



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

EXPECTATIONS FOR LEARNING POLICY 2026-2027

Version Number: 01

**Ratified by Local Governing Body:
September 2026**

Next Review Date: September 2027

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1. INTRODUCTION

- 1.1 It has long been recognised that educators have an important role to play in producing well- rounded, confident and successful young adults. Schools play an important role in communicating expectations and promoting social norms in terms of behaviours which are accepted and expected by wider society and employers. In many schools this message is well established through routines and expectations communicated to children from their parents / carers. The majority enter secondary education with appropriate levels of behaviour and a maturity borne from the experience gained both at home and their previous school.
- 1.2 Where students exhibit behaviours which have a negative effect on their own learning and that of peers, it is essential that professionals address this. The aim of our Expectations for Learning Policy and procedures are to ensure that in all areas, behaviours are dealt with reasonably, proportionately and fairly with the ultimate goal of empowering young people to make positive choices about their behaviours and actions.
- 1.3 This Expectations for Learning Policy seeks to encourage young people to make positive choices. This is supported by an environment led by caring professionals who reinforce, recognise, reward and encourage positive behaviours. Equally important is that professionals use verbal reminders and make it clear where behaviours are unacceptable or may pose a risk to students themselves or to others.
- 1.4 **Academy Culture** - The Bennett Report 'Creating a Culture: how Academy leaders can optimise behaviour', makes a clear link between good behaviour and achievement:

"The way students behave in an Academy is strongly correlated with their eventual outcomes. When behaviour in general improves throughout an Academy the impact is:

- Students achieve more academically and socially;
- Time is reclaimed for better and more learning;
- Staff satisfaction improves, retention is higher, recruitment is less problematic."¹

¹ Bennett, T, 2017, Independent Review of behaviour in Academies – Creating a Culture: how Academy leaders can optimise behaviour

- 1.5 The report makes it clear that the culture within an Academy is created through several inter-related actions and leadership activities. In our Academies a range of actions and practices are used to create a positive culture. These include, but are not limited to: the curriculum, student assessment and feedback, tutor time, assemblies, student engagement/student voice, extra curricula enrichment, pastoral support and guidance, bespoke interventions, parental engagement and appropriate multi-agency working for those students with the most challenging needs.
- 1.6 The Academy recognises that even when encouraged to make the right choice, some students will occasionally make choices which hinder their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the Academy rules, re-engage with learning and allow others to learn. In some circumstances, the Executive Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the Academy, or its community. A range of sanctions are available which will include, but not be limited to; detentions, internal and external removal from the academy community, restorative approaches, suspension, Academy step-outs, off site directions, alternative provision or permanent exclusion.
- 1.7 Students are expected to:
- Arrive in the Academy and at lessons punctually and be prepared to learn.
 - Bring appropriate equipment / items such as: timetable, pen, pencil, ruler, calculator, PE kit and any other necessary equipment in a suitable bag during the Academy day.
 - Wear the Academy uniform correctly.
 - Be polite, courteous and respectful to everyone in the Academy. They are also expected to comply with reasonable requests or instructions made by staff at the first time of asking. These expectations extend to their journey to and from the Academy.
 - Have regard for their own safety and that of others.
 - Leave promptly at the end of the day unless engaged in enrichment activities.
 - Not to be on site any earlier than 30 minutes before the start of the Academy Day, unless attending a Breakfast club.
 - Failure to comply with the rules may result in a sanction.

1.8 Parents/ carers are asked to support their children to make positive choices by signing up to the Academy Home Agreement which includes agreeing to:

- Ensure that my child is ready to learn, by wearing full uniform and arriving at the academy with the correct equipment and school bag.
- Understand that if my child does not arrive to the academy in the correct uniform, including foot wear and PE kit, then they will be expected to wear loan uniform.
- Ensure that my child does not bring any prohibited items into the academy.
- Ensure that my child's mobile phone is left at home or is switched off and kept in their bag whilst on school site.
- Not contact my child on their mobile phone during the academy day and will contact the office in an emergency.
- Ensure that my child attends the academy regularly and punctually and keep the academy informed of reasons for absence.
- Support the academy in its attempt to foster a safe, caring and orderly academy.
- Ensure that my child completes home learning and meets coursework/classwork deadlines.
- Attend parents and progress evenings and inform the academy of any problems that may affect my child's work or behaviour.
- Ensure that the academy is updated with any changes in contact details including address, phone number and email address of emergency contacts.
- Provide 3 different emergency contact names and numbers.
- Adhere to the academy values and form positive and productive relationships with the school.
- Support the academy to follow and enforce the Expectations for Learning Policy, including any sanctions that may be issued.
- Ensure all correspondence is respectful and polite. If there are any issues to resolve with academy we will communicate directly and not post on social media.

1.9 The Academy believes that students should be encouraged to adopt a positive attitude to their studies which supports learning and promotes good relationships. Poor attitudes to learning and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

- 1.10 Please note that the Expectations for Learning Policy makes reference throughout to the following DfE documents:

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

- Behaviour in Schools Advice for headteachers and school staff - February 2024.
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England, July 2026.
- Searching, Screening and Confiscation Advice for schools, July 2022.
- Keeping Children Safe in Education, September 2026.
- Restrictive interventions, including use of reasonable force in schools, April 2026.
- Supporting Pupils with Medical Conditions at School, August 2017.
- Working Together to Improve School Attendance, August 2024
- The Equality Act 2010.
- Bennett, T, 2017, Independent Review of behaviour in academies – Creating a Culture: how Academy leaders can optimise behaviour.

The Academy recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs & disabilities (SEND).

- 1.11 All documents should be read in conjunction with this policy. The Trust reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

2. CARE, SUPPORT, GUIDANCE AND BEHAVIOUR

- 2.1 The Expectations for Learning Policy is designed to give students choices. Its principal role is to support learning by addressing and drawing students' attention to their attitude to learning, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour compromises lessons and undermines the authority of the teacher.
- 2.2 It is important that we explicitly teach and model high standards of behaviour. This is outlined within this document, our day-to-day practice, our interventions by interaction, assemblies and through elements of the Personal Development and wider Academy curriculum teach students the standards and expectations of the Academy.

The Academy behaviour curriculum includes:

- The values and expectations of students as part of the academy community and wider society.
- An understanding of British Values, why they are important and what they look like in practice.
- What excellent behaviour looks like.
- What behaviour is not acceptable.
- What positive reinforcements will be used to encourage excellent behaviour.
- What sanctions will be used where rules are broken.
- The key habits and routines required in the Academy.

The Academy behaviour curriculum includes:

- Arrive on time to your lesson.
- Enter the room quickly, quietly and calmly. Take your seat according to the seating plan. Put your school bag on the floor/ back of chair and put all your necessary equipment on the desk.
- Track the teacher, sit up straight in your chair for the duration of the lesson.
- Do not talk when the teacher is talking or disturb the learning
- Actively engage in your learning.

Repeated practices will be used to promote the values of the Academy, behavioural expectations, and communicate certainty on the consequences of unacceptable behaviour.

Any aspect of behaviour expected from pupils will, wherever possible, be part of a commonly understood routine, simple for everyone to understand and follow.

Adjustments will be proactively made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Where pupils do not meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not also be applied, alongside learning, intervention and support.

2.3 The setting of expectations and reminder process is designed to give students time to reflect and change their behaviours based upon the following structure:

2.3.1 Students are given a general reminder about expected behaviour every lesson. If a student chooses to disrupt learning despite this reminder, then the teacher will apply in-class strategies to encourage a positive response.

2.3.2 Where the conduct is particular to one student, a whole group reminder would not be appropriate for example:

- Poor levels of work.
- Talking to another student across the classroom.
- Distracting others.

2.4 Should general reminders not have the desired effect then the below strategy will be implemented;

C1	First personal warning about expectations, student's name is recorded on the Expectations Board with a cross. This is also recorded if a student arrives late to lesson; they will also receive a late mark.
C2	Reminder about expectations - a cross is recorded against the student's name on the Expectations Board.
C3	Reminder about the sanction for continued non-compliance with expectations. A cross is recorded against the student's name on the Expectations Board. *The teacher will record a C3 on the schools MiS.
C4 (Removal from Class – Mutual Support)	Student will be removed from the classroom to complete work in another room (mutual support) for the remainder of the period and then return to lessons afterwards. A 45 minute after school detention is issued. * If a student is absent from the academy resulting in a C4 detention being missed, it is to be repeated either the first day the student is back in the academy. * Students may also be issued a C4 detention for not meeting the basic expectations. * If a student receives three C4's in a day then an automatic C5 will be issued for the remainder of the day and the following day.
C5	If the student fails mutual support (e.g. continues to disrupt after receiving

(Internal Exclusion)	a C4; refuses to go to, or disrupts, mutual support; then they are issued with a C5. The student is sent to Internal Exclusion for the remainder of the day and the following day. If a C5 day is missed due to absence, it must be completed on the student's first day back in the academy. *C5 also includes a C4 detention in-line with agreed timelines.
C6 (Suspension)	When interventions have failed to improve behaviour, a student will be issued with a C6 suspension. Parents will be contacted to collect their child from the premises immediately. A reintegration meeting will take place following a suspension.
	Note: Where a student fails to successfully complete a C5, leading to a (C6) suspension they will be required to complete the C5 upon return to the academy and prior to returning to class.

Punctuality

Arriving on time to school and lessons is an essential element of our expectations. Good punctuality ensures students are making the most of their learning time and ensures that lessons are not disturbed by students arriving late. The expectation is for students to arrive on time to school and to all lessons. This ensures that students are forming positive habits in terms of time keeping, this will stand them in good stead for their future beyond school.

Punctuality to School

If a pupil arrives after 9.30 am they will receive a U code for the that morning which means that their absence for that morning is unauthorised. As with any unauthorised absence to school, a penalty notice (fine) must be considered when a child accumulates 5 consecutive school days (or 10 sessions) of unauthorised absence. If a student arrives late to school twice in a week, then an automatic C4 detention will be issued.

Punctuality to Lesson

The expectation is that students go straight to lessons following the end of a previous lesson, progress time or social time. Students that arrive late to lesson will automatically receive a C1 warning and be marked late on the register. Students that arrive after 7 minutes will be marked as a 'missing student' and logged as truancy and be given a C4 detention the next school day. If a student receives more than 2 lates to lesson in a day they will receive a C4 detention the next school day.

2.4.1 C4: (After School Detention)

Teachers have the legal power to put students in detention. Where a detention is outside the Academy hours, we will endeavour to give parents / carers notice. Typically, parents will be notified through Arbor Parent App. It is part of the home school agreement that parental contact is up to date.

A centralised detention will take place each night for 45 minutes. Failure or refusal to attend C4 then they will automatically receive a C5 or may result in a suspension (C6).

2.4.2 C5: Internal Exclusion

Fifth negative choice or immediate C5 for:

- Health and safety reasons (could equally be a suspension).
- Violence or threatening behaviour towards others (could equally be a suspension).
- Walking away from a member of staff (could equally be a suspension).
- Refusing to hand over items which are not allowed in the Academy (could equally be a suspension).
- Failure to follow a reasonable instruction.
- Swearing at other students / use of derogatory language (could equally be a suspension).
- Not attending a C4/C5 (could equally be a suspension)
- Not attending study support or intervention sessions.
- Truancy.

The above is not an exhaustive list and is used as a guide only.

2.5 Removal from Classrooms

Removal is where a pupil, for disciplinary reasons, is required to spend a period of time out of their normal classroom at the instruction of a member of staff. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil and will be located in a suitable place to learn and refocus.

C4 is a table located in another classroom (mutual support).

Removal is only used when necessary, however in some cases the behaviour is so extreme as to warrant immediate removal.

Removal will only be used for the following reasons:

1. To maintain the safety of all pupils.
2. To restore effective learning following a period of disruption.

Removal should be distinguished from the use of the SEND bases or other provision the academy provides. For instance, where a pupil is taken out

of the classroom to regulate his or her emotions because of identified sensory overload or as part of a planned response or intervention.

We will make every effort to inform parents on the same day if their child has been removed from the classroom.

Academies will determine the length of time a pupil spends in Internal Exclusion (C5), based on the specific circumstances. This should always be kept to a minimum, as far as possible, and pupils will have access to continuity of curriculum and learning during this time.

When dealing with individual removal cases, staff will:

1. Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability. This should include considering where there may be an unidentified unmet SEND need.
2. Consider whether any assessment of underlying factors of disruptive behaviour is needed;
3. Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
4. Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability

2.6 Student Support and Interventions

The Expectations for Learning Policy works in conjunction with a graduated / waved approach of targeted intervention strategies designed to address the underlying causes of poor attitudes to learning or poor behaviour and disengagement wherever possible. The interventions available are a preventative mechanism which enables academies to target support for identified students.

Students accruing code of conduct sanctions/or suspensions will receive a number of points. Each of these is equivalent to a set tariff for example;

C3 – 1 point

C4 – 2 points

C5 – 3 points

C6a (0.5 – 2.5 day(s) suspension) – 4 points

C6b (3 – 5 day(s) suspension) – 5 points

- 2.7 When a student is issued with a sanction, they receive a number of points which are tracked in the academy's MIS, this is monitored closely

by the inclusion and the wider leadership team. Students will be supported through the graduated response.

- 2.8 The wider leadership team will become involved in the intervention with students who are accruing points by receiving several, C3s, C4s, C5s or suspensions or a combination of all four. Various strategies will be used depending on who the student is and what their needs are.
- 2.9 The SLT Lead for inclusion has an overview of the progress of these students with regular feedback at the Inclusion Team meetings and to the wider SLT.

Graduated Response – a waved reporting system will be utilised where necessary to support the student in improving their attitude to learning. Identifying key areas of concern. There are 4 tiers to the graduated response;

Wave 1 – Form Tutor

Wave 2 – Assistant Progress Leader

Wave 3 – Progress Leader

Wave 4 – Senior Leadership Team Link to Year

Wave 1 - A report card will be issued to the student at wave 1 stage to monitor daily attitude to learning. This will be monitored by the students form tutor.

Wave 2 - If there has been no improvement at Wave 1 then a report card will be issued to the student at wave 2 stage to monitor daily attitude to learning. This will be monitored by the students Assistant Progress Leader.

Wave 3 – Report card and Pastoral Support Plan (PSP) - is an action plan for improvement implemented at wave 3 report stage, which is put in place for any student who is in danger of being excluded or whose behaviour is deteriorating rapidly. It will be written by a member of staff working with the student to improve their behaviour, in conjunction with the student and their parents/carers. The PSP will identify precise and realistic targets for them to work towards, together with any outside agencies that are involved. Strategies that have been put in place to help the student will be reviewed at an appropriate date. A PSP may be initiated upon little improvement at Wave 2. This document will last twelve weeks with a review after six weeks and a final review. A review of a PSP may take place sooner if the student is failing to meet the targets set within the plan. The PSP will be initiated by the Progress Leader.

Wave 4 – Report Card and Behaviour Contract – A behaviour contract will be implemented at wave 4 report stage if a PSP has failed or a student is failing to respond to the set targets on the pastoral support plan. A behaviour contract may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Vice Principal after all reasonable steps have been taken to improve a student's behaviour. The Behaviour contract will identify clear behavioural targets for the student to adhere to. A behaviour contract will be issued if a student is at serious risk of permanent exclusion.

2.10 The Academy is keen to ensure a fine balance is met, between the use of suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

2.11 For this reason, the academy has elected to use a maximum suspension period under the care, support, guidance and behaviour system of 5 days for any single incident.

2.12 The Executive Principal retains full authority to vary the length of any suspension at any time, however, no student will receive greater than 45 days suspension in any one academic year without being permanently excluded for persistent breaches of the academy expectations for learning policy.

The Executive Principal retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

2.13 **SHORT TERM OFF-SITE DIRECTION (OSD)**

For any behaviour that is deemed, in the judgement of the Executive Principal or Vice Principal, to be a persistent breach of the Academy's behaviour policy or single incident serious that adversely affect the health and safety of a member of the community, may result in a student being placed on a short term OSD which is a fixed period of time at an alternative educational establishment. If behaviour does not improve a suspension may also be issued.

2.14 **OFF -SITE DIRECTION (OSD)**

To support a student with their behaviour, the Executive Principal can decide that a student will be educated at another school or alternative provision setting for a period of time. This could also include splitting time between 2 different locations. As part of the planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis upon review.

If a student has an EHC plan, the local authority should be told about an off-site direction placement.

We work with local schools and schools within the Wade Deacon Trust to initiate OSD and there is a reciprocal arrangement for us to receive a small number of students on this basis. OSD is generally a longer-term arrangement for up to 12 weeks.

At The Grange Academy we have our own alternative provision using the online learning platform Ed-class and for some students this may mean working from a local community centre with support. The Executive Principal can also insist on off- site direction placement at an external provider commissioned by the school.

2.15 MANAGED TRANSFER / MOVE

A managed transfer / move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently, usually following an OSD. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. The statutory guidance indicates that it is not possible to have a trial period built into a managed move, therefore making the move to the receiving school permanent from the outset.

2.16 ALTERNATIVE PROVISION

Sometimes, it may be appropriate to place a pupil in alternative provision (AP). We only take this decision if it is in the student's best interest. Pupils in AP remain the responsibility of our school and we take this responsibility very seriously. Normally, placement in AP is a longer-term solution to prevent a permanent exclusion. As a result, we make sure that AP meets a pupil's needs and offers continuity of education so that AP has the best chance of success. Alternative provision placements are monitored closely and reviewed with parents and carers.

3. Suspension

3.1 The Academy recognises the need to keep the length of suspensions short wherever possible. It is therefore anticipated that suspensions would not exceed 5 days.

3.2 A suspension may be used when there is a breach of the academy expectations. When establishing the facts in relation to a suspension, the Executive Principal must apply the civil standard of proof; i.e. 'on the

balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Executive Principal should accept that something happened if it is more likely that it happened than that it did not happen. The following are examples but not an exhaustive list;

- 3.2.1 Persistent breaches of the academy's expectations
- 3.2.2 Breaches of health and safety rules
- 3.2.3 Failure to wear the Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- 3.2.4 Verbal abuse of staff, other adults or students
- 3.2.5 Possession of drugs (including within vapes), legal highs, related paraphernalia and/or alcohol related offences
- 3.2.6 Failure to comply with the requirements of this policy
- 3.2.7 Wilful damage to property
- 3.2.8 Homophobic or racist bullying
- 3.2.9 Cursing or inappropriate gestures – particularly towards an adult
- 3.2.10 Deliberate misuse of ICT, including AI, which may include but is not exhaustive of: recording of others, photographing others or misuse of images, online bullying. This may be considered grounds for a permanent exclusion
- 3.2.11 Bullying – see anti-bullying policy
- 3.2.12 Sexual misconduct
- 3.2.13 Sexual harassment - we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, which may include but is not exhaustive of:

- 3.2.14 Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual “jokes” or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (It should be considered when any of this crosses a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- 3.2.15 It may include but is not exhaustive of: non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges); sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

Where an incident or sexual violence or sexual harassment may have been committed, the starting principle is that this must be referred on to the police. See additional information in Keeping Children Safe in Education.

The Executive Principal may also consider both sexual harassment, sexual violence and sexual misconduct grounds for a Permanent Exclusion or alternatives, such as an OSD, in addition to the below;

4 PERMANENT EXCLUSION

- 4.1 This is used in extreme circumstances when a change of school is the only way forward for both the students and the school. A formal exclusion meeting is held with parents, an LA officer and Governors. All exclusions, fixed period and permanent are made following the LA procedures.
- 4.2 The Executive Principal of school may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:
- All other steps to encourage the student to obey the school rules have failed.
 - Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
 - Persistent and defiant behaviour. This would encompass persistent bullying/discrimination.
 - Persistent breaches of the school’s behaviour policy,
 - Serious actual or threatened violence against a student or member of staff.
 - Sexual misconduct.

- Supply, misuse of an illegal drug. Please see the Drug Education Policy for further guidance.
 - Carrying an offensive weapon.
- 4.3 There is a right for parents to make representations about all exclusion decisions. For permanent exclusions and suspensions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period. For suspensions of between 5.5 and 15 days, governors must meet if requested by parents and carers. In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting.
- 4.4 The decision on whether to exclude is for the Executive Principal to take. Where practical and appropriate the Executive Principal should give the student the opportunity to present their view before making the decision to exclude.
- 4.5 In addition, the academy also considers for example, the following to be serious incidents which could result in the permanent exclusion of a student:
- 4.5.1 Deliberate activation of the fire alarm without good intent
 - 4.5.2 Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network or do harm to others
 - 4.5.3 Repeated verbal abuse of staff
 - 4.5.4 Persistent disruption and defiance

5. REASONABLE ADJUSTMENTS

- 5.1 A student may need reasonable adjustments to further support them when meeting the expectations set out in this policy.
- 5.2 "Reasonable adjustments" might include a number of the following where a student may require additional support:
- 6.2.1 Student given supervised rest breaks
 - 6.2.2 Student having bespoke C5 arrangements
 - 6.2.3 Reasonable adjustments are made by the Executive Principal in conjunction with the Inclusion and SEND team.

- 5.3 In this instance, it is imperative that the reasonable adjustments which are being taken are noted. Where there is no impact on improving behaviour over time, a review should be called by the Executive Principal, as advised in the above code of practice.

6. CCTV

Trust Academies may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

7. SCREENING, SEARCHING & CONFISCATION

- 7.1 Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, legal highs, fireworks, tobacco or vaping products, pornographic images and stolen items. The Grange Academy also enforces a strict ban on tobacco, e-cigarettes/vapes and fizzy/energy drinks which have a detrimental effect to school discipline.
- 7.2 School staff can search students with their consent for any item if the student agrees. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence.
- 7.3 Please refer to Screening, searching and confiscation, DfE (July 2022). Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.
- 7.4 School staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items that have confiscated, provided they acted lawfully.

8. USE OF REASONABLE FORCE

- 8.1 The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent Students committing an offence, injuring themselves or others, breaking good order or damaging property. Please refer to DfE guidance for 'Restrictive interventions, including use of reasonable force, in schools' (from 1st April 2026).

- 8.2 This power applies to any member of staff at the Academy. It can also apply to people whom the Executive Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

9. DISCIPLINE BEYOND THE ACADEMY GATE

- 9.1 Teachers have the statutory power to discipline Students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable." Academies we will impose reasonable sanctions for any student taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school including on social media. This may also apply to students that pose a threat to another student or member of the public or could adversely affect the reputation of the school. These will be subject to a statement(s) being completed or a report from staff, students or member of the public. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.
- 9.2 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a student to the Police as soon as possible.
- 9.3 If a member of the public, Academy staff, parent/carer or student reports criminal behaviour, anti- social behaviour or a serious bullying incident to an Academy member of staff, the Executive Principal or Vice Principal must be informed. In the vast majority of cases, they will involve the Academy's Police Liaison Officer/PSO or Local Police, who will then follow agreed Police and Academy procedures. In addition, if the Executive Principal/Vice Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Academy's safeguarding policy will be followed.

10. MAINTENANCE AND REVIEW

This Policy will be reviewed within three years or when there are changes to relevant legislation.

11. COMPLAINTS

Any complaints will be dealt with in accordance with the Trust complaints policy. This can be found on the Trust website.