attend. Legal parental consent is not required for an off-site direction to be issued,

although Magna Academy will always seek and consider the views of parents or carers before making a final decision.

Managed Moves

A Managed Move is a permanent transfer to another mainstream school used when the academy and the family agree that a fresh start is in the student's best interest. This strategy is explored to help prevent a suspension or permanent exclusion, but it cannot be used as a sanction and must be completely voluntary. A Managed Move can only proceed with the full, explicit written consent of all parties involved, including the parents or carers, Magna Academy, and the host school. If consent is withheld, the process terminates immediately and the student remains at the academy with an updated internal support plan.

4.6 Suspensions and Exclusions

This section outlines the process that Magna Academy will follow, ensuring all relevant parties are notified within a timely manner in the event of any suspensions or exclusions.

Our academy aims to ensure that:

- The suspension and exclusions process is applied fairly and consistently
- The suspension and exclusions process is understood by the Trust, staff, parents/carers and students
- Students at the academy are safe, happy and can make rapid academic progress
- Students do not become NEET (not in education, employment or training)

Magna Academy will promote positive behaviour and put students' needs first in order to make well-informed decisions throughout the academy community. This will be encouraged through positive working relationships based on respect for all.

Magna Academy will provide a safe learning environment for all within the academy community; free from disruption, addressing all issues in relation to violence, bullying or harassment with a keen eye to the guidance set out in the Equality Act (2010).

Magna Academy will support the personal development of each student by offering an education that ensures students are well informed, empathetic and able to appreciate differences.

4.6.1 Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion/Suspensions from maintained schools, academies and student referral units (PRUs) in England.

It is based on the following legislation, which outlines the academy's powers to suspend/exclude students:

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The School Standards and Framework Act 1998
- The Equalities Act 2010

In addition, the policy is based on:

- The Education and Inspections Act 2006, which looks at parental responsibility for excluded students
- The Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 (Proposed for introduction September 2017)

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

4.6.2 The decision to suspend or exclude

Only the Principal, or delegated Vice Principal, can suspend a student from the academy. A permanent exclusion will be taken as a last resort and the decision made only by the Principal.

Our academy is aware that off-rolling is unlawful. Ofsted defines off-rolling as:
"…the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory suspensions/exclusions procedures to ensure that every child receives an education in a safe, inclusive and caring environment.
A decision to suspend or permanently exclude a student will be taken only:

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

Before deciding whether to suspend or permanently exclude a student, the Principal or Vice Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or permanent exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs (SEN) and adjustments, support and strategies were utilized and did not disproportionately impact on the behaviour of the student.

4.6.3. Definition

For the purposes of suspensions, the academy day is defined as any day on which there is an academy session. Therefore, INSET or staff training days do not count as an academy day.

4.6.4 Roles and responsibilities

The Principal informing parents, or a member of the leadership team staff acting on their behalf, will provide the following information, to the parents/carers of an suspended/excluded student:

- The reason(s) for the suspension/permanent exclusion

● The length of a suspension
● To arrange a reintegration meeting for after a suspension
● The Principal is the only member of the academy who will notify the parent(s)/carer(s) of a student by a telephone call that has been permanently excluded. This will be witnessed and minuted by another member of academy staff. If the Principal is absent from school this duty can be delegated to a member of the senior leadership team.

If the suspended student is SEND, all information will be shared with the academy SENDCO. The SENDCO may then be involved in future meetings regarding this suspension. If the suspended student is LAC, all relevant information will be shared with the local authority and Virtual Schools. A welfare call will be made if the suspension period is longer than a single day, with the first call being made within 48 hours of the suspension period starting.

Parents/Carers and the local authority will be emailed a formal letter for any suspension that has been made, within 24 hours of the parent/carer first being notified. This information will include the following:
● The reason(s) for the suspension
● The length of a suspension or, for a permanent exclusion, the fact that it is permanent
● The date and time of the reintegration meeting following the suspension, as agreed during the telephone call
● Information about parents' right to make representations about the suspension to the regional board
● Where there is a legal requirement for a review panel to meet to consider the reinstatement of a student, and the family have a right to attend a meeting

The letter must notify parents that for the first five academy days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during academy hours without good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of a suspension/exclusion:
● The start date for any provision of full-time education that has been arranged
● The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
● The address at which the provision will take place
● Any information required by the student to identify the person they should report to on the first day

The Principal (or delegated member of SLT if the Principal is absent) will immediately notify the Chair of the Regional Board and the local authority of:
● A permanent exclusion, including when a suspension is made permanent
● Suspensions which would result in the student being suspended for more than fifteen academy days in a term
● Suspensions which would result in the student missing a public examination.

For a permanent exclusion, if the student lives outside the local authority in which the academy is located, the Principal will also immediately inform the student's 'home authority' of the permanent exclusion and the reason(s) for it, without delay.

Responsibilities regarding suspensions and permanent exclusions are delegated to the Regional Board. The Chair of the Regional Board will arrange for a panel to be formed which will consist of members from a Regional Board and/or the Educational Operational Board. The panel has a duty to consider the reinstatement of a suspended student (if the suspension takes the students beyond 15 days of suspension in the same term) or a student who has been permanently excluded. Within 14 days of receipt of a request, the Regional Board will provide the Secretary of State with information about any suspensions/exclusions within the last 12 months. For a suspension of more than five academy days, the Regional Board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension. Provision does not have to be arranged for students in the final year of compulsory education, who do not have any further public examinations to sit. For permanent exclusions, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the permanent exclusion.

4.6.5 Considering the reinstatement of a student

A panel, consisting of Regional Board and/or the Educational Operational Board members will be formed to consider the reinstatement of a suspended or excluded student. This panel will convene within 15 academy days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension that would bring the student's total number of academy days of suspension to more than 15 in a term.
- It would result in the student missing a public examination.

Panel Decisions

The panel can:

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

Decision-Making Process

In reaching a decision, the panel will consider whether the suspension or permanent exclusion was lawful, reasonable, and procedurally fair, and whether the Principal followed their legal duties. They will decide whether facts are true "on the balance of probabilities" (which differs from the criminal standard of "beyond reasonable doubt") and consider all presented evidence. Minutes of the meeting and a record of evidence considered will be kept. The outcome will be recorded on the student's educational record. The Chair of the Panel will notify the Principal, parents/carers, and the local authority in writing of the decision and the reasons for it without delay.

Information for Permanent Exclusions

Where an exclusion is permanent, the panel's decision must include:

- Confirmation that the exclusion is permanent.
- Notice of the parents'/carers' right to ask for the decision to be reviewed by an Independent Review Panel (IRP). This notice must include:
    - The date by which an application for an independent review must be made.

- The name and address to whom the application should be submitted.
- Requirements that the application set out the grounds for the review, including reference to how the student's Special Educational Needs (SEND) are relevant, where appropriate.
- Information regarding the right to request an SEND expert to attend the review (at no cost to parents/carers), regardless of whether the student has recognised SEND. Parents/carers must specify this request in their application.
- Confirmation that parents/carers may appoint someone to make representations (at their own expense) and bring a family representative to the review.

Discrimination Claims

If parents/carers believe the exclusion resulted from discrimination, they may make a claim under the Equality Act 2010. This claim should be lodged within 6 months of the alleged discrimination to:

- The First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination.
- The county court for other forms of discrimination.

4.6.6 An independent review

If parents/carers apply for an independent review, the local authority will arrange for an independent panel to review the decision of the regional board not to reinstate a permanently excluded student. Applications for an independent review must be made within 15 academy days of notice being given to the parents by the regional board of its decision to not reinstate a student.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the academy governor's category and 2 members will come from the Principal category.

- A lay member to chair the panel who has not worked in any academy in a paid capacity, disregarding any experience as an academy governor or volunteer
- Academy governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Principal during this time
- Principals or individuals who have been in charge of an educational establishment within the last 5 years

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

- Are a member of the academy trust board of the excluding academy
- Are the Principal of the excluding academy, or have held this position in the last 5 years
- Are an employee of the academy trust or the governing board, of the excluding academy (unless they are employed as a Principal at another academy)
- Have, or at any time have had, any connection with the academy trust, academy, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartially
- Have not had the required training within the last 2 years.

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement

- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

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

4.6.7 Academy registers

A student's name will be removed from the academy admissions register if:

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

When an application for an independent review has been made, the regional board will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education offsite) or code D (dual registration) will be used on the attendance register. Where excluded students are not attending alternative provision, code E (absent) will be used.

4.6.8 Returning from a suspension/exclusion

Following a suspension, a reintegration meeting will be held involving the student, parents/carers, a member of senior staff and other staff, where appropriate.

Students will not return to circulation until an appropriate readmission meeting has been completed.

The following measures may be implemented when a student returns from a suspension:

- Agreeing to a behaviour plan – with clear targets for success. This will be in the form of a daily report to monitor students behaviour/actions upon their return.
- Receiving support based on the needs of the individual student, including that on offer externally

4.6.9 Monitoring arrangements

The Vice Principal/Assistant Principal in charge of behaviour monitors, the number of suspensions every half term and reports back to the Principal. They also liaise with the local authority to ensure suitable full-time education for suspended students.

This policy will be reviewed by the Vice Principal/Assistant Principal in charge of behaviour, every year. At every review, the policy will be shared with the Trust.

4.6.10 Measures to prevent/reduce suspensions and/or exclusions

- Clear and concise communication of academy expectations to all stakeholders
- Excellent home-academy communication to meet the needs of our students
- Appropriate curriculum pathways to meet the academic needs of all students
- Regular SEND training for all staff, with specifics for students who are on our SEND register
- Appropriate use of pupil premium funding to support students with financial need
- Regular review of behaviour incidents, with specific actions, to prevent escalation i.e personal development curriculum

- Supporting students with specific interventions, whether internal or external e.g. anger management
- Alternative provision, where applicable, utilising the resources available within the local authority (BCP)
- Pastoral support plans in place, for students who require it, reviewed regularly
- Consistent use of our behaviour and recognition and rewards policies

Guidance:
Independent review panel training - the academy trust must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review. Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.

4.7 Student Support

Magna Academy has a designated team that is qualified to support the diverse demographic of needs within the academy. The Phoenix Team will work with students that require adapted support throughout their time at the academy.

There are a number of ways that students can be identified, these are:

- Class teacher referral
- Head of School referral
- Data monitoring through Phoenix Team and Team around the School meetings

Our monitoring system allows staff to run detailed reports using different criteria, these reports will be run on a daily basis and will support the identification of students through the patterns that emerge. Our Pastoral Team will monitor the data to establish any key areas that are influencing students' learning and progress. Key students will be discussed at Team around the School meetings to ensure all intervention, support and actions are reviewed regularly.

The Phoenix Team will meet on a weekly basis to assess patterns for students of concern and will assess key students' needs and obstacles to overcome in relation to concerning behaviour, taking into account; time of day, subject, class teacher and potential pastoral, safeguarding and mental health issues that may be affecting them.

There are a number of interventions that the Phoenix Team will offer, these are:

Phoenix Provision – This will be available to students who require regular intervention or support in relation to behaviour, pastoral and Social, Emotional and Mental Health (SEMH) needs. These will be students who have been identified through monitoring of behaviour that are having a significant impact on learning and development of themselves and others.

Use of external agencies – The Phoenix team will work closely with a number of external agencies offering expert support to our students. The academy has established relationships with a number of

external agencies such as Dorset Police, Early Help, CAMHS and Social Care who provide ongoing support to a number of our vulnerable students.

Examples of support and intervention:

- Tutor Report
- School Report (weekly or daily)
- Behaviour Support Plan
- Pastoral Support Plan
- Learning Agreement
- Contracts relating to specific behaviour

As well as these documents, students will be supported by a number of strategies that will be monitored by the Head of School, a member of the Phoenix Team, pastoral staff or a Senior Leader. At all levels students will have the support needed to be successful, if the student does not engage and displays persistent poor behaviour, the academy, as a last resort may be forced to permanently exclude.

4.8 Reports

The academy will use reports as a form of monitoring, providing a snapshot of various aspects of a student's education. The level of the report will determine the frequency that the report is monitored, and to which member of staff the student will report. Students are responsible for maintaining their report, ensuring they produce it at the beginning of each lesson and collect it at the end. Failure to complete the report will be deemed as unsuccessful and the student will move onto further intervention/support mechanisms.

Late and Behaviour Reports - Across the Academy		
Report Type	To Whom	Actions/Follow Up
Tutor Report	Tutor	Regular telephone or email updates of students' behaviour between tutor and parents/guardians. If no improvement - parental meeting held by tutor to discuss concerns. No improvement in behaviour following tutor report - escalation.
School Report - Weekly	PSL SENCO Deputy Coordinator Coordinator	Regular telephone or email updates of students behaviour between SLT, Coordinator, Deputy Coordinator, SENCO or PSL and parents/guardians. If no improvement - parental meeting held by the relevant staff to discuss concerns.

		No improvement in behaviour- escalation to daily report. Students placed on weekly reports will have their behaviour reviewed by the Head of School at the end of each week; if their conduct is deemed unsatisfactory, they may be subject to Academy-Based Exclusions.
School Report - Daily	PSL SENCO Deputy Coordinator Coordinator SLT	Regular telephone or email updates of students behaviour between SLT, Coordinator, Deputy Coordinator, SENCO or PSL and parents/guardians. If no improvement - parental meeting held by the relevant staff to discuss concerns. Students on daily report will have their behaviour monitored at the end of each day by the Head of School; if their conduct is deemed unsatisfactory, they may be subject to Academy-Based Exclusions. Any student returning from a suspension will be placed on daily report for a minimum of three days to support a successful reintegration. No improvement - consider behaviour or pastoral support plan if not in place already.

The reports will aim to rectify any poor behaviour in a specific class or with a specific member of staff.

Each of these reports will come with different interventions, but will focus on very clear personalised targets that all students should be achieving. It is important to understand that the movement to a higher level of report will come with additional behaviour support and monitoring. When a student is successful they will move down through each level as an additional supportive measure.

The specific arrangements and parameters of the above reports will be reviewed/considered on a case by case basis.

4.9 Subject Specific Behaviour

Academic directors and heads of department may use the following interventions and support to address negative behaviour within a specific subject area as they deem appropriate. This will be following discussions with the classroom teacher, student, other relevant staff and parents/carers. This will be underpinned by internal behaviour data and relevant analysis on a weekly basis.

Subject Specific Support and Intervention
Subject Report (Class Teacher)
Subject Report (HOD/AD)
Class Teacher Telephone Call
Class Teacher Parental Meeting
HOD/AD Telephone Call
HOD/AD Parental Meeting
Restorative Practice and Conversations
Subject Respite
Class changes/adjustment
Subject specific staff surgery
Lesson Drop In and Observations

If a student receives 3 lesson removals from the same subject area within a half term the below is required as a minimum:

- Head of department/academic director phone call or meeting with parents/guardians and appropriate levels of report to monitor student behaviour.
- Minimum report duration should be a fortnight's worth of lessons.

If a student receives more than 3 lesson removals from the same subject area within a half term the below must be considered if appropriate:

- Head of department/academic director phone call or meeting with parents, ongoing levels of report and consider subject respite.
- If a student is placed on subject respite a report must be completed to monitor impact.

The above specifically applies to students where behaviour is isolated to a single subject area. Students who are displaying behaviour of concern across the academy will be overseen by the relevant Coordinators, Deputy Coordinators or Head of School.

4.10 Out of Academy Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or when using public transport on the way to or from the academy. There may be times when students will need to be challenged on their behaviour when not representing the academy, this will include their general behaviour in the local community.

All staff have the authority to challenge students whose behaviour is unacceptable or who break the academy rules or who fail to follow a reasonable instruction. Their power to discipline applies to student behaviour in the academy and certain behaviour outside of the academy, including but not restricted to the following:

- Taking part in any academy organised or academy related activity
- Travelling to and from the academy
- Taking part in inappropriate behaviour whilst wearing academy uniform
- Behaviour which could have repercussions for the orderly running of the academy
- Behaviour which poses a threat to another student or member of academy staff
- Behaviour toward other people, which is related to their involvement with the academy eg. Bullying/including Cyber Bullying of another student outside of academy hours
- Any form of anti-social behaviour both inside and outside of the academy

4.11 Uniform/Equipment

At Magna Academy we always set the highest expectations for our students in order to raise their aspirations and enable them to achieve. The academy uniform and equipment expectations are outlined in the academy's uniform policy.

The academy will willingly support students regarding equipment and uniform and students can access this support prior to the commencement of the academy day. The sanctions outlined in relation to repeated borrowing and loaning without additional context/reasons are highlighted in 4.5.1 of this policy.

In relation to repeated infringements of students not wearing their uniform appropriately (rolling of skirts or wearing trousers appropriately) the academy reserves the right to state to students to change into trousers or alternative uniform options for a set given time frame. Repeated signatures on a student's R4L card will be used to monitor these infringements alongside staff conversations.

4.12 Mobile Phones/Electronic Devices

The guidance from the Department of Education allows schools to ban the use of mobile phones during the academy day. Establishments must make clear the sanctions to staff, students and parents/carers. This guidance includes the prohibited use of smart watches.

Any electronic device that is brought into the academy is done so at the risk of the owner, the academy will not be liable for any damages or loss.

Students must ensure that their mobile phones are switched off and in their bag, when on the academy site (from the student gates onwards) between the hours of 0800 and 1500 and including during extra-curricular activities and detentions. The only exception is when instructed by a member of staff that an electronic device can be used for educational purposes. Students must ensure that all electrical devices are used within the guidelines of our online safety policy.

The Principal, and any member of staff authorised to do so by the Principal can carry out a search and confiscate any electronic device that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils, and/or
- Is identified in the school rules as a banned item for which a search can be carried out, and/or
- Is evidence in relation to an offence

If students are seen with any electronic devices whilst on the academy site (from the student gate onwards); the following will apply:

First offence – the student will hand the device over, the device will be taken to the academy main reception, the parent/carer will be notified and will need to collect the device when it is convenient to do so. This must be within the opening times of the main reception of 7.45am and 4pm. This will be recorded on our monitoring system.

Second offence – the student will hand the device over, the device will be taken to the academy main reception, a phone call will be made and the parent/carer will need to collect the device when it is convenient to do so. This must be within the opening times of the main reception of 7.45am and 4pm. This will be recorded on our monitoring system.

Third offence – the student will hand the device over, the device will be taken to the academy main reception, Phoenix staff will email the relevant PSL who will call home to inform the parent/carer that the student will hand in the device in during line-ups/tutor time, each day and will be able to collect it from student reception at the end of each day for a minimum of five academy days.

Any further offences – HOS/Coordinators or Deputy Coordinators will invite parents/carers in to discuss the ongoing issues. If the student refuses to hand the device over, they will be put in ABS until they do. Parents/carers will be contacted to explain the situation.

At the beginning and end of the day students can only use their phones when off the academy site (outside of the student gate).

4.13 Smoking and Vaping

It is against the law for any person to smoke or vape on the academy site, this includes staff, students, parents/carers and visitors.

The academy takes smoking very seriously, whether it be on the academy premises, or outside the academy premises while wearing the academy uniform. If a student is caught smoking or vaping, or where given the balance of probabilities a student has been smoking or vaping, parents/carers will be notified and the following sanctions will be considered:

1st occasion - 1 day ABS

2nd occasion - 2 day ABS or consideration of a fixed term suspension

3rd and subsequent occasions - Fixed term suspension or consideration of permanent exclusion.

When the student receives a sanction for smoking or vaping, they will be searched and any paraphernalia confiscated. Parents/carers will be contacted to collect items. Searching may be ongoing at random intervals to ensure no further items are brought into the academy.

5 Screening and Searching

The Principal and authorised staff are allowed to search a student and their possessions, without consent, where they have reasonable grounds to suspect that they may have a prohibited item.

Such items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Vaping devices
- Fireworks
- Pornographic images
- Any article which a member of staff believes has been, may be, used:
    - To commit and offence
    - Cause personal injury, damage to property or harm another person

The academy can confiscate any items found during a search that they consider harmful or detrimental to the academy environment.

The academy can also screen students with a hand held device even if they do not suspect the student of having prohibited items. Students who refuse screening or searching may be refused entry onto the academy site or an appropriate sanction explored.

Where necessary students will be searched in a non-public space by two members of staff. This will be within the Phoenix Centre whenever possible. Both of the members of staff must be of the same gender as the student wherever possible. Students will not be searched in the presence of another student wherever possible. All searches will be logged internally on a monitoring log and parents/guardians informed. Parents and guardians will not be informed if the daily search forms part of a student's risk assessment agreed with parents/guardians previously..

6 Reasonable Force

All staff have permission to use reasonable force in line with guidance from the Department of Educations, which states:

Schools can use reasonable force to:

- Remove a disruptive student from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts an academy event, trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts

Staff are advised that the use of reasonable force is not recommended, refer to our Use of Reasonable Force Policy for further advice and guidance.

7 Staff CPD

Over the course of the academic year, staff receive regular training on effective behaviour strategies to ensure consistent implementation of the Behaviour Policy.

Consequently, staff receive specific training – all staff or small groups, as appropriate – which has more immediate impact for our students. These sessions are both theoretical and practical, and are delivered by staff who have been identified as demonstrating best practice in this area. Our Teaching and Learning framework promotes a positive and inclusive working environment within the academy, and staff receive training on key strategies to support behaviour for learning as an integral part of this unit.

8 Quality Assurance

All staff receive training on our behaviour policy at the beginning of each academic year, ongoing CPD is planned and delivered throughout the year based on trends, changes or just general reminders.

All positive and negative behaviour events (whether in or out of class) are recorded on Arbor (MIS), along with any follow up contact with the students parents/carers. All such events are monitored by Tutors, Subject Leads/Coordinators, Deputy Coordinators and Heads of School, in order to ensure poor behaviour is dealt with in an appropriate way to resolve any underlying issues. Persistent poor behaviour is monitored daily by the Vice Principal - Behaviour, Head of Schools' and the Behaviour Team. Appropriate sanctions, supportive measures and parental contact is made to reduce such incidents, following our Academy Behaviour Policy.

Behaviour events, Academy Based Exclusions and Suspensions are also recorded on Arbor and/or the Academy's Behaviour Dashboard. The data recorded from these tools are reported to the Senior Leadership Team every six weeks, for the purpose of identifying patterns and resolving underlying issues to improve student behaviour and attitudes. Actions will be instigated from these reviews in order to reduce such events and maintain excellent behaviour around the Academy. Data from these reviews will feed into the monitoring system of the Regional Board Meeting.

9. Anti Bullying

Magna Academy's anti-bullying strategy (found on the Academy website) establishes a zero-tolerance approach to all repetitive, intentional, or cyberbullying. Staff, students, and parents share responsibility for early prevention and prompt reporting, ensuring that any reported concerns are formally logged and thoroughly investigated. To address unacceptable behaviour and protect student welfare, the academy applies proportional sanctions and restorative support, followed by systematic reviews at two and six weeks to confirm the bullying has stopped.

10. Sexual Harassment

We want everyone to feel included, respected and safe in our school. We will not tolerate any sexual harassment. This can include name-calling and sexist comments. Sexual harassment, such as sexist comments, remarks, jokes or inappropriate online messaging, is defined as any intent to discriminate based on sex. This includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils will call out and report this behaviour.

If pupils make sexist comments or demonstrate any examples of the above, we will:

- Ask the perpetrator to apologise to anyone the comment was directed at;
- Support and educate the perpetrator to improve their future behaviour;
- Make relevant staff aware and monitor future behaviour for any recurrence;
- Escalate the sanction to a formal meeting with parents, if the pupil refuses to apologise in the first instance.

Our RSE curriculum also covers what healthy and respectful behaviour towards one another looks like.

11. Sexual Violence

We want everyone to feel included, respected and safe in our school. We will not tolerate any sexual abuse or violence, which includes encouraging or forcing peers to engage in any form of sexual activity (this can include online messaging and up-skirting).

All staff and pupils will call out and report this behaviour.

If staff are made aware of any sexual violence or demonstrate any examples of the above, we will:

- Record any reports made by the victim, perpetrator and any witnesses;
- Collect and collate any relevant evidence (particularly if online);
- Resolve the incident between perpetrator and victim;
- Support the victim to ensure that they feel safe and secure in school;
- Support and educate the perpetrator to ensure future incidents do not occur;
- Make relevant staff aware and monitor future behaviour for any recurrence;
- Inform parents/carers of all pupils involved of the incident and actions in place;
- If necessary or appropriate, escalate the sanction to inform the police and safer schools team.

Our RSE curriculum ensures that our pupils explore and understand what healthy and respectful relationships are.

Appendix 1: Challenging Poor Behaviour (In-Class)

Classroom Routines - Start/End of Lesson

Start:

Staff will stand on the threshold to the classroom ready to greet students, checking for uniform and reinforce expectations.

If the teacher is not at the doorway, students wait, lined up outside in a calm, quiet and orderly manner until the teacher arrives. On arrival the teacher is to greet students and explain the do now/settling activity.

The do now/settling activity will be retrieval practice (doesn't have to be completed in silence) or an activity that will support the needs of the group (handing resources out for those who would benefit). This will promote a calm and orderly start to any lesson.

Staff will challenge those who are late, providing this does not interrupt the learning of others. Staff mark students as late on Arbor and add the relevant 'Late to Lesson' negative incident/sanction on Arbor.

Promotion of the positive learning environment and addressing any negative behaviours on entry.

This will be completed using positive talk, for example, 'Well done year 11, you've entered ready to learn' or 'Year 9, we are much better than this, prove to me that you know how to enter a classroom ready to learn'.

If the whole group does not settle, stand up behind chairs quietly, then remove the students from the lesson, line up and start the entry again. If individual students do not settle upon entry the graduated response will be followed for the specific students.

End:

Students must tuck their chairs under and stand silently behind their desks at the end of each lesson, awaiting to be dismissed by the teacher.

The teacher will dismiss students a group at a time, to ease congestion and maintain order. Staff will check uniform upon the exit of the classroom and ensure this is challenged where appropriate.

Step 1A: Non-verbal/Verbal Cue

Staff are to take a graduated response to the first instance of off task behaviour

- A look/nod towards the student that is off task.
- Staff to move within the room, stand next to the student who is off task.
- Staff place their hand on the table to prompt the student to start work.
- Crouch down to the student's level and speak to the student, encouraging them to start working. Examples of this 'Is everything ok?' 'Is there a problem?' 'Come on, you can give this a go'

Staff to consider the use of any specific interventions identified on any individual learning passports, profiles or communication plans.

Step 1B: Verbal Direction

Challenge off task/poor behaviour directly when/if it continues

Graduated Responses

- Challenge the behaviour directly, set specific targets e.g. Come on you haven't started yet, you need to complete 3 questions in the next 3 minutes
- Move the student within the classroom to a specific seat within the seating plan.

Maintain a positive tone, outlining the unacceptable behaviours they are displaying and set a clear expectation so the student understands what they must do.

This is now a warning – explain clearly what will happen if the poor behaviour continues.

Step 2: Sanction Point: Repetitive Negative Behaviour

Graduated Responses – avoid announcing it to the class

- Crouch down and explain why the sanction point is being issued
- Explain that if the behaviour continues, they will be removed to the RESET Room.
- Encourage the student to understand that they have another chance to remain in the lesson
- If you need to speak to the student outside of the lesson, please do so, but do not send/leave them outside the classroom.

Behaviour Point Issued – Staff to log this as 'Formal Warning' on Arbor with clear details given.

Step 3: Lesson Removal

When the student does not respond to previous graduated responses and the negative behaviour continues

This will trigger a 60 minute removal detention issued by the member of staff. An automated message will be sent outlining the student has received a lesson removal but a telephone call must be completed to provide further context to parents/guardians from the class teacher. This will be supported by relevant communication in the event of a telephone call not being possible.

- Staff should log 'Lesson Removal' on Arbor alongside the internal 'Patrol' form and instruct the student to make their way directly to the reset room unless agreed otherwise for individual students.
- Some students will be collected to enable smooth transition to the removal room.
- Patrol members of staff will check that the student has arrived at the reset room
- The member of staff timetabled in the reset room will complete the reset room log and book the student in. Students will hand their mobile phone in upon arrival at the reset room and this will be returned once the necessary period of time has elapsed.

Students who are removed from a second lesson during the same day, will remain in the reset room for the remainder of that day. This will be monitored by the relevant members of staff in RESET.

Extreme Poor Behaviour

This is for extreme incidents of poor behaviour only, examples include, but are not limited to:

- Swearing directly at a member of staff
- Physical assault on another student
- Dangerous behaviour (flipping tables, throwing chairs etc.)

Students will be removed from the situation whilst an investigation is completed. Statements will be collected and an informed decision made on the appropriate actions and sanctions. This level of behaviour will result in either an SLT detention, Academy Based Exclusion (ABS) or Fixed Term Suspension (FTS).

Appendix 2 Student Behaviour Support and Sanctions

The academy may utilise a variety of sanctions and support alongside internal detentions, academy based exclusions and fixed term suspensions. In some cases not all of the listed support and sanctions will be explored before additional escalation. Examples of support and sanctions are outlined below but not limited too:

Report Card (Tutor)	Report Card (Coordinator, Deputy Coordination or PSL)	SLT Report
Staff Mentor	Early Help Referral	Managed Move/Off Site Direction
Phoenix/RESET Pass	School Inclusion Team Referral	Governors Review
Behaviour Contracts	Interventions	Alternative Provision
ELSA	Behaviour Support Plan	Student Risk Assessment
1:1 intervention sessions	Pastoral Support Plan	Contracts
Safer Schools Involvement	Reduced TT/Curriculum	Permanent Exclusion
Change of Tutor Group	CAMHS Referral	
Change of teaching groups/subject respite	Outreach Referral	
	Counselling	
	SEND/EHCP/Paediatric Referrals	