

PSA BEHAVIOUR POLICY

Date reviewed: Autumn 2026
Date of next review: Autumn 2027

SAT Sikh Academies Trust
Faith Inspired Education

Our Behaviour Policy in line with the DfE Behaviour in Schools Guidance Feb 2024 and its statutory companion, 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (effective 26 July 2026). It sets out:

- the school's high expectations of pupils' conduct and behaviour, which are understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment
- the school leaders' consistent support for staff in managing pupil behaviour
- the measures that are in place - general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour our standards, making reasonable adjustments for pupils with a disability as required
- that disruption is not tolerated and proportionate action is taken to restore and maintain acceptable standards of behaviour
- the responsibility of all members of the school community to create:
    - a calm and academic environment conducive to learning
    - a positive environment in which bullying, physical threats or abuse and intimidation are not tolerated
    - an environment in which pupils are safe and feel safe and everyone is treated with respect.
- that any incidents of bullying, cyberbullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- the link between good behaviour and safeguarding children and their responsibilities in implementing these effectively. PLEASE SEE STAFF HANDBOOK GUIDANCE TO STAFF ON BEHAVIOUR.

We teach our students to behave well and take responsibility for their own behaviours. Positive behaviour reflects the values of the school, the readiness to learn and respect for others.

- Behaviour is taught explicitly to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited.
- Positive reinforcements are given when expectations are met, while sanctions are required where rules are broken. Both are important and necessary to support the whole- school culture.
- Our behaviour curriculum is centred on what successful behaviour looks like and defines it clearly for all parties. For example, 'pupils are expected to line up quietly for assembly'.
- Our behaviour curriculum represents the key habits and routines required in the school.
- Routines are taught and reinforce the behaviours expected of all pupils.
- Repeated practices promote the values of the school, positive behavioural norms, and certainty of the consequences of unacceptable behaviour.
- Any aspect of behaviour expected from pupils is a commonly understood routine, for example, entering class or lunchtime routines. These routines are simple for everyone to understand and follow.
- Consistent and clear language is used when acknowledging positive behaviour and addressing misbehaviour.
- Adjustments are made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments maybe temporary.
- Adjustments maybe needed for those pupils with Special Educational Needs and/or Disability (SEND).
- We are mindful that not all pupils requiring support with behaviour will have
- identified special educational needs or disabilities

1. The role of school leaders

The school leadership team ensures it is highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining a behaviour culture and an environment where everyone feels safe and supported.

School leaders play a crucial role in making sure all staff understand the behaviour expectations and the importance of maintaining them.

We make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

This training aligns with the Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications. The National Professional Qualification in Leading Behaviour and Culture (NPQLBC) is available to teachers.

Staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, helps the implementation of this behaviour policies.

2. The role of teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour in and out of classrooms.

Staff must uphold our whole-school approach to behaviour by teaching and modelling the expected behaviours so that pupils can see examples of expected behaviours and are confident to ask for help when needed.

Staff must challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. Keeping professional and formal boundaries ensures that staff are seen by pupils as taking up their authority. When students see adults take up their responsibilities they are able to trust them in their roles.

All staff must communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction they have with pupils.

Staff should consider the impact of their own behaviours on the school culture and how they can uphold the school rules and expectations. Over familiarization, casual conversations including discussions that can be overhead by others all erode the expected school ethos and culture.

Staff receive clear guidance about school expectations of their own conduct at school - See Staff Code of Conduct.

3. The role of pupils

Pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

To achieve this, we make sure every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and contribute positively to our Sikh school culture.

Pupils are regularly asked about their experience of behaviour and provide feedback on the school's behaviour culture.

This helps us support the evaluation, improvement and implementation of the behaviour policy. Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. We repeat elements of this induction for all pupils at the start of the academic year. Provision is made for all new pupils to ensure they understand the school's behaviour policy and wider culture.

4. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

We have created a calm environment which will benefit pupils with SEND, enabling them to learn. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

The law under the Equality Act 2010 requires us to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices and we have a duty to use our 'best endeavours' to meet the needs of those with SEND

The provisions set out in the EHCP are secured and we cooperate with the local authority and other bodies. We anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with a specific medically identified need
- training for staff in understanding conditions such as autism.
- any preventative measures take into account the specific circumstances and requirements of the pupil concerned. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

- If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

5. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

6. Pupils with an education, health, and care (EHC) plan

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

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

7. Responding to good behaviour

Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos.

At PSA, when a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to support the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Merits logged on ClassCharts with the opportunity for students to earn RAISE badges
- Communicating praise to parents via a phone call or written correspondence
- Certificates and prizes awarded at Awards Evening
- Positions of responsibility, such as School Council representation or being entrusted with a particular project
- Rewards Trips
- Hot Chocolate with the Headteacher

8. Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively.

It is important that staff across a school respond in a consistent, fair, and proportionate manner so all pupils know with certainty that misbehaviour will always be addressed.

Response to behaviour have various purposes:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules.

Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should consider any contributing factors and support the pupil to meet the behaviour expectations: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

At PSA, when a pupil's behaviour falls below the standard that is expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent **recurrence** of misbehaviour.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. The school will apply this policy consistently and fairly. Consistency does not necessarily mean that identical sanctions will be appropriate in every case. Relevant individual circumstances, including SEND, disability and other vulnerabilities, will be considered and reasonable adjustments will be made where required.

Teachers and support staff in school will follow the below steps in response to misbehaviour *in lessons*, unless a misbehaviour is repeated, or deemed serious enough so that the below would be circumvented.

1. **Verbal Warning**

(a clear verbal reprimand and reminder of the expectations of behaviour)

2. **Written Warning**

(pupil's name will be written on the board (or privately on paper or teacher diary) with a further reminder of the expectations of behaviour)

3. **Removal**

(escorting the pupil from the classroom to the Reflection Room. Removal from the classroom is a serious disciplinary sanction. A pupil may be required, for serious disciplinary reasons, to spend a limited period outside the classroom in the Reflection Room. Removal will normally be used where other classroom behaviour strategies have been unsuccessful, unless the behaviour is sufficiently serious to

warrant immediate removal.

The Reflection Room is a space used to maintain the safety of all pupils and staff and to restore stability following an unreasonably high level of disruption; the Reflection Room is used to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and if appropriate, to allow the pupil to regain calm in a safe space. Pupils placed in the Reflection Room will continue to receive meaningful education in a supervised setting.

Parents and carers will be informed immediately on the same day through ClassCharts that their child has been removed from the classroom. The length of removal will normally be for the duration of that lesson. Pupils will not be removed from classrooms for prolonged periods without appropriate oversight and review.

Pupils will be given an opportunity, to reflect on the behaviour that led to their removal and will be supported to successfully reintegrate into lessons. Repeated or prolonged use of removal will be monitored and reviewed.

The Reflection Room is the school's supervised disciplinary removal provision and is not a seclusion facility. Pupils will not be physically confined, locked in or secluded as a disciplinary sanction. Any restrictive intervention or seclusion required exceptionally for reasons of immediate safety will be managed separately in accordance with the school's Restrictive Interventions procedures and relevant statutory guidance.)

If a pupil is removed and placed into the Reflection Room, that pupil is automatically placed into a Senior Leadership Team Detention which takes place weekly after school. The law allows teachers authority to issue a detention to pupils, including same-day detentions. The law allows the school to administer detentions without parental consent. When imposing an after-school detention, the school will consider the individual circumstances of the pupil, including whether the pupil can travel home safely and whether suitable travel arrangements can reasonably be made. Parental inconvenience, including disruption to usual transport arrangements, does not by itself make a detention unreasonable.

Other sanctions that staff may deem appropriate in response to misbehaviour include but are not limited to the following:

- School-based community service
- Break and lunchtime Detentions
- Setting of written tasks such as an account of their behaviour
- Suspensions

In addition to sanctions, the school may use a range of supportive, preventative and behaviour-improvement interventions. These are not necessarily disciplinary sanctions and will be considered according to the individual circumstances and needs of the pupil. These may include:

- Parent meetings
- Agreeing a behaviour contract or report
- Counselling and Mentoring
- Off-site direction to alternative provision for the purpose of improving a pupil's future behaviour.
- Multi-agency assessments and Pastoral Support Plans
- A managed move to another mainstream school, where this is considered to be in the pupil's best interests and is agreed with the relevant parties. A managed move is a permanent move and

will not be used as a disciplinary sanction.

8a. Standard of Proof in Disciplinary Decisions

When establishing the facts in relation to any disciplinary sanction, suspension, or permanent exclusion, the Headteacher and Governing Board must apply the civil standard of proof (on the 'balance of probabilities'). This means the school will accept a fact as true if, on the evidence available, it is more likely to have happened than not. The criminal standard of 'beyond reasonable doubt' does not apply to school disciplinary procedures.

9. Acceptable forms of sanction

Examples of our sanctions

- a verbal reprimand and reminder of the expectations of behaviour
- the setting of written tasks such as an account of their behaviour
- loss of privileges – for instance, the loss of a prized responsibility
- detention
- school based community service, such as tidying a classroom or canteen duties
- regular reporting including early morning reporting; scheduled uniform checks; or being placed "on report" for behaviour monitoring
- placement in the Reflection Room
- suspensions
- in the most serious of circumstances, permanent exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. The school should be clear about its approach and in which category any action falls.

We consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case school staff will speak to the designated safeguarding lead. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate

Alternative arrangements for sanctions are considered on a case-by-case basis for any pupil where we believe an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. We have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

10. Supporting pupils following a sanction

Following a sanction, strategies are considered to help all pupils to understand how to improve their behaviour and meet our behaviour expectations

These include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person
- a phone call with parents, or the Virtual School Head for looked after children
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the

pupil in school
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy

These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

11. Confiscation

Any prohibited items found in a search will be confiscated. They will not be returned to the pupil. The school will also confiscate any item that is harmful or detrimental to school discipline.

12. Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher. In the absence of the headteacher, authorisation can be given by any member of the Leadership Team.

The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item (as listed in section 5)
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system. Further information can be found in our safeguarding policy.

Strip searches

Strip searches on school premises shall only be carried out by police officers in

accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

13. Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff.

Our use of removal allows for the continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Parents are informed on the same day if their child has been removed from the classroom via the electronic notification system ClassCharts.

Removal is used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space

Removal, on occasion, can be used as a separation space for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. Or because a placement in the Reflection Room would secure the safety of the pupil's or other's wellbeing.

The Headteacher has a responsibility to:

- make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour
- maintain overall strategic oversight of the school's arrangements for any removals
- make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils
- outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal
- ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff
- design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

We collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. We make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support.

We analyse the collected data to identify patterns relating to pupils sharing any of the protected

characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, we:

- consider whether any assessment of underlying factors of disruptive behaviour is needed.
- 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.
- ensure that pupils are never locked in the room of their removal.
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, their social worker is notified.
- If the pupil is looked-after, ensure their Personal Education Plan is
- appropriately reviewed and amended and their Virtual School Head is notified.

Pupils are not removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils are given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Removal from classroom to Reflection Room

In response to a pupil displaying poor behaviour following a verbal and written warning, a teacher will remove the pupil from the classroom.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it *may* differ from the mainstream curriculum.

Staff will only remove pupils from the classroom once a pupil's behaviour continues to fall below expectations, following a verbal and written warning or there is a serious one-off incident.

Removal will be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will usually be back in lessons within the same day, although this will be reviewed based on the severity of the misdemeanour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with mentors
- Use of teaching assistants
- Short term behaviour reports
- Long term behaviour plans
- Multi-agency assessment (will be considered for pupils who display continuous disruptive

behaviour)
- Alternative provision
- Provision which meets the individual needs of the particular pupil
- Action 4 Youth Programme
- Counselling – Where a serious issue is raised which is affecting the students social and/or emotional wellbeing, with student consent they can be referred to the school counsellor

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

14. Suspension and permanent exclusion

We use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

15. Managed moves and off-site direction

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves occur when it is in the pupil's best interests.

If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (see page 21 of the Suspension and permanent exclusion from maintained schools, academies July 2026) is used.

16a. Part Time Timetables

If a part-time timetable is implemented as a temporary pastoral measure to support a pupil's non-behavioural needs (e.g., medical or mental health reintegration):

- It must have the parents' formal written agreement.
- It must be strictly time-limited with a clear return date by which the pupil will return to full-time education.
- The school must record the absence correctly as an authorised leave of absence in the register.

16. Child-on-child sexual violence and sexual harassment:

- We follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.
- The designated safeguarding lead is the most appropriate person to advise on the school's initial response.
- Each incident is considered on a case-by-case basis.
- We are clear that in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.
- We make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.
- We never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up.

- We advocate strenuously for high standards of conduct between pupils and staff: they should demonstrate and model manners, courtesy and dignified/respectful relationships.
- Pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing (see 'Suspected criminal behaviour').
- Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.
- Victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.
- Abuse that occurs online or outside of the school is not downplayed and is treated equally seriously.
- A victim should is never given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor is a victim ever made to feel ashamed for making a report or their experience minimised.
- In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, we consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy.
- Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

17. Behaviour incidents online:

- We are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.
- Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment is addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead.
- In cases where we suspect a pupil of criminal behaviour online, we should follow the guidance. When an incident involves nude or semi-nude images and/or videos, the member of staff must refer the incident to the designated safeguarding lead.
- Handling such reports or concerns can be especially complicated and we follow the principles as set out in Keeping Children Safe in Education 2026.
- Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We have the confidence to sanction pupils when their

behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

18. Suspected criminal behaviour:

In cases when a member of staff or headteacher suspects criminal behaviour, we make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.

These initial investigations are fully documented, and we make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we ensure any further action we take does not interfere with any police action taken. We retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

When making a report to the police, we often make a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE), the designated safeguarding lead (or deputy) will take the lead.

19. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or their family members
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

20. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a

cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

21. Detentions

Pupils may be issued with detentions at break, lunchtime or after school.

If a detention is to be imposed, parents will be notified via ClassCharts Notifications.

Senior Leadership Team Detention is after school on Wednesday 2.30pm - 4.00pm These may be issued in the following circumstances

- following a 'removal' from a classroom
- truanting escalating detentions
- exhibiting behaviours outlined in section 5 of this policy

Truanting of a Senior Leadership Detention will result in a placement in the Reflection Room until the detention is sat.

Class teacher / Head of Year detentions are break, lunchtime or after school 2.30pm - 3.00pm

Break and lunch detentions can be issued by any member of staff for lack of equipment or failure to complete homework. They may also be issued for unacceptable behaviour by Heads of Year. After school detentions will be set by staff if a student fails to attend their break or lunch time detention. Parents will be notified of this sanction via ClassCharts Notification. These detentions are served at least a day after they are issued. Students who fail to attend a teacher detention, will be sanctioned with a Senior Leadership Team Detention.

Late for school detentions are on Monday from 2.30pm-3.15pm

Any student who arrives late to their lesson three or more times within a single week will be issued with a 45-minute detention the following Monday from 2:30pm – 3:15pm. Parents/carers will be notified by ClassCharts and email, and it is their responsibility to make the necessary transport arrangements.

Any student who arrives late to school on two or more occasions within a single week will be required to attend a 45-minute detention the following Monday (term time only) from 2:30pm – 3:15pm. Parents/carers will be notified, and it is their responsibility to make the necessary transport arrangements.

22. Monitoring and evaluating behaviour arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion, and suspension
- Off-site directions and managed moves
- Incidents of searching, screening, and confiscation
- Incidents of use of reasonable force
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends arise or if there are disparities between groups of pupils the school will take action to address these.

---

23. Policy on Mobile Phones

In line with the Department for Education's (DfE) statutory guidance 'Mobile phones in schools' (effective 29 June 2026), the statutory guidance 'Suspension and permanent exclusion... including pupil movement' (effective 26 July 2026), the Behaviour in Schools (2024) guidance, the Equality Act 2010, and Keeping Children Safe in Education (KCSIE), we are required to ensure a mobile phone-free environment throughout the entire school day to eliminate digital distractions, protect learning time, and reduce the risks of cyberbullying and school disruption.

23.1 Scope and Definition of "Smart Technology"

While this policy is primary focused on mobile phones, in accordance with the DfE statutory guidelines (Para 4), the restrictions, monitoring, and sanction procedures outline below apply equally to all smart communication technology with similar functionality. This includes, but is not limited to:

- Smartphones of all brands and operating systems.
- Smartwatches and other wearable communication devices.
- Tablets, laptops, and personal media players (except school-issued devices).
- Bluetooth-enabled headphones, earbuds, and wireless accessories.

These devices are strictly prohibited from being seen, heard, or used throughout the entire school day. This includes:

1. During lessons.
2. During the transition times between lessons.
3. During morning registration and assemblies.
4. During breaktimes and lunchtimes and after school whilst still within the student exit gates.

23.2 The Yondr Pouch System (Standard Operating Procedure Video)

Pioneer Secondary Academy utilises the Yondr Pouch System to secure a completely phone-free learning environment while ensuring that pupils can still safely carry their devices to and from school.

Daily Routine and Compliance:

- Provision: Every registered pupil is provided with a secure, lockable Yondr Pouch by the school. This pouch remains part of the mandatory school equipment list.
- Morning Gate Protocol: Before entering the school gates, pupils must turn their mobile phones completely off or set them to silent. The device must be slipped inside the Yondr Pouch, and the pouch must be locked by pushing the button at the top of the pouch.
- Arrival Check: As they pass through the school gates, each pupil must hold up their locked Yondr Pouch to a designated member of staff to verify it is securely locked and then place them in their bag.
- Daytime Storage: The locked pouch must remain inside the pupil's school bag for the entire duration of the school day. It must not be taken out in corridors, classrooms, or common areas.
- After-School Unlocking: At the end of the school day, once pupils have exited past the student exit, they tap their pouch against mounted magnets and release the lock to retrieve their phones.

23.3 Pupils Who Do Not Own a Phone (Red Exemption Card System Form):

To ensure fairness and prevent unnecessary checks on children who do not possess devices:

1. Parents/carers must complete a formal school declaration form stating that their child does not own a mobile phone, agreeing to notify the school immediately if this status changes.
2. These pupils are issued a Red Exception Card, which must be displayed in the plastic name tag space of their school uniform or bag.
3. Mandatory Pouch Rule: To maintain school routines and prepare for future equipment compliance, these pupils must still bring their empty Yondr Pouch to school every single day as a standard piece of equipment.

23.4 Support, Equipment Violations, and Sanctions

The consistent enforcement of this policy is essential to maintaining high standards of school discipline under the Education and Inspections Act 2006.

Equipment Violations (Forgetting or Damaging Pouches):

- Forgetting a Pouch: Bringing the Yondr Pouch to school is a mandatory equipment requirement. Forgetting a pouch will immediately result in a negative point recorded on ClassCharts.
- Repeat Offenses: Frequent equipment violations for forgetting a pouch will escalate to standard school sanctions, including lunchtime or after-school detentions.
- Loss or Vandalism: The Yondr Pouch is school property issued to the pupil. If a pouch is lost, intentionally damaged, or vandalised (e.g., cutting the pouch, drawing on it, or tampering with the locking mechanism to circumvent the lock), parents/carers will be charged a standard replacement fee of £18 to cover the replacement cost.

If a pupil is found with an unlocked pouch, attempts to tamper with a pouch, is caught using a device on school premises, or if a device is heard ringing inside a bag during the school day:

1. Immediate Confiscation: In line with the DfE guidance (Para 15), school staff have a clear, legal power to confiscate the phone and pouch as a disciplinary penalty.
2. Collection: The phone will only be returned to the parent after ten school days of confiscation
3. Sanction: The pupil will be placed in an SLT Detention on the next available Wednesday or further appropriate sanction depending on circumstances
4. Staff Indemnity: Under Section 94 of the Education and Inspections Act 2006, school staff are legally protected from liability for any loss or damage to confiscated items, provided they act lawfully and proportionately.

23.5 Adaptations and Reasonable Adjustments (SEND & Medical)

In accordance with the school's legal duties under the Equality Act 2010 and the Children and Families Act 2014 (Para 18–20), Pioneer Secondary Academy provides flexible adaptations to support pupils with specific additional needs.

Medical Exemptions (The Velcro Pouch System):

- Pupils with documented medical conditions that require immediate, frequent access to a mobile device during the school day (such as pupils with type 1 diabetes who monitor blood glucose levels via a continuous sensor linked to an active smartphone app) will be issued a specialised Velcro Fastening Pouch.
- This Velcro pouch ensures that the device remains securely housed to prevent casual browsing, but

allows immediate, easy access in a medical emergency.
- No medical exception request will be unreasonably withheld where it is necessary for a pupil to manage their medical condition effectively (Para 19).

Accessibility and Exceptional Circumstances (e.g., Young Carers):

- The school recognises that some pupils have complex individual circumstances, such as young carers who have a genuine need to check on a vulnerable family member at home.
- Controlled Access: To support these pupils without compromising the school-wide mobile ban, these pupils will be permitted controlled access to their device at a specific time and location, such as inside their Head of Year's office or the school medical room, under the direct supervision of a designated professional (Para 20).

23.6 Statutory Powers: Searching & Screening

Under the Education Act 1996 and the DfE *Searching, Screening and Confiscation* guidance, the school's leadership team holds statutory searching powers to protect the integrity of the school community.

- Designated Prohibited Items: Mobile phones, smart devices, and unapproved Yondr pouches are officially designated in this policy as "items that may be searched for."
- The Power to Search: Headteachers, and staff formally authorised by the Headteacher, have a statutory power to search a pupil or their possessions (such as their school bag or locker) without consent if they have reasonable grounds to suspect the pupil is in possession of a prohibited or restricted device, or is attempting to smuggle an active phone onto site in breach of the rules (Para 17).

23.7 Safeguarding and Child Protection Triggers

In alignment with Keeping Children Safe in Education (KCSIE), the school recognises that mobile devices can be conduits for serious safeguarding concerns.

- Safeguarding Reviews: If a phone is confiscated due to a policy breach, and staff have reasonable cause to suspect the device contains evidence of illegal activity, online bullying, harassment, sexual violence, grooming, or child-on-child abuse, staff must not search through the digital contents of the phone themselves.
- DSL Referral: The device must be handed immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL, who will perform an immediate risk and needs assessment in line with KCSIE.
- External Referrals: The DSL will determine if it is necessary to refer the incident to Children's Social Care, the Local Safeguarding Partners, or the Police, and will handle the device in accordance with police instructions.

23.8 The Role of Parents

Partnership with parents/carers is vital to maintaining a focused, calm learning environment (Para 14):

- Contacting Children: Parents must never attempt to call or text their child directly on their mobile phone during the school day, as doing so puts the child at risk of confiscation and disciplinary sanctions.
- The School Office Pathway: If a parent needs to contact their child in an emergency, or relay an urgent message, they must contact the main school office. Office staff are trained to relay messages immediately and facilitate private, supervised contact when required.
- Supportive Dialogue: Parents are strongly encouraged to discuss the safety risks of mobile phones

(loss of sleep, online bullying, and distraction) at home and support the school's enforcement of this policy.