



Wigston Academy

BEHAVIOUR AND SUSPENSIONS POLICY: STATUTORY

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APPROVED BY:	Board of Trustees
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Signed by Chair of Trustees:

Date: 5th October 2026

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1. Aims

We believe that poor behaviour in school affects learning and can affect the well-being of all and therefore this policy statement applies to the whole Wigston Academy community. It establishes the principles that underpin good behaviour and provides guidelines as to how good standards of behaviour will be maintained through our core values of Respect, Ambition, Resilience, Engagement and Responsibility and our Commitment to Learning.

Society expects good behaviour as an important outcome of the educational process. We believe that School plays a fundamental role in modelling and developing people so that they can make a positive contribution to society. At Wigston Academy we know that good behaviour is an essential factor in achieving successful teaching and learning. We all have vital roles to play in modelling, encouraging and supporting good behaviour. Students bring to school a wide variety of behaviour patterns based on differences in home values and attitudes. Whilst maintaining high standards of behaviour for all, the school makes appropriate and proportionate adjustments for students with identified special educational needs or disabilities.

At Wigston Academy we will work towards standards of behaviour based on the basic principles of Learn, Aspire and Achieve, which encompasses our core values of Respect, Ambition, Resilience, Engagement and Responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

We, the students, staff, parents and governors of Wigston Academy believe that good teaching and good behaviour enables all of us to achieve our full potential. We achieve this by developing a positive partnership between home and school and by making our expectations clear to everyone at Wigston Academy.

This policy is

- This policy aims to:
- Provide a consistent approach to behaviour management
- Allow reasonable adjustments to support students with additional needs in line with inclusive practice
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools including; Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement.
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education

- Restrictive interventions including the use of reasonable force, in schools.
- Supporting students with medical conditions at school

It is based on the following legislation, which outlines schools' powers to suspend and permanently exclude students:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded students
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014 and as modified and amended by The Education (Educational Provision for Improving Behaviour) (Application to Academies and Student Referral Units and Minor Amendments) Regulations 2026.
- Children and Families Act 2014
- The Inspection information for state-funded schools, which defines 'off-rolling

It is also based on the special educational needs and disability (SEND) code of practice.

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 online

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

3. Definitions

Students are expected to work in a friendly but disciplined atmosphere for learning. Arrangements governing behaviour in school can be found on the school website and on notices around the school and in classrooms. Issues related to behaviour are often raised in assemblies. Such guidelines are kept to a common-sense minimum but are effectively enforced. Great stress is laid upon the importance of self-discipline: consideration for others and care of the school environment. The school has a very low tolerance for students whose attitudes and behaviour interfere with their work, and that of others. They can expect their parents and carers to be informed and requests made for the behaviour to be modified. This is most commonly undertaken by the Form Tutor or Progress team, but other Senior Staff are involved in more serious cases. There is a clear structure, with a graduated behaviour system and response, for the management of students whose behaviour is unacceptable and those who persist in

causing low level disruption. Threatening or violent behaviour; disrespectful treatment of staff and involvement in substance abuse always results in very serious consequences. Opportunities for counselling and mentoring are provided. In order to facilitate good behaviour and good learning students, parents and tutors sign a Home/School Agreement.

The school's behaviour policy will be applied in school but may also be applied when students are out of school for example on school trips, on their journey to or from school or in any other situation where the student is identifiable as a member of the school. The policy may be applied at any time if the behaviour could have repercussions for the orderly running of the school or poses a threat to the well-being of other members of the school (for example, but not limited to, incidents of cyberbullying).

Misbehaviour is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes
- non-completion of classwork or homework
- poor attitude including rudeness and disrespect
- incorrect uniform
- persistent/deliberate lateness/ truancy

Serious misbehaviour is defined as:

- persistent disruptive behaviour
- verbal or physical abuse
- repeated breaches of the school rules
- any form of bullying
- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- sexual comments
- sexual jokes or taunting
- physical behaviour like interfering with clothes
- online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- vandalism – please also refer to the Damage to School Property Policy.
- theft
- fighting
- smoking and vaping
- racist, sexist, homophobic or discriminatory language or behaviour
- possession of any prohibited items. These include (but are not limited to):
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes and paraphernalia
- fireworks
- pornographic images

- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury or damage to the property of any person (including the student)
- using social media to bully, harass, mock or intimidate other students or staff.

Suspension – when a student is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a student is removed from the school permanently and taken off the school admission register.

Off-site direction – when a governing board of a maintained school, academy or PRU requires a student to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a student is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Managed moves cannot be used on a trial basis.

Cancelled exclusion – an exclusion that has been cancelled before the governing board has met to consider whether the student should be reinstated.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

- Bullying is, therefore:
- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence

Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based Against any of the protected characteristics	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We hope that most of our students feel able raise issues of concern through direct contact with the Progress/ pastoral team, their tutor, teachers and support staff. However, we recognise that for some students or with some issues, students may wish to do this differently and possibly anonymously. For this reason, we have our Speak Out service in place which comprises of strategically placed post-box around the site. The post box is emptied regularly by pastoral staff who will triage the messages and either deal with it or pass it on accordingly.

Where bullying may constitute a criminal offence, sexual harassment, sexual violence or prejudice-based abuse, the school will respond in accordance with its safeguarding procedures and may involve Children's Social Care or the Police.

5. Roles and responsibilities

5.1 The Board of Governors

The Board of Governors is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 Headteacher.

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher, will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Student code of conduct and Behaviour Management Code of

Conduct:

Students – I will:

- Arrive each day ready to do the best I can at all times
- Attend school and lessons every day and on time, properly equipped and in the correct uniform
- Treat others in the way I would wish to be treated myself
- Keep myself safe and help others keep themselves safe
- Show respect for the school environment by playing my part in keeping it safe, clean and tidy
- Listen to and follow instructions from all staff straight a way
- Do all my classwork and homework on time and to the best of my ability
- Actively engage with my learning; respond to teachers' feedback and seek out opportunities to extend my learning

- Behave in a way which shows I am proud to be a member of the Wigston Academy community, both in and out of school, including social media, and uphold the values of the school.

School Rules

Students are reminded of expectations and our Commitment to Learning descriptors align to the school values expected to know and understand the set of non-negotiable standards we abide by at Wigston Academy.

Students are expected to follow Habits of Attention in the classroom.

Behaviour expectations are explicitly taught through tutor time, assemblies, classroom practice and restorative conversations so that students understand what successful behaviour looks like;

Procedures for prevention of poor behaviour

Member of staff (MOS) should anticipate or seek to prevent issues in the lesson by:

- Speaking to the students in a civil and courteous manner.
- Ensuring that lessons are well planned and adapted to ensure ALL students are engaged and their needs are met.
- Using a seating plan and re-evaluate it regularly.
- Using a variety of methods to ensure students remain on task.
- Ensure they are checking all student data in order to meet the needs of the students such as student passports and make reasonable adjustments accordingly.

Classroom based issues

Under Teacher standards staff are responsible for how they manage behaviour in their classroom.

Member of staff (MOS) should respond to an issue by:

- Using verbal and non-verbal cues to keep students on track and engaged
- Managing behaviour in accordance with Teacher Standards
- Using the 'B' behaviour system when they deem it appropriate
- Removing a student from the room for a time to 'reflect' for a **maximum** of 2 minutes as necessary
- Moving a student returning to the room to a different seat
- Removing to another classroom "buddy room" to complete work in there or to the reflection room if deemed necessary if there is a serious disturbance to learning

Staff should seek to identify unmet need, trauma, communication difficulties, sensory needs or other factors that may contribute to behaviour before considering the actions they take/ sanctions. This applies at all times the student is at the Academy.

MOS need to:

- Log incidents on Sims using the B system as appropriate
- Inform the student of the "catch up" (detention) which will be set by the progress team

- Evaluate their seating plan and differentiation
- Inform HODs of any significant incidents or repeated **Continued issues**

Extreme Misbehaviour

This behaviour is **likely to result in suspension** from School and such incidents may include:

- Swearing at MOS
- Fighting
- Racist/homophobic/biphobic/transphobic/misogynistic/ageist/sexist bullying
- Repeated and persistent refusal to follow the School rules
- Bullying
- Persistent disruptive behaviour
- Possession/use of a banned item
- Use of vapes or tobacco

MOS respond to issue by:

- Contacting PL/ Pastoral staff by sending an email and/or seeking support from an adult nearby

Reflection Room/ Internal Suspension (9.00 a.m. – 3.30 p.m.)

Internal suspension is not a suspension under the Education Act therefore statutory exclusion procedures do not apply.

Internal suspension will be used where necessary and proportionate and reviewed regularly. .If internal suspension is the right course of action then this can be for up to 5 days.

The process should be as follows:

- Parents/ carers are contacted with the necessary information
- Letter is sent by Admin detailing the reasons for the internal suspension.
- There is no statutory right of appeal; however, parents/carers may discuss concerns with the Headteacher. If parents refuse to cooperate with an internal suspension, the Headteacher will consider whether the student's behaviour requires a suspension in accordance with the statutory Suspension and Permanent Exclusion Guidance.
- Whilst in the Reflection room students will complete work.
- We expect students to be in full uniform on this day.
- We also work with other schools to support internal suspension. Therefore, students may be placed in another school's internal suspension rooms for more serious offences.

Truancy

Truancy occurs when a student deliberately fails to attend, or absents themselves from, any timetabled lesson, registration session, intervention, assembly, detention, educational activity, or other required part of the school day without permission. This includes remaining on the school site but not attending the required activity, leaving a lesson without authorisation, leaving the school site without permission, or arriving significantly late to a lesson without a valid reason.

For the purposes of this policy, arriving **10 minutes or more after the start of a lesson** without an acceptable reason may be recorded and treated as a form of truancy, as students are missing a substantial proportion of their learning time.

As truancy presents both educational and safeguarding concerns, incidents will be investigated and may result in sanctions and/or additional support measures in line with the school's behaviour and attendance policies.

B1 Accumulations

Teachers are to track students B1 accumulations in their lessons. If a student accumulates a number of B1s in a half term (defined by the HOD) an appropriate sanction/action will be considered such as a HOD to use a Behaviour Report.

Tutor to 'keep an overview' of students accruing across faculties and alert PL. This may result in:

- PL meeting
- Call home
- Tutor report
- PL report

PL will also monitor B1 accumulations. If a student is persistently receiving B points they will receive a sanction. If a student receives 6 behaviour points in a day then are likely to be placed in the Reflection room the following day.

Social Time

- During social times, the PL will act as the HOD
- Staff are expected to challenge and follow up where possible, but issues are to be passed on to the PL to sanction and follow up as necessary
- All staff are expected to challenge poor behaviour, uniform issues and any other misdemeanours but the Progress Team will follow up sanctions
- Pastoral Team, to monitor and support areas during break times
- Staff may buddy up in key areas on duty

Report system

- Stage 1: Teacher e.g. 2/3 week report; put on by teacher and communicated home
- Stage 2: Faculty as above but HOD involved
- Stage 3: PL report

- Stage 4: SLT report – Any member of SLT can have a student report to them

Behaviour system including detentions known as “catch up”

See appendix one

Pastoral Support

Students may be subject to a Pastoral meeting based on their need for extra support in school.

This can take on different forms:

- Academic support for underachievement
- Behavioural support for failure to comply with school rules

In essence the meeting is an opportunity to get parents, students, staff and other professionals together to discuss what is best for the student and then to implement an action plan which needs to be successfully followed.

As part of this intervention students may have a Pastoral Intervention Plan with a time-limited part-time timetable agreed with parents/carers, regularly reviewed and used only in exceptional circumstances in accordance with DfE guidance to support them reintegrate into school. The primary consideration in taking this step is evaluating how safe a student may be at home.

7. Rewards

We have an established reward system at Wigston Academy aligned to Commitment to Learning, to ensure that our students are recognised and rewarded for their achievements, behaviour and for following of our school ethos. We focus on praising children for the positive progress in school and work in line with Commitment to Learning Points (C2L) for Key Stage 3 students and Progress Points for students in Key Stage 4.

- Data Tracking- Each week tutors are sent a spreadsheet with all of the students' achievement, behaviour and attendance data. Tutors should work through this with their tutees and ensure that students complete their data tracking booklets
- Interform competitions. Tutor groups compete against each other in the weekly quiz. It is an interactive quiz that is sent out and tutor groups work through the questions as a class.
- Celebration and reward assemblies occur throughout the year. Our assemblies are always linked to the progress that the students are making.
- Our celebration assemblies take place after each of the data drops across the year. The Progress Leaders celebrate their year groups improvements and prizes are given to groups and individual students who have made considerable improvements.
- Reward assemblies take place at the end of each full term. During these assemblies, students are again rewarded based on C2L scores and points they have been awarded. Certificates and prizes are given out during this time.

Awarding of C2L and Progress Points

In order to install consistency across the school, we have implemented guidelines for the issuing of C2L and Progress Points.

During lessons

- For Key Stage 3 students, staff can award either a CTL1 or CTL2 point. These points are awarded for students 'going above and beyond' within lessons or around school. This fits in line with our CTL descriptors and are associated with students showing +1 and +2 behaviours. The top achieving students are recognised and rewarded weekly.

Key Stage 4- Years 10 and 11

Staff can award Progress Points (P Points). These points are awarded for students completing work that demonstrates excellent progress in lessons. Top achieving students are recognised routinely in progress assemblies

Student voice

It is vital to involve the students the reward process. Students are asked for their ideas and feedback. Students will meet with staff to gather views and discuss points.

8. Sexism and Sexual Harassment

The following constitute Harmful Sexual Behaviours (HSB) which will need to be dealt with in line with this policy:

Sexism: attitudes that create stereotypes of social roles based on sex and lead to discriminatory behaviours, including sexist comments.

Sexual harassment: unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment or threats of, such as sharing of nudes and semi-nudes.

Child-on-child sexual harassment takes many forms and includes both verbal and physical actions:

- **Inappropriate Sexual Comments:** Using sexualized names, making remarks about a peer's body or clothes, or telling sexual stories.
- **Sexual "Jokes" or Taunting:** Pestering a child for sexual favours or using derogatory language of a sexual nature.
- **Physical Harassment:** Deliberately brushing up against someone inappropriately, or interfering with or pulling at another child's clothes.
- **Upskirting:** Taking photographs under someone's clothing without their consent, which is a criminal offence.
- **Sexting and Image Sharing:** Pressuring peers to send intimate photos or non-consensual sharing of nude or semi-nude images.

- **Hazing/Initiation Rituals:** Forcing peers to participate in sexualized or humiliating challenges to join a group.
- Behaviour described by students as "banter", "having a laugh" or "part of growing up" may still constitute sexual harassment and will be taken seriously.
- **Sexual violence:** rape, assault by penetration, or sexual assault (intentional sexual touching).

Any report of HSB will be risk assessed to inform whether we need to:

- Manage the incident internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the Police

Wigston Academies Trust treats any form sexually inappropriate behaviour extremely seriously in order to protect its students and staff alike. This kind of behaviour is never justifiable, whatever the circumstances. However, our response to any report or evidence of HSB will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

While our Trust will not tolerate HSB. We look to support and listen to all students involved and affected by such behaviours. Alleged perpetrators will be offered support and intervention strategies so that they can change their behaviour.

Different sanctions will be appropriate for the different levels of HSB. It is not possible or appropriate to map out which sanctions will be used for which behaviours, as context will always play a part in how we handle each incident.

Any examples of sexual harassment will involve informing parents and carers and, where necessary and appropriate (i.e. where a potential crime has been committed) the behaviour will be reported to the Police. We would normally encourage the alleged victim to do this themselves with the support of parents and carers but may also make the decision to contact the Police ourselves in the interest of both the alleged victim or perpetrator and other students in school.

We will always aim to balance the importance of safeguarding other students with the need to support, educate and protect any alleged perpetrators.

Our response to allegations of HSB will always be informed by the needs of the alleged victim where there is one but, this policy recognises that the Trust will have to make the final decision on the most appropriate sanction.

To support students in calling out HSB, our aim is to create a culture and ethos of respect, tolerance, acceptance and diversity which makes it hard for anyone to get away with sexist or inappropriate

sexual behaviour. We also want students to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Students need to know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

And that reporting an incident helps everybody:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life and harm to others

Victims will never be expected to mediate with alleged perpetrators.

9. Behaviour in and around the site

9.1 Off-site behaviour

Sanctions may be applied where a student has misbehaved 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
- sanctions 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

Sanctions 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).

The school will ensure that any sanction for off-site behaviour is reasonable, proportionate and sufficiently connected to the school.

9.2 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 discipline the student in accordance with this policy and may result in disciplinary action and, where appropriate, referral to the Police.

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 discipline the student in accordance with this policy and will likely involve a referral to the Police.

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 child protection and safeguarding policy (for more information on responding to allegations of abuse against staff or other students please see Statement of procedures for dealing with allegations of abuse against staff).

9.3 Physical restraint (referred to later in the policy in detail)

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 and reported to parents

Restrictive interventions must never be used to secure compliance with minor instructions or as a behaviour management strategy.

9.4 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, as appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and the Searching, Screening and Confiscation policy found at the end of this document.

9.5 Student support

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 special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour 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 programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We will make reasonable adjustments for those students in the Reflection room with an identified need in consultation with the SEND team and consider serious incidents through a "SEND lens" to ensure equality.

Before imposing sanctions the school will consider:

- trauma;
- mental health;
- communication needs;
- safeguarding;
- adverse childhood experiences;
- reasonable adjustments

9.6 Safeguarding

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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

10. Student transition

To ensure a smooth transition to the next year, some students have transition sessions with their new teacher(s). In addition, staff members may hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Suspensions

The decision to suspend a student can only be taken by the Headteacher or most senior member of staff in their absence. Advice is taken from the SLT Lead (Behaviour), who manages the process. Suspensions will only be used where necessary and proportionate.

The decision to suspend will be based on the balance of probabilities after enough evidence has been collated from various sources. The student under investigation should be given the chance to have their viewpoint taken into account and if an external suspension is a possibility, then a written statement should be taken, signed and dated.

A serious incident or persistent failure to comply with the school's behaviour expectations could result in:

- Reflection room time/ Internal Suspension
- Fixed Term Suspension (less than 6 days)
- Fixed Term Suspension (more than 6 days)
- Permanent Exclusion,

These suspensions are administered according to common local and legal guidelines.

A decision to suspend a student will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a student that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the Headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to permanently exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of the student or of others such as staff or students in the school

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Allow the student to give their version of events considering these in light of their age and understanding, unless it would not be appropriate to do so
- Consider whether the student has special educational needs (SEN) and whether the behaviour was the result of an unmet need.
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC) or a previously looked-after child), young carer, Child in Need, Children subject to Child Protection Plans, any other safeguarding concern
- Consider if the behaviour was as a result of a disability
- Consider whether all alternative solutions have been explored, such as:
 - for suspensions: detentions or other sanctions provided for in the behaviour policy
 - for exclusions: off-site direction (for temporary placements) or managed moves (which are permanent and not used as trial placements)

When considering off-site direction, the school complies with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Student Referral Units and Minor Amendments) Regulations 2026, and has regard to the Arranging alternative provision: a guide for local authorities and schools.

Before directing a student off-site or agreeing a managed move, the school will:

- Ensure the student's views are sought and considered
- Be able to evidence that appropriate interventions have already been implemented
- Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments and support strategies

Where a managed move is being considered for a student with a social worker, the school will inform, at the earliest opportunity:

- The social worker
- The DSL
- Parents/carers (unless this would create a safeguarding risk)
- For looked after children: the virtual school head (VSH)

The Headteacher will consider the views of the student, in light of their age and understanding, before deciding to suspend or permanently exclude, unless it would not be appropriate to do so.

Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

The Headteacher will not reach their decision until they try to hear from the student.

If it is decided that a managed move is in the student's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the student has is reviewed and amended to reflect the move.

Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a student with SEN, a disability or an education, health and care (EHC) plan, the school will, in partnership with others (including where relevant, the LA), consider what additional support may be required.

Where a student has an EHC plan, the school will contact the LA about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude the student.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a student, or if a student has been reinstated to the school, it is likely that complex and difficult decisions will need to be made. These decisions will be made alongside the school's safeguarding duties and its duty to provide an education.

Deciding whether to temporarily remove a student from the school site for safeguarding reasons

In exceptional circumstances, the Headteacher may decide to temporarily prevent a student from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds.

This measure will only be used when:

- it is necessary to separate students to ensure safety, and
- there is no reasonable alternative that would allow all students to remain on site

Decisions will be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g children's social care or the police).

Where this measure is used, the school will:

- inform parents/carers without delay, including the reasons for the decision

notify the governing board without delay

- provide work for the student to complete at home, or work with the LA to ensure suitable education is arranged
- support the student's reintegration, as soon as it is safe to do so

Suspension - Fixed Term Suspension

A fixed term suspension will always be followed by a return from a suspension meeting involving the student, parents or carers; a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and to behave appropriately.

Examples of behaviours that could trigger a suspension include:

- Persistent failure to comply with school behaviour policy
- Persistent refusal to follow staff instructions
- Persistent or general disruption
- Physical aggression
- Verbal abuse
- Dangerous behaviour
- Continuing any behaviour outlined above
- Poor behaviour while in the Reflection room (see above)
- Bringing alcohol or illegal drugs into school in any volume or being under the influence of alcohol or drugs
- Bringing any other banned substances/items into school e.g. fireworks
- Theft
- Harassment or intimidation of a member of staff or student at school or off site (including cyber-bullying)
- Refusal of the Reflection room- if this is the case the student will be expected to attend for the number of days issued for the Reflection room following their return from suspension.

A student accumulating a number of fixed term suspensions will be seen by a Governors' Panel. The panel is set up to establish ways of supporting the student before the number of suspensions necessitates the consideration of a permanent suspension. Governors would normally consider this option when a student has accumulated a total of 15 days fixed term suspensions.

Fixed Term Suspension 6 days or more

If a suspension of more than 5 days is seen to be appropriate then the above protocol will apply alongside the following additions:

- Either:
 - a) The Reflection room will be used to provide education provision after the fifth day, or
 - b) Partner schools will be contacted to provide education provision after the fifth day.
- Parents have a right of appeal to a panel of governors. The protocol for this is set out in the Department for Education guidelines.

Exceptional Circumstances

Exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently suspend a child for a first or one-off offence. These might include but are not limited to:

- a) Serious actual or threatened violence against another student or member of staff
- b) Sexual abuse or assault
- c) Using, supplying or carrying an illegal drug
- d) Persistent or aggravated vaping or smoking where behaviour places others at significant risk.
- e) Carrying an offensive weapon
- f) Arson

The school will inform the police where a serious criminal offence has taken place. The school will also consider whether or not to inform other outside agencies e.g. Social Care, etc.

These instances are not exhaustive, but are illustrative of the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.

Pending further investigation, a suspension may result in a permanent exclusion.

Permanent Exclusion

As stated above, persistent failure to respond to fixed term suspensions could result in permanent exclusion from the school.

A permanent exclusion may also be considered as a result of one-off incidents such as:

- Serious actual or threatened violence against another student or individual
- Serious damage to school property
- Any violence towards a member of staff
- Sexual abuse or assault
- Carrying, supplying, or intention to supply illegal drugs

- Persistent or aggravated vaping or smoking where behaviour places others at significant risk
- Carrying or using an offensive weapon
- Persistent serious bullying
- Where the health and safety of others is at risk/ put at risk, for example setting off fireworks

Informing parents/carers

- If a student is at risk of suspension or exclusion, the Headteacher will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a student, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers right to make representations about the suspension or permanent exclusion to the governing board and, where the student is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend (and, where appropriate, more than 1, subject to reasonable limits set by the governing board)
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the student is of compulsory school age, the Headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If the Headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers without delay, and provide a reason for the cancellation.

Informing the governing board

The Headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
- Any suspension or permanent exclusion that would result in the student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the student missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

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

The Headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the student's social worker and/or virtual school head (VSH)

If a:

- **Student with a social worker** is at risk of suspension or permanent exclusion, the Headteacher will inform **the social worker** as early as possible
- **Student who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Headteacher will inform **the VSH** as early as possible

This is so they can work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

Where a looked-after child is at risk of suspension or permanent exclusion, the school will consider:

- how effectively the current personal education plan (PEP) is being implemented, and
- whether an interim review of the PEP needs to take place
- How the school is using Student Premium Plus

If the Headteacher decides to suspend or permanently exclude a student with a social worker/a student who is looked after, they will inform the student's social worker/the VSH, as appropriate, without delay, that:

- they have decided to suspend or permanently exclude the student
- the reason(s) for the decision

- the length of the suspension or, for a permanent exclusion, the fact that it is permanent
- the suspension or permanent exclusion affects the student's ability to sit a National Curriculum test or public exam (where relevant)
- they have decided to cancel a suspension or permanent exclusion, and why (where relevant)
- the social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the student's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- the parents/carers governing board and LA will be notified without delay
- where relevant, any social worker and VSH will be notified without delay
- the notification must provide the reason for the cancellation
- the governing board's duty to hold a meeting and consider reinstatement ceases
- parents/carers will be offered the opportunity to meet with the Headteacher to discuss the cancellation, which will be arranged without delay
- the student will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the student has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or exclusion

The Headteacher will take steps to ensure that achievable and accessible work is set and marked for the student. Students can access online work on the school website for them to complete and return for marking.

Return from suspension meetings

Students returning from suspension will have a formal meeting with an appropriate member of progress/ pastoral staff before they return into the school community. Parents/carers are expected to attend. A student will not be prevented from returning to school because a parent/carer is unable to attend the reintegration meeting but appropriate action/ arrangements will be made/ taken until the parents can attend.

Following each suspension the Academy will review/consider its behaviour management of the suspended student. This may result in a pastoral support plan, reintegration support, safeguarding risk assessments being written or other plans drawn up.

Oakfield School and Carisbrooke Specialist Learning Centre

Members of staff in Oakfield School (students with County addresses)/ Carisbrooke Specialist Learning Centre (city addresses) will liaise with School Heads and other staff to identify student requiring support with behaviour and make appropriate arrangements for putting that support in place. Both institutes have referral procedures which the school follows for vulnerable learners.

Off Site direction – in line with Leicestershire County Council Guidance

The school works in partnership with other schools in the area and may consider Off site direction as an alternative to permanent suspension. This involves giving the student an opportunity to complete a trial period in another school. If the trial period is successful all parties may agree a managed move. This provides an alternative to permanent exclusion which is beneficial for the student concerned.

Internal Provision

The school may consider Internal Provision for a variety of reasons such as poor behaviour or school reintegration. This would mean the student does not initially attend their timetabled lessons nor social time with their year group, instead they attend a bespoke package of learning and support. This is run by the Assistant Headteacher. Students who will enter this provision will usually be discussed at a panel meeting of vulnerable learners and appropriate courses of action are then decided. Parents/ carers will meet with senior staff to discuss the timetable and expectations/ rules for the time that the student is in the provision. Student once ready to return to their timetabled lessons will be slowly reintegrated back into lessons and social time to try to ensure success.

Other Outside Agencies/ organisations

The School may, where appropriate, make use of outside agencies/ organisations if it is felt this could be of support for the student. We believe in placing students with outside agencies/organisations is a last resort. However, when and if it is in the interests of the child to do this, we will make sure that our children remain part of our school through diligent safeguarding and continuous communication. We will ensure we visit students regularly and actively keep in touch with them.

The Police

In the event of an emergency colleagues should contact a member of SLT and the police will be called. An emergency could be an assault, an intruder or a major theft. The police may also be contacted in line with safeguarding procedures.

Social Services and Child Protection Team

School will make a referral to a duty Social Worker when information has been disclosed that a child is at immediate risk or danger. This is usually if there is an issue with their carer or support at home but we might also contact them if we think the child is at risk in the community. A referral in this instance would be made by either the Designated Safeguarding Lead or SLT.

CAMHS

We can refer when we believe a child has mental health problems or if a child is in need of an assessment for educational purposes i.e. for an EHCP.

Educational Psychologist (EP)

The SEN coordinator can make referrals for assessments for those students whose behaviour in lessons is putting them at risk of suspension. The EP will liaise between school, home and student and then make recommendations based on their findings. This may lead to an Education Health Care Plan (EHCP) or recommendation for further assessments by CAMHS.

Serious incidents

The school seeks to investigate serious incidents in an open and transparent manner. We will inform and involve parents and carers in these investigations as much as possible, though we ask parents and carers to understand that it may not always be practical or possible to contact them at the outset of an investigation.

In some cases it may be necessary to involve the Police, and the school will take guidance from the Police about the nature of the investigation.

In some cases it may be necessary to search students' bags, lockers, etc. Please be aware that senior staff have the right to conduct a search without parental consent (Education Act 2011) if they have reasonable grounds.

When investigating incidents it may be necessary to place a student in the Reflection room whilst the investigation takes place. This does not predispose guilt or innocence and there can be several reasons for doing this, for example to take the heat out of a situation; to keep a close eye on a student or to encourage a student to reflect honestly and make a full disclosure. Statements can be written by students or may be dictated to an adult and no judgement may be assumed from either approaches.

Searching, screening, confiscation and restrictive invention policy

Policy Statement

This policy forms part of the school's Behaviour Policy and outlines the school's approach to:

- Screening students
- Searching students and their possessions;
- Confiscating prohibited, banned or harmful items;
- Using reasonable force and restrictive interventions;
- Recording, reporting and reviewing incidents.

The policy is designed to:

- Safeguard students and staff;
- Maintain a safe, calm and orderly environment;
- Support positive behaviour and inclusion;
- Ensure all actions are lawful, proportionate, necessary and reasonable;
- Protect the dignity, rights and welfare of all students.

Legal Framework

This policy is informed by:

- Education and Inspections Act 2006
- DfE *Searching, Screening and Confiscation* guidance
- DfE *Restrictive Interventions, including use of reasonable force in schools* (April 2026)
- Human Rights Act 1998 and Equality Act 2010

Staff will have regard to statutory elements, particularly those relating to **recording and reporting use of force**.

Screening

Powers to Screen

The school may require students to undergo screening (e.g. metal detector wand/arch):

- Without suspicion
- Without consent

This is to maintain safety across the school site. Screening equipment will never be used in a manner that is discriminatory.

Refusal to be Screened

If a student refuses:

- The school may refuse entry or require the student to leave the premises
- Safeguarding and parental contact will be considered

Reasonable adjustments will be considered for pupils with SEND before refusing entry.

The behaviour policy will be applied or if needed the police would be contacted.

Searching

Authority to Search

Where reasonably practicable, students should be given an opportunity to hand over an item voluntarily before a search is undertaken.

The Headteacher may authorise staff to search students or their possessions:

- With consent

- Without consent where there are **reasonable grounds for suspicion** of prohibited or banned items

Prohibited Items

- knives
- drugs
- stolen goods
- alcohol
- weapons
- fireworks
- pornography
- articles for offence/damage

Staff may search for **banned items** which include but the list is not exhaustive:

- phones
- vapes/ cigarettes
- laser pens

Staff may search phones or electronic devices where legally permitted and where there are reasonable grounds relating to safeguarding or prohibited items, and that searches will comply with the DfE guidance.

Conduct of Searches

Searches must:

- Be carried out by authorised staff
- Be proportionate and respectful of dignity
- Normally be conducted by a member of staff of the same sex, with another staff member present

Searches involving intimate clothing are not permitted.

Where risk is urgent, staff may act immediately to ensure safety.

Searches should be recorded on CPOMS

School staff will not conduct strip searches. Where a strip search is considered necessary, the Police will be contacted and the school will follow DfE safeguarding guidance

Confiscation

Staff may confiscate:

- Any prohibited/banned item found during a search

- Any item deemed harmful to safety, welfare or discipline
- School may retain any banned or prohibited item where permitted by law or where there is good reason to do so

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

The school will:

- Dispose of items in accordance with statutory guidance
- Involve police where appropriate (e.g. illegal items)
- Record and, where appropriate, inform parent/ carer and return, where appropriate banned items.

6. Use of Reasonable Force and Restrictive Interventions

6.1 Guiding Principles

The school adopts a **prevention-first approach**, prioritising:

- Positive relationships
- Early intervention
- De-escalation strategies such as:
 - distraction
 - offering choices
 - reducing environmental triggers
 - allowing processing time
 - use of familiar adults
 - use of agreed SEND strategies

before considering restrictive intervention.

Restrictive interventions are used **only when absolutely necessary**.

Definition

Restrictive interventions include any action that:

- Restricts a student's movement, liberty or independence
- Includes reasonable force, restraint, or (in limited cases) seclusion.

When reasonable force may be used.

Staff may use reasonable force only to:

- Prevent injury to a student or others
- Prevent a criminal offence
- Prevent serious damage to property
- Prevent serious disorder

Force used will be:

- Be necessary, proportionate and lawful
- Be used for the **minimum time required**

Prohibited Use

Force will not be used:

- As punishment
- To enforce compliance with minor rules
- In ways that restrict breathing, circulation or cause harm

Staff should continually assess whether force remains necessary and discontinue immediately once the risk has reduced.

Seclusion

Seclusion will only be used:

- As a safety measure
- Not as a punishment

Seclusion will only be used where necessary to prevent serious harm, will never be used as punishment, will be continuously monitored, authorised by a senior leader where practicable, and will end immediately once the risk has reduced.

Special Considerations

Particular care will be taken for students:

- With SEND
- With trauma or past trauma or safeguarding vulnerabilities

Individual Restrictive Intervention Plans and risk assessments will be developed where foreseeable risks exist.

Recording and Reporting

Searching

The school will record searches where:

- Prohibited items are found
- Force is used
- There are safeguarding concerns

Parents/carers will be informed where appropriate

Use of Force and Restrictive Interventions

From April 2026, the school **must record and report every significant incident** involving use of force or seclusion.

Records must include:

- Date, time and location
- Reason for intervention
- Type and degree of force used
- Duration
- Any injuries
- Student characteristics (including SEND)

Where appropriate, the student should also be offered an opportunity to contribute their account to the record

Parents must be informed **as soon as practicable, ideally the same day**.

Any planned restrictive intervention should be informed by an individual risk where appropriate.

The Headteacher will regularly review restrictive intervention records to identify trends, disproportionality and training needs.

Senior leaders should review trends termly and report anonymised data to governors

Safeguarding and Aftercare

After any incident:

- Students and staff will receive appropriate support
- Medical attention will be sought if necessary
- A debrief will occur to prevent recurrence

The school will review incidents to:

- Identify patterns
- Improve practice
- Reduce future use of restrictive interventions **Training and Monitoring**

The school will ensure:

- Staff are trained in de-escalation and safe intervention
- Regular review of incidents by senior leaders and governors
- Data is used to improve behaviour systems and reduce risk

Following any significant restrictive intervention, the student's behaviour plan and risk assessment will be reviewed to reduce the likelihood of recurrence.

Equality and Rights

All actions under this policy will:

- Respect students' rights to privacy (Article 8)
- Be justified, proportionate and non-discriminatory
- Take account of protected characteristics

The school will monitor behaviour, suspensions, searches and restrictive interventions for any disproportionate impact on students with protected characteristics or other vulnerable groups

Links to Other Policies

This section should be read alongside:

- Behaviour Policy (main)
- Safeguarding/Child Protection Policy
- SEND Policy
- Anti-bullying Policy
- Complaints policy
- Damage to school property policy

Appendix 1 Wigston Academy Behaviour System

Sanctions will always be applied reasonably, proportionately and with consideration of individual circumstances, including SEND, disability and safeguarding needs.

Sanction	B1 Low level Issues relating to not meeting the Academy expectations	B2 30-minute detention after school	B3 1 hour detention after school	B4 Alternative sanction Including 2 hours after school
Reason and immediate staff response	Not complying with basic expectations/ Academy values such as: <i>Continuous talking</i> <i>Calling out</i> <i>Chewing gum/ eating/ drinking other than water</i> <i>Disrupting learning</i> <i>Incorrect uniform</i> <i>Late to lesson</i> <i>Refusal to follow staff instruction</i> Member of staff must tell student to manage their behaviour according to the basic expectations and Academy values. Failure to modify behaviour after warnings B2	Continued non-compliance Member of staff must tell student to manage their behaviour according to the basic expectations and Academy values. Failure to comply move to B3	Failed B2 Removal from lesson Placed in alternative classroom with department head/ leader or SLT. Failure to comply move to B4	Failed B3 in buddy room or refusal to go in to buddy classroom student to be removed to Reflection room. Student walks out of lesson. Truancy. Extreme misbehaviour Other examples could include fighting/ swearing etc.

Actions	Issued by class teacher and logged on SIMS.	Issued by class teacher and logged on SIMS.	Detention after school- pastoral and department head. Incident logged by teacher on SIMS.	Sanction in place as suggested below

	Tracked by pastoral staff and department heads. Sanctioned by pastoral if accumulation of B1s	"Catch up" logged by PL/APL After school catch up Department or pastoral report	"Catch up" logged by PL/APL	Detention logged by PL/APL and call made to family Two-hour detention Reflection room Suspension External provision Governors' meetings (This is a supportive intervention and does not replace any statutory governing board meeting required under suspension legislation)
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Students late to lesson

Students late to lesson may have catch up time at either break, lunch or after school.

Persistent lateness is addressed earlier in the policy