

The Wren School

Behaviour Policy

1. Principles

Our Behaviour Policy sets out the vision for the culture that we will embed at The Wren. It guides staff, students and families on our therapeutic approach to behaviour management, sets out our expectations and the standards we aspire to in all aspects of behaviour, and demonstrates the provision and purpose of student support.

The Wren believes in a culture where every student feels nurtured and safe, where they feel challenged to be the best version of themselves and inspired to achieve and succeed above and beyond their own expectations.

This is encompassed by our vision that *'Each child, regardless of background will receive a world-class education and be nurtured, challenged and inspired to aim high'* and further supported by our We Are The Wren 2024 document which sets out in detail what our school will look like by 2024.

The Wren is committed to creating a school learning environment where excellent behaviour is at the heart of everything that we do. Our expectation is that every member of The Wren community creates a safe, respectful environment where everyone is ready to be the best they can be, every single day. We work in partnership with our students, families and local community to explicitly teach and celebrate excellent behaviour while managing poor conduct using dynamic interventions that support staff and learners. Consistent, clear, calm adult behaviour and knowing our students well underpins this.

2. Legislation and Statutory Requirements

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

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2022](#)

[Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)

[Use of reasonable force in schools 2013](#)

[Supporting students with medical conditions at school 2015](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#).

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy has evolved through consultation with a range of members of our school community, including staff, students, families, the Academy Committee (local governance board) and Excalibur Academies Trust.

3. Aims

This policy aims to:

- Provide a clear and consistent approach to behaviour management at The Wren.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline our expectations of students and how they are expected to behave.
- Summarise the roles and responsibilities of different people within the school community with regards to setting and establishing the school's culture and values, and in behaviour management and student support.
- Provide staff with tools to enable them to support and equip students with strategies to manage their behaviour and build positive relationships with others.
- Outline our systems of rewards and consequences.
- Reaffirm the values that we expect from all within our community of kindness, integrity and respect.

4. Expectations

We have three clear and simple expectations that are to be upheld by every member of The Wren community. These simple yet integral expectations form the basis of everything we do and are displayed in every classroom and around the school.

Be Ready

Be ready to learn. Be punctual to school and to lessons. Be fully equipped with all that you need to learn. Be ready with the correct uniform and wear your uniform with pride. Be ready to give your best effort every day.

Be Respectful

Be respectful to yourself and towards others. Be respectful of everyone's learning and their desire to learn. Be respectful of our school environment.

Be Safe

Be safe by creating a calm and positive environment where no one will be made to feel uncomfortable.

Misbehaviour may include but is not limited to:

- Disruption in lessons, in corridors between lessons, before and after school and at break and lunch times
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour may include but is not limited to:

- Repeated breaches of the school expectations and rules
- Refuse to follow staff instructions
- Any form of bullying or intimidation (see our Anti-Bullying Policy)
- Sexual violence, sexual assault or intentional sexual touching without consent
- Sexual harassment, sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes
- Online sexual harassment, sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Violence and/or threats of violence
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs or drug related paraphernalia
 - o Stolen items
 - o Tobacco and cigarette papers
 - o Fireworks
 - o Pornographic images
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4.1. Expectations of Staff

Staff are responsible for:

- Consistently and relentlessly implementing and following the Behaviour Policy.
- Modelling calm, consistent, polite and positive adult behaviours, building relationships through kindness.
- Meeting and greeting students at their classroom door, and as they arrive and leave school.
- Supporting and encouraging students to meet the expectations of 'Be Ready, Be Respectful and Be Safe'.
- Visibly recognising good effort and praising all efforts over and above in line with our praise system.

- Recording and logging behaviour incidents accurately and factually on Class Charts.
- Taking an active role in developing professional knowledge and skills around behaviour by seeking appropriate training.

The senior leaders will support all staff in responding to and managing behaviour incidents in school.

4.2. Expectations of the Principal and Senior Leaders

The Principal and the school Senior Leaders are responsible for reviewing and approving this policy in conjunction with the local academy committee and Excalibur Academies Trust.

The Principal and the school Senior Leaders will ensure that the school environment encourages positive behaviour through:

- Being a daily visible presence at the gates, at events, in classrooms and at break times.
- Celebrating staff and students whose effort goes above and beyond expectations (see 5.1 below).
- Monitoring how staff effectively deal with behaviour and how they implement this policy.
- Using associated data to target and assess school-wide behaviour policy, process and practice.
- Supporting and guiding staff through professional development to deal with behaviour effectively.
- Supporting all staff in responding to and managing behaviour incidents in school.
- Ensuring that behaviour expectations are explicitly taught and demonstrated to all students throughout their time at school.

4.3. Expectations of Families

Families are expected to:

- Ensure their child upholds the school's expectations of behaviour.
- Work with the school to support their child when expectations are not being met.
- Sign, agree to and comply with the Home School Agreement.
- Model behavioural expectations as written in our Family and Visitor Conduct document.
- Inform the school of any changes in circumstances that may affect their child's engagement and/or behaviour.
- Discuss any behavioural concerns with a member of staff promptly.

5. Systems

5.1. Positive Praise System

Positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make students feel valued members of our community and motivated to always give their best effort. Praise is given to students whose efforts and standards are above and beyond, this creates a culture where there is no limit to their excellent behaviour. Positive Praise that staff will use include:

- Immediate Verbal Feedback
- Positive postcards given to the students
- Positive emails or phone calls to families
- Excellent student work being displayed
- Tutor group celebrations
- Nominations for termly celebration assemblies and annual celebration events

5.2. Consequence System – Responding to Misbehaviour

Our consequence system is used to respond to misbehaviour and give students what they need to succeed by providing timely intervention which allows them to process and reflect on what has happened. The consequence will then focus on equipping them with the skills and values to enable them to better meet the school's expectations and allow them to move on positively from the incident.

The school may use one or more of the following responses to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Sending a student to an allocated 'Safe Room'
- Calling for support and escalation using 'On Call'
- School-based community service
- Removal of social time at break and lunch
- Referring the student to a member of the student support team or senior member of staff
- Contacting families
- Agreeing a behaviour contract
- Putting a student 'on report'
- Setting of an appropriate consequence (see section 5.3)
- Suspension (see Suspension and Permanent Exclusion Policy)
- Permanent exclusions, in the most serious of circumstances (see Suspension and Permanent Exclusion Policy)

5.3. Consequence System – Consequences Used

All consequences will be communicated with families.

The school may use one or more of the following consequences:

30-minute same day consequence (after school): These will involve an opportunity for reflection and restorative practice to help students realise how their behaviour impacts others and themselves, explore what appropriate behaviours look like and equip the student with tools they can use to avoid a similar incident occurring in the future.

60-minute same day consequence (after school): These will be issued to students who choose to not attend the 30-minute same day consequence, have been issued with more than one consequence in a day, or those who did not engage positively with a 30-minute consequence. It will involve reflection and restorative practice as above. This consequence may also be issued by Progress Leaders and Senior Leaders for an incident of serious misbehaviour.

Removal from classrooms: In response to serious or persistent breaches of this policy, the school may remove a student from the classroom for a limited time during the day. Students who have been removed will continue to receive education that is meaningful under the supervision of a member of staff, but it may differ from the mainstream curriculum. Students removed from a classroom will be supervised by a Student Support member of staff or a Senior Leader.

Re-Focus day: This is a planned response which will be issued to a student who has chosen to not attend an escalated consequence or may be used following a serious incident where a school leader has decided that this is the most appropriate intervention. This may be for a single day, or period of days. ***Parental consent is not required to set a Re-Focus day.***

A Re-Focus day runs from 10:30am – 4.15pm. Students cannot be on school site outside of these hours. Each day will involve sessions on school expectations, mentoring, a return to lessons meeting with a school leader and appropriate level school work. At the end of the Re-Focus days set, if staff recognise that the student has processed, reflected on and is ready to return to the main school environment and not disrupt their, or the learning of others, then the student will return to lessons the following day. If not, then further Re-Focus days may be required.

Fixed Term Transfer: This is used as an alternative to a fixed term exclusion where the school believes that fixed term exclusion would not be in the best interests and / or welfare of the student. A student will be required to attend a partnered local school, where they will be supervised and work in an approved withdrawal space. This allows a student the space and time to reflect on their behaviours in a safe and structured environment before returning to school. **On returning to school a reintegration meeting will take place with families, the student and a member of the student support team.**

Suspensions and Permanent Exclusions: The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences, support and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

For more information refer to our Suspension and Permanent Exclusion Policy.

5.4. Reintegration Planning

The school follows a clear reintegration plan and strategy to help all students return successfully to school life.

These strategies are used when a student:

- Returns from a suspension period
- Returns from a fixed term transfer
- Returns from a significant period of time in ReFocus

The aim of all reintegration meetings is to make sure the student and families understand what behaviour is expected to improve when they return, what support is available to ensure this improvement is seen and how the school will monitor the students return to school.

Within a reintegration meeting, clear targets will be set to measure student progress and engagement when they return, which are collaboratively set by the school, student and their family. These targets, along with the agreed support from the school is then shared through a letter home.

6. Off Site Behaviour and Expectations

Consequences may be applied where a student has not met the school expectations off-site when representing the school. This means misbehaviour when the student 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 student of our school

Consequences may also be applied where a student 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 student or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

7. Approach to Sexual Harassment and Sexual Violence

The school sees all forms of sexual harassment and sexual violence as unacceptable; neither will be tolerated and we do not accept either as an inevitable part of growing up. The school will ensure that all incidents of sexual harassment and/or violence are fully investigated, met with a suitable response, and never ignored. In all cases consideration will be given regarding police involvement as outlined in section 13 of this policy.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be, or how 'normalised' they perceive it.

The school's response will be;

- Proportionate and considered.
- With the support and knowledge of the victim.
- In order to understand the context of, and educate the perpetrator.
- Decided on a case by case basis.

The school has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing, which include carrying out risk assessments, where appropriate, and referrals to suitable professionals. Please refer to our Safeguarding and Child Protection Policy for more information.

8. Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will issue a consequence to the student in accordance with this policy as outlined in section 5.2.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will issue a consequence to the student in accordance with this policy as outlined in section 5.2.

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, where relevant) will consider whether the student 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 students accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students.

9. Student Support

Every member of staff has a role to play in the implementation of this policy and in ensuring our culture of high behavioural expectations and conduct. Regular professional development is offered to staff and is a vital tool to support staff in the school maintaining and exceeding these expectations. The school employs a large Student Support team to support staff.

The school also uses a range of supportive interventions which enable students to reflect on their behaviours and work with staff to develop strategies to help avoid negative behaviours affecting learning in the future.

To pre-empt escalating behavioural concerns we look at tracking and monitoring students closely. Our support and intervention phases list possible support options and interventions that may be used with students on an individual basis.

If this is the case then a behaviour intervention process will start to support the student to better meet the school's expectations.

Phase 1: A student is causing concern in a specific situation, subject or class.

Phase 2: A student is causing concern in more than one situation, subject or class.

Phase 3: A student's behaviour is having a significant impact on their learning and/or the learning and engagement of others.

Phase 4: In school support and interventions are having limited or no impact.

Phase 5: A student is at risk of permanent exclusion.

It is essential that both students and their families are involved in every phase of support and intervention, and that clear goals, targets and timelines are in place.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's student support team, which includes the special educational needs coordinator, will evaluate a student who exhibits challenging behaviours to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a student, we will liaise with external agencies and plan support programs for that individual. We will work with families to create the plan and review it on a regular basis.

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case we will follow our Safeguarding and Child Protection Policy.

10. Role of the Academy Committee

When a student has received a high level of support and intervention, phase 3 and above, and been issued suspensions, the student may be invited to attend an Academy Committee behaviour meeting. A panel will be made up of one or more committee members and a school leader. The student and their family will be informed of the school's concerns, the interventions and consequences already tried and in place, and any further intervention that is available. The student's behaviour will be monitored and reviewed: if no improvements are made the student will likely be considered at risk of permanent exclusion.

11. Reasonable Force and Physical Restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

12. Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

12.1. Searching

Searching a student

Searches will only be carried out by a Designated Safeguarding Lead or Senior Leader who has been authorised to do so by the Principal or, by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, Designated Safeguarding Lead (or Deputy) or Student Support member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item, or any item identified in the school rules as banned (see section 12.3).

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

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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to cooperate in a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact an appropriate senior member of staff, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified below, but not to search for banned items.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Coat, jumper
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited or banned items (listed in 12.3 below).

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

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 student was in possession of a prohibited item as listed in section 12.3 below
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed below), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed below). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened

- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and 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](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than two people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Principal
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

A student will be given the opportunity to be able to express a preference as to whom the appropriate adult is.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

12.2. Screening

Screening is not currently in use at The Wren.

12.3. Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. Any incidents involving weapons, knives, illegal drugs, extreme or child pornography material will always be handed to the police.

We will also confiscate any item which is harmful or detrimental to school safety and standards. Where appropriate, confiscated items will be kept in the school safe until an adult family member is able to collect them.

Prohibited items

Prohibited items include, but are not exclusive to:

- Knives or weapons (including plastic, toys, blades, pointed items)
- Illegal drugs and/or paraphernalia linked to the use or distribution of illegal drugs
- Stolen items
- Fireworks
- Alcohol
- Cigarettes, cigarette papers and tobacco
- E-cigarettes and vapes
- Pornographic material or images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Banned items

The following items are specifically banned by the school rules and can be searched for:

- Chewing gum
- Fizzy drinks
- Energy drinks
- Aerosol cans
- Mobile phones and Ear/Headphones (see separate Mobile Phone Policy)
- Lighters, matches or any device which creates a flame
- Jewellery that is not listed as allowed in the school Uniform Policy
- Hooded tops (hoodies)

13. Contacting the Police

Where there are incidents that have occurred on school site where students have potentially committed a crime or where our students have been representing the school and a crime has potentially been committed, the school will consider whether to contact the police. Many incidents can be dealt with and resolved internally, however the school has agreed to follow the advice and guidance and flow charts as set out in the [National Police Chiefs Council document 'When to call the Police. Guidance for schools and colleges.'](#)

Management of the policy

School:	This policy is managed by the Principal
Excalibur Academies Trust:	The Trust Board has delegated approval of this policy to the Principal, in consultation with the Academy Committee
Approval:	September 2022
Next review due:	July 2023

Associated policies

Anti-bullying Policy
Excalibur Academies Trust Health & Safety Policy
Excalibur Academies Trust Safeguarding Statement
Inspirational Classrooms Policy
Mobile Phone Policy
Safeguarding and Child Protection Policy
School Trips Policy
Special Educational Needs Policy
Suspension and Permanent Exclusion Policy