



RESPECT. RESILIENCE. INTEGRITY.

Behaviour Policy

FINAL APPROVAL

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NEXT DOCUMENT REVIEW

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Applies to	All pupils and adults during school activity, transport, educational visits, online activity and commissioned provision. Proposed school site: Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB.

LCE ACADEMY

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1

Aims and expectations

Fresh Start competence, external training in deescalation and positive handling, and staff training on CPOMS and Arbor are complete. Smoothwall is configured, live and tested. Kathryn McAuley holds the competence, training and system records and maintains current authorisations, access, renewal and review arrangements.

- Maintain a calm, safe, predictable and orderly environment in which all pupils can learn.
- Teach regulation, communication, relationship, problem-solving and repair as curriculum content.
- Prevent bullying, discrimination, sexual harassment, violence and harmful online conduct. Staff separate and protect pupils where needed, listen without leading questions, preserve evidence, record, notify the DSL and follow the Safeguarding and Anti-bullying Policies. Behaviour sanctions do not replace safeguarding action or support for those harmed.
- Use clear routines, explicit instruction, adaptive teaching and early de-escalation before behaviour escalates.
- Use supportive and educational responses first. Where a sanction is necessary, apply it fairly, proportionately and with reasonable adjustments, and monitor impact and disproportionality.
- Use physical intervention only lawfully and as a last resort. The Academy does not plan or operate punitive isolation, internal removal or seclusion rooms; any unforeseen emergency restriction of a pupil's freedom to leave is treated as a restrictive intervention and is recorded, reported and reviewed.

Expectation	What it means
Ready	Attend, engage with the agreed task, use support and return to learning after regulation
Respectful	Protect dignity, difference, property, privacy and others' right to learn
Safe	Follow safety instructions, move safely, hand in prohibited devices/items and seek help before risk escalates
Responsible	Tell the truth, consider impact, accept proportionate consequences and take part in repair when safe

2 Leadership and consistency

Lead	Function	Accountability
Luke Barlow	Behaviour Lead	Daily implementation, staff coaching, serious-incident oversight, reintegration and data review
Ben Corless	Deputy	Immediate support, mentoring, access to regulation, reintegration and follow-up
Sam Gray	Headteacher	Strategic accountability, serious sanctions, suspension/placement decisions and staff authorisation
Raheemot Kaffo	DSL	Safeguarding-linked behaviour, child-on-child abuse and external referral decisions
Lindsey Drews	SENDSCO/ Assessment	Reasonable adjustments, plans, assessment and review of unmet need
All staff	Consistent practice	Teach expectations, use de-escalation, record factually, protect pupils and implement plans

3 Relational response model

Level	Response	Lead
Universal - connection and recognition	Predictable routines, clear instruction, specific praise, Arbor positive recognition, positive contact home, certificates or responsibilities, regulation prompts, choice within boundaries and a low-demand reset	Class/form team
Targeted - collaboration	Individual behaviour/communication plan, check-ins, mentoring, parent partnership, targeted SEMH/SaLT input and adjusted teaching	Luke/Ben with SENDSCO
Intensive - community	Risk/safety plan, multi-agency formulation, therapeutic input, revised timetable only where necessary and planned reintegration	Headteacher / DSL / SENDSCO

Positive recognition

Recognition is specific, credible and linked to effort, safety, learning, regulation, kindness and repair. Staff record positive recognition in Arbor and use praise, positive contact home, certificates and responsibilities. Recognition is equitable, proportionate and accessible: pupils are not required to perform publicly or compete for rewards, and tangible rewards are not used as the primary motivator.

4 De escalation regulation and supported return

- Reduce language, audience, sensory load and avoid unnecessary confrontation.

- Use calm, boundaried choices and the pupil's known communication/regulation plan.
- Offer supervised movement, a low-demand restart or access to the gym, outside area, designated supervised regulation spaces in the communal areas or another agreed regulation space, according to the pupil's plan and current risk.
- Where a pupil cannot safely continue in class, staff support regulation in an appropriate space for the shortest necessary period. This is a supportive regulation response, not a punishment. A known adult remains available, education continues or restarts as soon as the pupil is ready, and return to class is planned with the pupil.
- Regulation support is not punitive seclusion: spaces are not locked, a pupil is not left unsupported, welfare is monitored and the pupil may ordinarily leave. The Academy does not use an internal-removal or seclusion room. If, in an unforeseen emergency, a pupil is prevented from leaving solely to avert immediate harm, the restriction is used for the shortest necessary time, treated as restrictive intervention and subject to the full recording, parent-notification, safeguarding and review requirements.
- No planned seclusion is permitted. Any emergency event meeting the definition of seclusion is reported to the Headteacher and DSL immediately, recorded and notified to parents in writing, reviewed under the Positive Handling and Physical Intervention Policy, and followed by action intended to prevent recurrence.

5 Mobile phones and smart devices

Pupil mobile phones, smart watches and other personal interactive communication devices are prohibited from use throughout the school day, including lessons, movement, break, lunch, enrichment and educational visits unless a specific written exception applies.

Stage	Procedure
Arrival	Pupil switches off the device and hands it to designated staff
Storage	Staff log receipt and store each device individually in secure controlled storage
During the day	No pupil access; urgent contact is through the school office on 07446 417002
Return	Device is returned to the pupil/authorised adult at the end of the day and logged
Exception	Written medical, disability, safeguarding or travel adjustment approved by the Headteacher/SENDSCO and reviewed
Refusal/misuse	Calm instruction, parent contact, proportionate sanction and risk/safeguarding response; searching/confiscation only in line with law and policy
Staff	Personal phone use is not visible to pupils except authorised work, emergency or safeguarding use

Supportive responses sanctions and repair

- Correction, re-teaching or a supported restart.
- Restorative reflection or repair where the pupil is regulated and participation is safe.
- A directly related and time-limited loss of privilege may be used where necessary. Once regulated, the pupil is offered supported reflection, re-teaching, completion of missed learning and restorative repair. Therapy, SaLT, SEND provision, regulation support and reasonable adjustments are never sanctions.
- Support may include a parent meeting, targeted plan, communication or behaviour assessment, risk review, SaLT or therapeutic input, mentoring and a multi-agency meeting.
- Suspension is available only as a safeguarded last resort for serious or persistent circumstances after proportionate review. Termination of placement is still more exceptional and follows the separate procedure in section 10.

No consequence is humiliating, degrading, group-based or an unlawful deprivation of liberty. Restorative work is not used to pressure a harmed pupil. Staff consider SEND, communication, trauma, intent, impact, previous support, safety, protected characteristics and reasonable adjustments while maintaining clear boundaries.

Serious misbehaviour

For this policy, serious misbehaviour includes violence or a credible threat; a weapon; drugs or alcohol; serious or repeated bullying; sexual or discriminatory harm; deliberate serious damage; absconding or a missing-pupil incident; exploitation; or conduct creating an immediate serious risk. It may also include a persistent pattern of significant behaviour after appropriate support and reasonable adjustments.

Classification as serious does not predetermine punishment. The school first safeguards everyone affected, responds to unmet need, completes a proportionate risk assessment and records the evidence and rationale. Suspension remains a last resort.

An allegation against a member of staff is never treated as malicious merely because it is unsubstantiated, unfounded or withdrawn. Safeguarding and LADO procedures are completed first. Only where evidence shows that a pupil knowingly made a false allegation may the school use a proportionate, supportive and educational response, with SEND, communication, distress and safeguarding needs considered and support offered to everyone affected.

Searching screening and confiscation

Searching is exceptional, risk-led and never routine or punitive. Staff first seek the pupil's informed cooperation and use de-escalation. A non-consensual search will be considered only where there are reasonable grounds to believe that the pupil or another person faces imminent harm and the search is lawful, necessary and proportionate.

Sam Gray, Headteacher, ordinarily authorises a planned search. Trained searchers are Sam Gray, David Jeal, Lindsey Drews, Luke Barlow and Raheemot Kaffo. If Sam Gray is unavailable and delay would create an imminent risk of harm, Raheemot Kaffo as DSL may authorise the least intrusive lawful response or

request police assistance; the reason and prompt Headteacher review are recorded. The searcher is ordinarily the same sex as the pupil and a witness is present; any urgent exception is justified and recorded. Only outer clothing may be required to be removed. School staff never conduct a strip search. Staff do not use force solely to search for a mobile phone or another item banned only by school rules.

The prohibited-item list includes knives or weapons, alcohol, illegal drugs, stolen goods, tobacco and vapes, fireworks, pornographic images, articles intended for injury, damage or an offence, and unauthorised personal communication devices. Listing an item does not by itself authorise a non-consensual search: the policy threshold remains reasonable grounds to believe that the pupil or another person faces imminent harm. Other items are sought through cooperation, confiscation under the school rules or police advice where appropriate. Electronic content is not examined routinely. Suspected criminal, sexual, extremist or safeguarding material is preserved and referred promptly to the DSL and, where appropriate, police; staff do not copy or circulate it.

Confiscated property is stored securely in the school office. Vicki Sainsbury maintains the confiscation record; Luke Barlow or Ben Corless decides supportive and educational follow-up; and the DSL directs any safeguarding response. The record states the grounds, item, pupil, staff and witness, time and place, outcome, parent notification and disposal, return or transfer. Parents are informed of any search and its outcome unless the DSL records a lawful safeguarding reason to use an alternative route.

Staff first seek informed cooperation and agreement, explain the reason and proposed method and consider communication, disability and safeguarding needs. A search without agreement proceeds only where the Headteacher or authorised staff identify and record the applicable lawful basis and the strict conditions for that search. Staff do not infer a power from a general behaviour rule or use a search as punishment.

The school's restrictive imminent-harm threshold remains in force. Immediate protective action and police involvement are considered according to the actual risk. Record the reason, authority or agreement, authorising person, staff/witnesses, method, items found, pupil welfare, safeguarding referral and parent communication. Strip searches are not undertaken by school staff.

8

Reasonable force and restrictive intervention

Prevention and de-escalation are always prioritised. Physical intervention is never used as punishment, to obtain compliance where there is no immediate safety need, or because a pupil refuses work. It must be lawful, necessary, reasonable, proportionate, the minimum required and used for the shortest time.

- All staff have completed current external training in deescalation and positive handling. Planned responses are led by trained and authorised staff whose competence, authorisation and expiry dates are recorded; training does not replace the legal tests of necessity, reasonableness and proportionality.
- Any staff member may act lawfully in an unforeseeable emergency to prevent immediate harm; the absence of named training never creates a 'no contact' rule that leaves a child unsafe.
- Individual positive-handling plans are based on risk, SEND, communication, trauma and known effective strategies, and are shared with parents and relevant staff.
- Every significant incident involving the use of force, and every incident of seclusion or restraint whether or not force was used, is recorded in writing as soon as practicable and normally on the same day. Each parent is informed in writing as soon as practicable, with the Academy aiming for same-day notification.

The report states the time, date, location and approximate duration; why the intervention was considered necessary; the type and degree of force or restriction used; and any injury sustained. These duties apply even where an intervention is contemplated in an agreed support plan. Information is not provided to a parent where doing so would be likely to result in significant harm to the pupil. It is instead provided to another parent who can safely receive it or, where there is no such parent, to the local authority in whose area the pupil ordinarily resides. The decision and reasons are recorded.

- Injury/welfare checks, pupil and staff debrief, DSL review, restorative/reintegration work and a prevention-plan update follow each incident.
- Data is reviewed for frequency, duration, pupil, staff, location, trigger, protected characteristic, injury and disproportionality, with a plan to reduce future use.

9 Recording and monitoring

CPOMS holds the safeguarding alert and cross-reference where relevant; the full statutory restrictive-intervention record remains the authoritative incident record. Arbor holds the behaviour and sanction record. Voluntary use of an unlocked regulation space is not seclusion. If a pupil is prevented from leaving, the event is treated, recorded and reported as seclusion regardless of the room's label.

System	Use	Review
Arbor	Everyday behaviour, attendance, positive recognition and routine sanctions	Behaviour team weekly
CPOMS	Bullying/harassment, hate, threats/aggression, prohibited items, safeguarding, serious incidents and restrictive intervention	DSL/SLT daily
Arbor serious-sanctions record	Serious sanction, behaviour and context; support and reasonable adjustments considered; decision-maker and rationale; dates/duration; parent and commissioner contact; education and welfare provision; review, reintegration and outcome	Headteacher; termly proprietor review
Restrictive intervention record	Force/seclusion, reasons, duration, techniques, injury, parent report and review	Headteacher/DSL/Luke

10 Suspension and termination of placement

Suspension is exceptional, never a routine behaviour response and used only as a last resort after immediate safety and safeguarding needs, reasonable adjustments and available support have been considered. The school continues to support the pupil and safeguard everyone affected following a serious

incident. Only Sam Gray, Headteacher, may authorise a suspension. Krystian Liptrot must, wherever practicable, be informed before it takes effect; if this is not manageable, the reason is documented clearly and reviewed.

- No informal exclusion, cooling-off period or unrecorded direction to remain at home is used. A suspension is for the shortest necessary period and will not normally exceed five school days for one decision. Written reasons, duration and conditions, education from the first missed session, daily welfare contact, safeguarding arrangements and the route to review are provided for every suspension; Arbor holds the serious-sanctions record. The placing local authority and any social worker are notified on the same working day and supplied with the written decision and reintegration arrangements.
- A reintegration meeting, pupil and parent voice, updated risk/support plan and agreed reasonable adjustments normally precede return. Reintegration is supportive and does not require an apology or restorative meeting where that would be unsafe or coercive.
- Termination of placement requires Sam Gray to evidence the support and reasonable-adjustment review, consult the placing authority and EHCP process where applicable, and submit a recommendation to Krystian Liptrot for approval. Written notice, continuing safeguarding and transition planning, lawful admissions-register action and access to the complaints procedure are required. The school does not off-roll or use termination to avoid meeting need.
- Disability-related behaviour is not used as a reason for suspension or termination without documented consideration of reasonable adjustments, unmet need, alternative support and the pupil's best interests. A parent may request a conflict-free review. Vicki Sainsbury appoints a reviewer or three-person panel from the documented independent panel pool; no reviewer may have made or advised on the original decision, and at least one is independent of the Academy's management and running. Where the matter concerns Krystian Liptrot, the same conflict-free route applies. This does not restrict access to the full three-stage complaints procedure, local-authority/EHCP processes or any statutory remedy.

11 Review and staff competence

- Daily review of serious incidents and safeguarding-linked behaviour.
- Weekly review by Luke/Ben of patterns, open plans, use of regulation support, sanctions and reintegration.
- Termly analysis of sanctions, bullying, restrictive intervention, protected characteristics, SEND, attendance and pupil voice.
- Formal policy review annually in July, and immediate review after a significant change in law or guidance or after a serious incident where learning requires amendment.
- Training is verified through scenario rehearsal, observation, recording quality and pupil outcomes, not certificates alone.

Pupil information concerns and linked policies

Appendices D and E are the Academy's pupil and parent or carer versions. The full policy and both accessible versions are published or otherwise made available to parents and pupils, with further reasonable adjustments supplied on request. Staff teach the pupil version during induction and revisit it at least termly. A pupil may raise a concern with any trusted adult, Luke Barlow, Ben Corless, the DSL or the Headteacher; a parent or carer may use the Complaints Policy.

This policy is read alongside the Safeguarding and Child Protection Policy; Anti-Bullying Policy; SEND Policy; Positive Handling and Physical Intervention Policy; mobile-phone arrangements in this policy; Attendance, Engagement and Children Missing Education Policy; Complaints Policy; Digital Technology, Young Person's Internet, Acceptable Use and Cyber Security Policy; Educational Visits Policy; and Staff Code of Conduct.

Authoritative sources and operating references

- Independent School Standards guidance
- Behaviour in schools
- Searching, screening and confiscation
- Mobile phones in schools statutory guidance
- Restrictive interventions, including use of reasonable force, in schools
- Keeping children safe in education

A

Appendix A Staff relational response workflow

Use the least intrusive response that keeps people safe and restores learning.

- **Connect:** use the pupil's name, calm tone, clear language and known communication approach.
- **Regulate:** reduce audience, demand and sensory load; offer choice and supervised access to an agreed regulation space.
- **Safeguard:** separate and protect, obtain help and inform the DSL where harm, abuse, exploitation or serious risk may be involved.
- **Understand:** consider communication, SEND, trauma, health, environment, trigger, function and unmet need.
- **Teach:** re-state the boundary, model the safer alternative and support missed learning when the pupil is ready.
- **Repair:** invite reflection, restitution or restorative work only when everyone is regulated and participation is safe and voluntary.
- **Record and review:** use Arbor for routine behaviour and CPOMS for safeguarding or serious incidents; update the pupil's plan where learning from the incident requires it.

B

Appendix B Search and confiscation checklist

A search is exceptional, risk-led and must follow section 7.

- Record the specific grounds and why the risk is believed to be imminent.
- Seek informed cooperation and use de-escalation first.
- A planned search must be authorised by Sam Gray. Only where he is unavailable and delay creates imminent harm may Raheemot Kaffo authorise the least intrusive lawful response or request police assistance. A search is conducted only by Sam Gray, David Jeal, Lindsey Drews, Luke Barlow or Raheemot Kaffo and in accordance with section 7.
- Use a same-sex searcher and witness unless delay would create serious harm; record any urgent exception.
- Limit the search to what is lawful; only outer clothing may be required to be removed.
- Do not use force solely to search for a mobile phone or another school-rule-only item; seek police assistance where necessary.
- Secure the item in the school office and complete the Arbor/associated record, including outcome and disposal or return.
- Inform the parent or carer and the DSL as required; preserve suspected criminal or safeguarding evidence without copying or circulating it.

C Appendix C Suspension and placement decision workflow

Suspension is a last resort and only Sam Gray may authorise it.

- Make the situation safe, support all affected pupils and complete any safeguarding action.
- Obtain the pupil's account when they are regulated and gather factual staff evidence.
- Review reasonable adjustments, communication needs, unmet need, prior support and viable alternatives.
- Sam Gray records the decision and rationale; Krystian Liptrot is informed before it takes effect wherever practicable.
- Where prior notice to Krystian is not manageable, record why and complete prompt proprietor review.
- Give written reasons, duration, education from the first missed session, daily welfare contact, safeguarding arrangements and the review route.
- Plan supportive reintegration with pupil and parent voice and update risk/support arrangements.
- For possible termination, consult the placing authority and EHCP process, evidence support and adjustments, and obtain Krystian Liptrot's approval before lawful notice and transition planning.

D Appendix D Pupil guide how we support behaviour

At LCE Academy, behaviour support is about helping everyone feel safe, learn and make progress.

- Adults will be calm, listen and explain what is happening.
- We teach four expectations: Ready, Respectful, Safe and Responsible.
- You can ask for help or use an agreed regulation space such as the gym, outside area or a designated supervised regulation space in the communal areas.
- We notice effort, learning, regulation, kindness and repair. We may use praise, Arbor recognition, positive contact home, certificates and responsibilities.
- If something serious happens, adults will make people safe, listen to you and help you understand what happens next.
- Suspension is rare and a last resort. Support, learning and welfare contact continue.
- You can speak to any trusted adult, Luke, Ben, the DSL or Sam if you are worried or think something is unfair.

E Appendix E Parent carer guide

The school combines high expectations with high support. The approach is relational, educational and non-punitive.

- Staff teach expectations and use reasonable adjustments, de-escalation and regulation support before sanctions.

- Routine behaviour and positive recognition are recorded in Arbor; safeguarding and serious concerns are recorded in CPOMS.
- Regulation spaces are supportive and supervised; they are never punishment or a disguised exclusion.
- Searching is exceptional and limited to the risk-led procedure in this policy; parents are normally informed of the search and outcome.
- Personal devices are handed in, securely stored and returned at the end of the day, subject to written exceptions.
- Only the Headteacher may suspend, and only as a last resort. Written reasons, work, daily welfare contact, reintegration and review arrangements are provided.
- Concerns can be raised with Luke Barlow, Ben Corless, the DSL or the Headteacher, and through the published Complaints Procedure.

F Appendix F Implementation and evidence checklist

The following controls form the implementation-assurance record and are checked on approval, at each formal review and following any relevant serious incident.

- Proprietor approval and Headteacher/DSL implementation sign-off are recorded.
- Certificates for external training in deescalation and positive handling, staff authorisations and renewal dates are held centrally.
- Arbor categories include positive recognition, routine behaviour, searches/confiscation and serious sanctions, with required fields tested.
- CPOMS categories and alerts cover bullying, hate, sexual harm, threats/aggression, prohibited items, safeguarding, serious incidents and restrictive intervention.
- Blank search, confiscation, suspension, reintegration and restrictive-intervention records are available and staff have rehearsed their use.
- Before working with pupils, staff complete scenario-based rehearsal covering regulation, safeguarding, search, mobile-phone refusal, serious incidents, suspension and parent communication. Attendance, competence checks, recording quality and any follow-up are retained in the live Staff Training and Competence Matrix.
- The pupil and parent/carers one-page guides are published in accessible form and the pupil version is explicitly taught.