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Policy Lead: Ben Middleton Assistant Headteacher Behaviour
Approved By: Headteacher and IEB September 2026

Section	Title	Page
Part A	Vision, Culture and Statutory Duties	
1	Purpose	4-5
2	Statutory Framework and Legal Duties	5-6
3	Principles of Decision-Making	6-10
4	Partnership with Parents and Carers	10
Part B	Roles and Responsibilities	
5	Teachers	11
6	Form Tutors	11
7	Assistant Heads of Year	12
8	Heads of Year	12
9	Heads of Faculty	12-13
10	Senior Leaders	13
11	Training and Development	13-14
Part C	Rewards and Recognition	
12	Recognition and Celebration	14
13	Achievement Recognition	14
14	Achievement Milestones	14
15	Celebration of Values	14-15
Part D	Expectations	
16	Punctuality	15
17	Equipment	15
18	Homework	15-16
19	Behaviour Around the Academy	16
20	Academy Identification	16
21	Smoking and Vaping	16
22	Impersonation	16
23	Uniform Expectations and Support	16-17
Part E	Consequences and Behaviour Support	
24	Classroom Behaviour Expectations and Consequences	17
25	Stage 1: Verbal Reminder	18
26	Stage 2: Behaviour Point One	18
27	Stage 3: Behaviour Point Two	18

Section	Title	Page
28	Stage 4: Room Removal	18
	Serious Behaviour Incidents	
30	On-Call System	19
31	Academy Detentions	19-20
32	Internal Exclusion	20-22
33	Off-Site Direction	22-23
34	Permanent Exclusion	23-24
35	Governing Board Oversight and Monitoring	24-26
Part F	Intervention and Support	
36	Student Support and Wellbeing	26-27
37	Mentoring	27
38	Conduct Monitoring and Behaviour Support Plans	27-28
Part G	Statutory Behaviour Interventions	
39	Suspension	28
40	Safeguarding Separation	28
41	During a Suspension	28-29
42	Reintegration Following Suspension	29
43	Repeated Suspensions	29
Part H	Safeguarding and Child Protection	
44	Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour	29-30
45	Responding to Concerns	30
46	Risk Assessment and Safeguarding Response	31
47	Supporting Victims	31
48	Harmful Sexual Behaviour	31-32

29 18-19

Part A Vision, Culture and Statutory Duties:
Purpose

At Crawshaw Academy, we believe that every student has the right to learn in a calm, safe, inclusive and purposeful environment where they can achieve their full potential academically, socially and personally. Positive behaviour is fundamental to creating the conditions in which all students and staff can thrive.

Our behaviour culture is built on the principles of high expectations, positive relationships, clear routines and consistency. We are committed to developing a strong sense of belonging where students are supported to make positive choices, take responsibility for their actions and contribute positively to the Academy community.

Our core values of:

- Respect
- Integrity
- Determination

underpin every aspect of Academy life and provide a shared language for behaviour, learning and personal development.

We recognise that behaviour is taught, modelled and developed over time. Through consistent expectations, effective support, positive reinforcement and strong pastoral care, we seek to develop self-discipline, resilience and personal responsibility in all students.

The Academy's approach is founded on the belief that clear expectations, supportive relationships and a culture of belonging create the best conditions for excellent behaviour and successful learning.

Behaviour Culture at Crawshaw Academy

The foundation of this policy is a simple principle:

We expect positive behaviour.

Students learn best when they feel safe, respected, included and supported. The Academy's behaviour systems exist to create these conditions for every member of the school community.

Our approach is not centred on punishment. Instead, it is centred on:

- clear expectations;
- consistent routines;
- positive relationships;
- belonging;
- recognition of success;
- appropriate support;
- proportionate consequences where necessary.

Through this approach, we seek to create a culture where students are able to learn well, behave responsibly and make a positive contribution to the Academy community.

This version is significantly more aligned to current Ofsted language around **culture, belonging, inclusion, consistency and high expectations**, while also reflecting the statutory expectations in the 2026 behaviour and exclusions guidance.

This section can be significantly strengthened by aligning it more closely with the language used in Behaviour in Schools, Keeping Children Safe in Education 2026 and the 2026 exclusions guidance. The key improvements are:

- Move from "look for the positive" to a culture of recognition and belonging.
- Explicitly reference consistency, inclusion and high expectations.
- Remove repetitive SEND language and replace it with a more strategic inclusion section.
- Make it clear that support and accountability work together.
- Strengthen the Equality Act and SEND references.
- Use language that Ofsted commonly associates with strong behaviour cultures: *belonging, consistency, recognition, relationships, inclusion, safety, success and high expectations*.

Recognition, Relationships and Positive Culture

Crawshaw Academy is committed to creating a culture in which students are recognised, valued and encouraged to achieve success. We believe that recognising effort, achievement, improvement and positive conduct plays a crucial role in developing motivation, confidence and a strong sense of belonging within the Academy community.

Positive behaviour, attendance, contribution to Academy life and commitment to learning will be routinely recognised and celebrated by staff. Recognition and rewards are used to reinforce the behaviours, attitudes and values that contribute to a calm, safe and purposeful learning environment.

A consistent approach to recognising success is as important as a consistent approach to addressing behaviour that falls below expectations. Our recognition systems reflect Crawshaw Academy's core values of:

- Respect
- Integrity
- Determination

By celebrating success and maintaining high expectations, we develop a culture where all students are encouraged and supported to thrive.

Students are entitled to learn with adults who:

- Treat all students with dignity, respect and fairness.
- Maintain calm, professional and positive relationships.
- Consistently recognise and celebrate success.
- Communicate expectations clearly.
- Apply Academy systems and routines consistently.
- Support students to learn from mistakes and improve.
- Challenge behaviour that falls below expectations in a fair, respectful and proportionate manner.
- Promote a culture of belonging, safety and achievement.

2. Statutory Framework and Legal Duties

Crawshaw Academy is committed to maintaining a safe, respectful and inclusive learning environment where all students are able to succeed. This policy has been developed in accordance with current legislation, statutory guidance and best practice published by the Department for Education.

This policy should be read alongside the Academy's:

- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- Anti-Bullying Policy
- Equality Information and Objectives
- Online Safety Policy

This policy is informed by, and operates in accordance with:

- Behaviour in Schools (DfE)
- Keeping Children Safe in Education 2026
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2026)
- Education and Inspections Act 2006
- Equality Act 2010
- Human Rights Act 1998
- Children and Families Act 2014
- SEND Code of Practice
- Searching, Screening and Confiscation
- Use of Reasonable Force
- Supporting Pupils with Medical Conditions at School
- Working Together to Safeguard Children

The Academy has a statutory duty to promote good behaviour, safeguard and support children, make reasonable adjustments for disabled students and ensure behaviour decisions are lawful, reasonable, fair and proportionate.

Legal Authority to Discipline

Under the Education and Inspections Act 2006, members of Academy staff have the authority to maintain good order and discipline and to apply reasonable and proportionate sanctions where behaviour falls below expected standards.

This authority applies when students are:

- On the Academy site.
- Travelling to and from the Academy.
- Wearing Academy uniform.
- Representing the Academy.
- Participating in educational visits, placements or Academy activities.
- Engaging in behaviour outside school that negatively affects the safety, wellbeing, reputation or orderly running of the Academy.

3. Principles of Decision-Making

All behaviour decisions at Crawshaw Academy will be guided by the following principles:

- Lawfulness
- Fairness

- Consistency
- Proportionality
- Inclusivity
- Safeguarding
- Accountability

Behaviour decisions will be made on a case-by-case basis and will consider both the individual circumstances of the student and the wider impact on the Academy community.

When establishing the facts surrounding a behaviour incident, staff will apply the civil standard of proof known as the **balance of probabilities**. This means decisions are based on what is more likely than not to have occurred after consideration of all available evidence.

Professional judgement remains an important aspect of behaviour leadership and will be exercised within the framework of this policy and relevant statutory guidance.

Equality, Inclusion and Reasonable Adjustments

Crawshaw Academy is committed to meeting its duties under the Equality Act 2010 and ensuring that behaviour systems are fair, inclusive and accessible to all students.

When making behaviour decisions, the Academy will consider:

- Age and developmental understanding.
- SEND.
- Education, Health and Care Plans.
- Disability-related needs.
- Communication needs.
- Mental health and wellbeing.
- Safeguarding concerns.
- Social, emotional and mental health needs.
- Previous support and intervention.
- Reasonable adjustments already in place.

Reasonable adjustments do not reduce expectations. They are designed to ensure that all students are able to understand, access and meet those expectations successfully.

Safeguarding and Behaviour

Behaviour and safeguarding are closely connected.

At times, behaviour may indicate:

- unmet needs;
- vulnerability;
- trauma;
- mental health difficulties;
- exploitation;
- abuse;
- neglect;
- difficulties within a student's wider circumstances.

Where behaviour raises safeguarding concerns, the Academy will work closely with the Designated Safeguarding Lead, families and external agencies to ensure appropriate support is provided. Behaviour concerns will always be considered alongside safeguarding information and broader contextual factors.

Searches, Screening and Confiscation

The Headteacher and authorised staff have statutory powers to search students and their possessions where there are reasonable grounds to suspect that prohibited items are present.
Any search will be undertaken:

- lawfully;
- respectfully;
- proportionately;
- with regard to a student's age and needs;
- in accordance with current DfE guidance.

Yes. I'd combine the strengths of both versions: the clear legal definitions from your current policy and the stronger safeguarding, de-escalation and recording expectations from the revised version.

Use of Reasonable Force and Restrictive Physical Intervention

Crawshaw Academy is committed to maintaining a safe, calm and supportive environment for all students and staff. Positive relationships, restorative approaches, effective behaviour management and de-escalation strategies will always be used as the primary response to challenging behaviour. Restrictive physical intervention and the use of reasonable force will only be used when necessary, lawful and proportionate, and as a last resort where there is a risk of harm or serious disruption.

Reasonable force refers to physical contact used by a member of staff to control or restrain a student's actions or movements in order to prevent harm, serious disruption or damage to property.

Restrictive intervention refers to any intervention that restricts a student's movement, liberty and/or freedom to act independently.

Restraint is a form of restrictive intervention involving direct physical contact where a member of staff intentionally limits a student's movement.

The academy recognises that there may be circumstances where the use of reasonable force is necessary to:

- Prevent a student from causing injury to themselves or others.
- Prevent a student from committing a criminal offence.
- Prevent serious damage to property.
- Prevent serious disruption to the good order, safety and discipline of the academy.
- Remove a student from a classroom or area when they have refused to follow an instruction and their behaviour is seriously disrupting learning or safety.
- Prevent a student from leaving a supervised area where this would place them or others at risk of significant harm.
- Prevent physical assaults, fights or dangerous behaviours.

- Prevent a student from engaging in behaviours that present an immediate risk to their own safety.

Any use of reasonable force will always be:

- Necessary to manage the risk presented.
- Proportionate to the circumstances.
- The minimum force required.
- Used for the shortest time necessary to restore safety.
- Applied with regard to the student's age, understanding, SEND, disability, medical needs, communication needs, known trauma and any other vulnerabilities.

Staff will always seek to avoid the use of physical intervention wherever possible through the use of preventative strategies, relational practice, reasonable adjustments and de-escalation techniques. However, where there is an immediate risk of harm, staff are expected to take appropriate action to protect students, staff and others.

For students where there is a foreseeable likelihood of restrictive physical intervention being required, the academy will work collaboratively with parents/carers and relevant professionals to develop, implement and regularly review individual risk assessments and Positive Handling Plans.

Following any incident involving reasonable force, restraint or restrictive intervention:

- The incident will be recorded promptly and accurately in line with academy procedures.
- The incident will be reviewed by an appropriate senior leader.
- Parents/carers will be informed as soon as reasonably practicable.
- Appropriate support and debrief opportunities will be offered to the student and staff involved.
- Any safeguarding concerns arising from the incident will be referred immediately to the Designated Safeguarding Lead (DSL).
- Patterns and trends will be monitored to identify opportunities for preventative support and intervention.

The academy does not use reasonable force or restrictive physical intervention as a punishment. Physical intervention will never be used in a manner intended to cause pain, humiliation, degradation or emotional harm.

All use of reasonable force and restrictive intervention will be undertaken in accordance with the Education and Inspections Act 2006, relevant Department for Education guidance and the academy's safeguarding responsibilities.

Equality, Inclusion and Behaviour

Crawshaw Academy is committed to creating an inclusive learning environment where every student is encouraged, supported and challenged to succeed.

We recognise our responsibilities under the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice and Keeping Children Safe in Education 2026. All behaviour decisions will be made in accordance with these duties and with regard to the individual circumstances of each student.

We recognise that behaviour may sometimes be influenced by a student's:

- Special Educational Needs and Disabilities (SEND).
- Disability.
- Communication and interaction needs.
- Social, Emotional and Mental Health (SEMH) needs.
- Medical conditions.
- Mental health and wellbeing.
- Developmental stage.
- Adverse childhood experiences.
- Safeguarding vulnerabilities.
- Wider personal circumstances.

The Academy maintains high expectations for all students while recognising that some students may require additional support, intervention or reasonable adjustments to successfully meet those expectations.

Our aim is to ensure that behaviour systems are:

- Fair.
- Inclusive.
- Consistent.
- Proportionate.
- Supportive.
- Accessible.

While maintaining a calm, safe and purposeful learning environment for all.

Individual Circumstances and Behaviour Decisions

Before applying significant sanctions or interventions, including Internal Exclusion, Off-Site Direction, Suspension, Behaviour Contracts or Alternative Provision, staff will consider all relevant information available about the student and their circumstances.

This may include consideration of:

- Disability or medical conditions.
- Developmental age and maturity.
- Identified SEND.
- SEMH needs.
- Autism Spectrum Condition (ASC).
- Attention Deficit Hyperactivity Disorder (ADHD).
- Speech, Language and Communication Needs (SLCN).
- Trauma or adverse childhood experiences.
- Mental health and wellbeing.
- Safeguarding concerns.
- Education, Health and Care Plans (EHCPs).

- Behaviour Support Plans.
- Student Passports.
- Risk Assessments.
- Previously agreed reasonable adjustments.

Consideration of these factors does not remove accountability for behaviour. Rather, it helps ensure that decisions are fair, proportionate and informed by an understanding of individual need and context.

Reasonable Adjustments

Where appropriate, Crawshaw Academy will implement reasonable adjustments to support students in understanding, accessing and meeting Academy expectations.

Adjustments will be considered individually and may include:

- Adapted communication approaches.
- Visual prompts and supports.
- Additional processing time.
- Strategic seating arrangements.
- Movement or regulation breaks.
- Access to a designated regulation space.
- Agreed self-regulation strategies.
- Additional pastoral or SEND check-ins.
- Personalised behaviour targets.
- Adapted reintegration arrangements.
- Alternative restorative approaches.
- Additional adult support where appropriate.

Reasonable adjustments will be informed by professional advice, EHCP requirements, Student Passports, SEND support plans and discussions with families and relevant professionals.

Reasonable adjustments do not reduce expectations; they ensure students are supported to achieve them successfully.

Neurodiversity, SEND and Behaviour

Crawshaw Academy recognises and values neurodiversity and is committed to ensuring that students with additional needs receive appropriate support to access learning and meet behavioural expectations successfully.

Some behaviours may be associated with underlying needs including:

- Difficulties with communication and social interaction.
- Sensory processing needs.
- Emotional regulation difficulties.
- Impulsivity.
- Difficulties managing change or uncertainty.
- Attention and concentration needs.
- Anxiety and wellbeing concerns.

Where needs are identified, staff will implement agreed strategies and reasonable adjustments contained within Student Passports, EHCPs, support plans and professional recommendations. Staff are expected to understand and apply these strategies consistently in order to support students effectively.

The Academy's approach combines high expectations with appropriate support, ensuring that all students have the opportunity to experience success, develop independence and make positive progress within the school community.

4. Partnership with Parents and Carers

Strong partnerships between home and school are essential in promoting positive behaviour, high standards and successful outcomes.

Crawshaw Academy is committed to working collaboratively with parents and carers to support students in meeting Academy expectations and overcoming barriers to success.

We will:

- communicate clearly and regularly;
- celebrate achievement;
- involve parents in support planning where appropriate;
- seek views and work collaboratively to improve outcomes;
- provide timely information regarding behaviour concerns.

Parents and carers are expected to:

- support Academy expectations;
- encourage regular attendance and punctuality;
- engage with Academy systems and communications;
- work collaboratively with staff when concerns arise.

While parental views will always be listened to and considered, behaviour decisions remain the responsibility of the Academy and will be made in accordance with statutory guidance, Academy policy and professional judgement.

Part B: Role and Responsibilities

Teachers are expected to:

Teachers play a central role in establishing and maintaining a calm, safe and purposeful learning environment where all students can achieve success.

Teachers are expected to:

- Consistently model Crawshaw Academy's values of Respect, Integrity and Determination.
- Establish, teach and reinforce clear classroom routines and expectations.
- Create a positive learning climate where effort, achievement, participation and improvement are routinely recognised.
- Award positive recognition through ClassCharts for students who demonstrate excellent behaviour for learning, academic engagement, resilience, effort, collaboration, kindness and contribution to Academy life.

- Recognise and celebrate students who demonstrate the Academy values both within lessons and around the Academy.
- Address behaviour that falls below expectations promptly, calmly and consistently, using the Academy behaviour system.
- Apply rewards and consequences fairly and consistently.
- Build positive relationships with students and maintain professional communication at all times.
- Communicate concerns and successes with parents/carers where appropriate.
- Follow behaviour, safeguarding and SEND procedures consistently.
- Work collaboratively with colleagues to maintain high expectations and positive behaviour standards across the Academy.

Form Tutors are expected to:

Form Tutors play a key role in promoting belonging, attendance, behaviour and personal development.

Form Tutors are expected to:

- Develop positive relationships with students and act as a consistent point of support.
- Monitor attendance, punctuality, behaviour and achievement through regular review of ClassCharts and Academy systems.
- Celebrate success and recognise achievement routinely.
- Provide early intervention and mentoring where behaviour concerns arise.
- Hold restorative and supportive conversations with students who require additional guidance.
- Record mentoring conversations and interventions appropriately.
- Maintain regular communication with parents/carers where concerns or successes arise.
- Promote high standards of attendance, punctuality, equipment and presentation.
- Ensure students understand Academy expectations.
- Support students in developing positive learning habits and self-regulation.
- Ensure form time is purposeful, inclusive and contributes positively to students' personal development.
- Liaise with Heads of Year and pastoral teams where additional intervention may be required.

Assistant Heads of Year are expected to:

Assistant Heads of Year provide operational leadership for behaviour, pastoral support and student welfare within their year group.

They are expected to:

- Promote and maintain high standards of behaviour, attendance and conduct across their year group.
- Monitor behaviour patterns and implement early intervention strategies where appropriate.
- Deliver targeted mentoring and behaviour support programmes.
- Work proactively with students, families and staff to remove barriers to success.
- Ensure behaviour systems are applied consistently and fairly.
- Coordinate support for students requiring additional intervention.
- Liaise with safeguarding, SEND, attendance and wellbeing teams where appropriate.
- Maintain visible presence during key transition times and social times.

- Communicate regularly with parents/carers regarding student progress and behaviour concerns.
- Monitor the impact of interventions and adjust support accordingly.
- Lead and supervise detention systems where required.
- Contribute to positive behaviour culture through consistent expectations and supportive relationships.

Heads of Year are expected to:

Heads of Year provide strategic and operational leadership for behaviour, pastoral care, attendance and student wellbeing.

They are expected to:

- Provide highly visible leadership throughout the Academy day.
- Promote and maintain a positive, calm and purposeful culture.
- Monitor behaviour, attendance and safeguarding information and respond proactively to emerging concerns.
- Lead investigations into significant behaviour incidents.
- Ensure behaviour decisions are lawful, fair, reasonable and proportionate.
- Coordinate behaviour support plans, pastoral intervention and multi-agency support where appropriate.
- Lead reintegration meetings following suspensions.
- Work closely with the Designated Safeguarding Lead, SENDCO and external agencies.
- Support staff in maintaining consistent behaviour expectations.
- Analyse behaviour and attendance data to identify trends and inform intervention.
- Quality assure pastoral systems and tutor provision.
- Build positive relationships with students and families.
- Promote the Academy values and support students to achieve success academically and personally.
- Ensure support and accountability are balanced appropriately to meet individual student needs.

Heads of Faculty are expected to:

Heads of Faculty play a crucial role in maintaining consistently high standards of behaviour for learning across their curriculum areas.

They are expected to:

- Promote high-quality teaching and learning through clear behavioural expectations.
- Ensure behaviour systems are applied consistently across the faculty.
- Monitor behaviour trends and respond proactively to areas requiring support.
- Support classroom teachers in establishing calm, productive learning environments.
- Conduct regular learning walks, drop-ins and quality assurance activities.
- Use behaviour data to identify patterns and implement improvement strategies.
- Support staff through coaching, professional dialogue and targeted development.
- Contribute to whole-school behaviour improvement strategies.
- Work collaboratively with Heads of Year and pastoral teams where behaviour concerns impact learning.
- Maintain effective communication with parents/carers regarding subject-specific behaviour concerns and successes.
- Ensure curriculum routines support positive behaviour and engagement.

- Promote an ambitious and inclusive learning culture across all classes.

Senior Leaders are expected to:

Senior Leaders are responsible for establishing, maintaining and evaluating the overall behaviour culture of the Academy.

They are expected to:

- Provide strategic leadership for behaviour, personal development and inclusion.
- Ensure behaviour systems are applied consistently across the Academy.
- Monitor behaviour, attendance, suspensions and exclusions to evaluate effectiveness and identify trends.
- Support staff in maintaining high expectations and positive learning environments.
- Lead behaviour improvement initiatives.
- Ensure compliance with statutory guidance, equality duties and safeguarding responsibilities.
- Promote a culture of belonging, inclusion and achievement.
- Support students who require significant pastoral, SEND or behavioural interventions.
- Engage with governors and trustees regarding behaviour trends and outcomes.
- Quality assure behaviour systems and interventions.
- Ensure behaviour approaches remain evidence-informed, inclusive and effective.

Training and Development

Crawshaw Academy is committed to ensuring that all staff are equipped with the knowledge, skills and confidence to promote positive behaviour and maintain high standards.

All teaching and support staff will receive behaviour training as part of their induction programme.

Ongoing professional development will include:

- Behaviour expectations and routines.
- Relationships and relational practice.
- Behaviour for learning strategies.
- Safeguarding and behaviour.
- SEND and reasonable adjustments.
- De-escalation and restorative approaches.
- Attendance and inclusion.
- Use of Academy behaviour systems.
- Relevant updates to statutory guidance.

Behaviour-related professional development forms part of regular staff briefings, professional learning programmes, curriculum development and leadership training.

Part C: Rewards and Recognition

Recognition and Celebration

Crawshaw Academy believes that recognising and celebrating success is fundamental to maintaining a positive culture where students feel valued, motivated and supported.

Positive behaviour, effort, achievement and contribution to the Academy community will be routinely recognised.

Recognition systems reflect the Academy values of:

- Respect

- Integrity
- Determination

Students may receive positive points through ClassCharts for:

- Excellent behaviour for learning.
- Consistent effort and participation.
- Academic achievement.
- High-quality homework.
- Resilience and perseverance.
- Leadership and service.
- Supporting others.
- Positive contributions to Academy life.
- Demonstrating Academy values.

Achievement Recognition

Students may receive:

- Positive points on ClassCharts.
- Achievement postcards.
- Certificates.
- Badges and awards.
- Phone calls home.
- Celebration events.
- Prize draws.
- Attendance recognition.
- Academy reward experiences.

Achievement Milestones

Students may achieve:

- Crawshaw Bronze Award – 500 points
- Crawshaw Silver Award – 1000 points
- Crawshaw Gold Award – 1500 points
- Crawshaw Platinum Award – 2000 points
- Crawshaw Diamond Award – 2500 points
- Crawshaw Headteacher's Award – 3000 points

Each milestone will be recognised through Academy awards and celebration opportunities.

Celebration of Values

Achievement and Values Postcards may be awarded to students who:

- Consistently demonstrate Academy values.
- Show sustained commitment to learning.
- Make exceptional progress.
- Contribute positively to Academy life.
- Support extracurricular activities and wider opportunities.

Each award may include:

- Positive points on ClassCharts.
- Direct recognition from staff.
- Communication with parents/carers.
- Inclusion in celebration events.

Recognition systems will be reviewed regularly to ensure they remain inclusive, motivating and aligned to the Academy's values and culture.

Part D: Expectations

Lates, Equipment and Homework

Punctuality

Punctuality is an important aspect of preparing students for learning and future success.

Students are expected to:

- Arrive to the Academy on time.
- Arrive punctually to all lessons and interventions.
- Move promptly and purposefully between learning activities.

Where students arrive late, behaviour points and detentions may be issued in accordance with Academy procedures.

Persistent lateness will result in further intervention and parental engagement.

Equipment

Students are expected to arrive fully equipped for learning each day.

Required equipment includes:

- Black or blue pen
- Pencil
- Ruler
- Eraser
- Scientific calculator
- Mathematical equipment where required

The Academy will seek to support students where equipment difficulties exist. However, students are expected to take responsibility for being prepared for learning.

Where students attend lessons without the required equipment, a behaviour point may be issued.

Homework

Homework forms an important part of learning and curriculum mastery.

Students are expected to:

- Complete homework to the best of their ability.
- Meet deadlines.
- Seek support where difficulties arise.

Where homework is not completed, behaviour points may be issued and support may be provided to help students develop positive learning habits and organisation skills.

Lates, equipment and homework behaviour points do not contribute towards classroom room removals. Their purpose is to reinforce high standards of organisation, preparation and responsibility.

Behaviour Around the Academy

Students are expected to demonstrate the Academy values of Respect, Integrity and Determination at all times, including during social times, lesson transitions and whilst moving around the Academy site.

Students are expected to:

- Follow reasonable staff instructions.
- Move calmly and purposefully.
- Treat others respectfully.
- Maintain Academy standards of conduct.
- Contribute positively to the Academy environment.

Where behaviour falls below expectations, staff will seek to correct behaviour positively and consistently.

Repeated or significant breaches may result in:

- Behaviour points.
- Detentions.
- Restorative conversations.
- Internal Exclusion.
- Other proportionate sanctions.

Failure to comply with reasonable instructions may be treated as a more serious behaviour concern, particularly where it affects safety, disrupts Academy routines or impacts others.

Academy Identification

Students are expected to wear and present Academy identification as required.

Failure to comply may lead to further investigation and appropriate consequences where necessary.

Smoking and Vaping

Smoking, vaping and possession of smoking or vaping materials are prohibited on Academy premises.

Where concerns arise:

- Investigations will be undertaken fairly.
- Searches may be conducted in accordance with statutory guidance.
- Appropriate sanctions and support will be implemented.
- Parents/carers will be informed.

Repeated incidents may result in more serious interventions, including suspension where appropriate.

Impersonation

Providing false identification, impersonating another student or deliberately misleading staff is considered a serious breach of Academy expectations and may result in significant sanctions.

Uniform Expectations and Support

Uniform Standards

Crawshaw Academy has high expectations regarding uniform, presentation and personal appearance.

Uniform:

- Promotes belonging.
- Supports equality.
- Reduces social pressures.
- Maintains a purposeful learning environment.
- Reflects the Academy's values.

Students are expected to attend in full Academy uniform and meet published appearance expectations.

Supporting Students to Meet Expectations

The Academy recognises that occasional difficulties may arise.

Where concerns occur, staff will seek to resolve issues positively and supportively through:

- Loan uniform items.
- Parent/carer contact.
- Uniform correction arrangements.

- Practical assistance where available.

Students will be supported to access learning while these issues are being resolved.

Persistent Uniform Concerns

Where concerns become repeated, additional support may include:

- Meetings with parents/carers.
- Uniform monitoring.
- Behaviour support plans.
- Pastoral intervention.

Refusal to Comply

Crawshaw Academy distinguishes between:

- Students experiencing genuine difficulty meeting expectations.
- Students who repeatedly refuse to engage with reasonable support and instructions.

Where support has been provided and a student repeatedly refuses to comply with reasonable instructions, consequences may be implemented in accordance with this policy.

Any sanction will be based on the refusal to follow reasonable instructions rather than solely on the uniform concern itself.

Internal Exclusion will not normally be used solely because a student attends in incorrect uniform. Any decision to use Internal Exclusion will take account of the wider circumstances, previous support offered, reasonable adjustments and the student's overall conduct.

Part E: Consequences and Behaviour Support

Classroom Behaviour Expectations and Consequences

Crawshaw Academy operates a staged behaviour response system that supports students to make positive choices, maintain focus on learning and contribute positively to the classroom environment.

Teachers will always use their professional judgement alongside positive classroom management strategies to redirect behaviour and support students in meeting expectations. The purpose of the behaviour system is to provide clarity, consistency and fairness for all students and staff.

Where behaviour falls below the expected standard, the following staged response will normally be applied:

Stage 1: Verbal Reminder

The teacher provides a clear verbal reminder of the expected behaviour and gives the student an opportunity to correct their behaviour promptly.

- Verbal reminders are directed at individual students.
- Expectations will be communicated calmly and clearly.
- Students will be given the opportunity to make a positive choice and re-engage with learning.

Stage 2: Behaviour Point One

Where behaviour continues, a behaviour point is recorded on ClassCharts.

The teacher will:

- Explain why the behaviour does not meet expectations.
- Reinforce the expected behaviour.

- Allow the student an opportunity to improve.

Stage 3: Behaviour Point Two

If behaviour continues, a second behaviour point is recorded.

At this stage staff may use additional classroom strategies including:

- Seating changes.
- Short regulation or reflection opportunities.
- Increased teacher support.
- Other reasonable classroom interventions.

Students will be informed that they have reached the second stage of the behaviour process.

Stage 4: Room Removal

If behaviour continues despite support, a room removal may be issued.

A member of staff will escort the student to the designated removal provision where:

- Learning will continue.
- Appropriate curriculum work will be provided.
- Disruption to learning will be minimised.

Where possible, work will accompany the student to the removal provision.

Students receiving a room removal will normally receive a detention in line with the Academy detention system.

Teachers will communicate the reason for the room removal to parents/carers within two school days and record this communication appropriately on Academy systems.

Serious Behaviour Incidents

Some incidents may be sufficiently serious to require immediate intervention without progressing through the staged behaviour process.

Examples may include but are not limited to:

- Physical aggression.
- Verbal abuse towards staff or students.
- Significant disruption.
- Serious safeguarding concerns.
- Possession of prohibited items.
- Behaviour that poses a risk to safety.

In such circumstances an On-Call response will be requested immediately, and the student may be directed to appropriate provision, including Internal Exclusion, suspension or other appropriate interventions, depending on the circumstances and severity of the incident.

On-Call System

The On-Call system provides immediate support where behaviour significantly impacts safety, learning or wellbeing.

Examples include:

- Aggressive or abusive behaviour.
- Serious disruption.
- Significant refusal.
- Damage to property.
- Behaviour posing a risk to self or others.
- Serious safeguarding concerns.
- Refusal to comply with a Room Removal.

- Unauthorised recording of staff or students.
- Gross misconduct.

The member of staff responding to the On-Call will determine the most appropriate response based upon the circumstances.

Responses may include:

- Restorative intervention.
- Behaviour support.
- Room Removal.
- Internal Exclusion.
- Senior Leader intervention.
- Suspension where appropriate.

Parents/carers will normally be informed of significant On-Call incidents.

Academy Detentions

Purpose

Detentions form part of the Academy's graduated behaviour system and are intended to reinforce expectations, support reflection and minimise disruption to learning.

Detentions may be issued for:

- Behaviour concerns.
- Failure to complete sanctions.
- Repeated lateness.
- Room removals.
- Other breaches of Academy expectations.

Parents/carers will be notified through Academy systems.

Failure to Attend

Where a detention is missed without reasonable justification:

- A second opportunity will normally be provided.
- Additional intervention may be implemented.
- Escalation will occur only after consideration of individual circumstances.

Before escalation, staff will consider:

- SEND.
- EHCP requirements.
- Safeguarding concerns.
- Mental health and wellbeing.
- Family circumstances.
- Attendance barriers.
- Reasonable adjustments.

The Academy's approach combines accountability with support and seeks to ensure all students can engage successfully with behaviour systems.

Internal Exclusion

Purpose

Internal Exclusion provides a structured intervention that allows students to continue accessing education while reflecting on behaviour and receiving additional support.

It is intended to:

- Maintain a calm and safe environment.
- Minimise disruption to learning.
- Promote reflection and accountability.
- Reduce the need for suspension.
- Support successful reintegration.

Expectations

Students in Internal Exclusion will:

- Continue with curriculum learning.
- Follow staff instructions.
- Engage positively with support and reflection activities.
- Work in a structured and supervised environment.

Parents/carers will be informed whenever a student is placed in Internal Exclusion.

SEND and Additional Needs

Where a student has SEND, SEMH needs, a disability or an EHCP:

- Reasonable adjustments will continue to be applied.
- Student passports and support plans will be followed.
- SEND staff may contribute to planning and review.
- Pastoral and SEND support will remain available.

The Academy will consider individual needs when determining support arrangements whilst maintaining high expectations for participation and behaviour.

Reintegration

Students returning from Internal Exclusion will receive appropriate reintegration support, which may include:

- Restorative conversations.
- Behaviour mentoring.
- Behaviour Support Plans.
- Monitoring arrangements.
- Additional pastoral support.

The aim of reintegration is to help students return successfully to mainstream lessons, rebuild positive habits and experience future success.

Below is a fully revised version written to reflect current expectations within Behaviour in Schools, Keeping Children Safe in Education 2026 and Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (July 2026). It removes potentially problematic practice, strengthens safeguarding, ensures proportionality, and aligns more closely with what inspectors would expect to see in a strong behaviour culture.

Internal Exclusion

Purpose of Internal Exclusion

Internal Exclusion is a structured intervention designed to maintain a calm, safe and purposeful learning environment whilst supporting students to reflect upon their behaviour and successfully reintegrate into mainstream lessons.

The purpose of Internal Exclusion is to:

- Protect learning for all students.
- Provide an opportunity for reflection and restoration.

- Reduce the need for suspension where appropriate.
- Maintain continuity of education.
- Support students in successfully returning to lessons.
- Provide targeted pastoral, behavioural and, where appropriate, SEND support.

The decision to place a student in Internal Exclusion will always be reasonable, proportionate and based on the individual circumstances of the case. Consideration will be given to SEND, safeguarding concerns, disability, mental health and any agreed reasonable adjustments before an Internal Exclusion is implemented.

Expectations During Internal Exclusion

Students placed in Internal Exclusion are expected to:

- Follow staff instructions promptly and respectfully.
- Engage fully with the curriculum work provided.
- Work independently and productively.
- Demonstrate behaviour that supports a calm learning environment.
- Remain in the designated area unless authorised by staff.
- Treat staff and other students respectfully at all times.

Students may speak to staff when:

- Requesting support with learning.
- Requesting pastoral support.
- Requesting permission to leave their designated area.
- Participating in restorative, mentoring or reintegration discussions.

The Academy recognises that some students may require additional support or reasonable adjustments to successfully access Internal Exclusion. Such adjustments will be considered and implemented where appropriate.

Operation of Internal Exclusion

Internal Exclusion runs from 8:45am until 4:00pm.

Students will:

- Continue to access their curriculum.
- Be provided with appropriate learning materials.
- Receive support where required.
- Be supervised throughout the day.
- Have access to food and drink in accordance with Academy arrangements.

Parents and carers will be informed whenever a student is placed into Internal Exclusion and the reasons for this decision will be clearly communicated.

Internal Exclusion and SEND

The Academy recognises its duties under the Equality Act 2010 and the Children and Families Act 2014. Appropriate reasonable adjustments will continue during Internal Exclusion.

This may include:

- Access to movement breaks.
- Regulation strategies.
- Adapted communication methods.
- Access to pastoral support.
- Access to a designated regulation space.
- Implementation of Student Passport strategies.
- Implementation of EHCP requirements where appropriate.

Where necessary, the SENCO, pastoral team, safeguarding team and behaviour leaders will jointly review support arrangements.

Failure to Engage with Internal Exclusion

Students are expected to engage positively with Internal Exclusion. Where a student is unable to meet expectations, staff will seek to understand any underlying barriers and provide appropriate support.

However, behaviour that significantly disrupts Internal Exclusion, compromises safety or prevents the provision from operating effectively may result in further behaviour intervention, including suspension, where appropriate and lawful.

Reintegration Following Internal Exclusion

A student returning from Internal Exclusion may participate in a restorative or reintegration conversation with an appropriate member of staff.

The purpose of reintegration is to:

- Provide a fresh start.
- Restore positive relationships.
- Re-establish high expectations.
- Identify any support required.
- Promote successful engagement with learning.

Off-Site Direction

- Where appropriate, Crawshaw Academy may utilise an Off-Site Direction as a preventative measure to avoid suspension or permanent exclusion and to support a student's successful reintegration into mainstream education. An Off-Site Direction is a temporary arrangement requiring a student to attend another educational setting, such as an Alternative Provision or another mainstream school, to improve future behaviour and engagement. It will only be used where in-school interventions, pastoral support, behaviour strategies and/or outreach support have been unsuccessful or are considered inappropriate for the individual circumstances of the student. An Off-Site Direction will never be used as a punishment for past behaviour and will only be implemented where it is considered to be in the best interests of the student and the wider school community.
- Prior to any Off-Site Direction, Crawshaw Academy will be able to evidence the support, interventions and reasonable adjustments that have already been provided, including consideration of any Special Educational Needs and Disabilities (SEND), Education, Health and Care Plan (EHCP), safeguarding concerns, multi-agency involvement or statutory assessments where appropriate. The views of the student and parents/carers will be sought and considered as part of the decision-making process. Relevant information, including attainment data, attendance information, risk assessments, safeguarding information and effective support strategies, will be shared with the receiving provision prior to placement commencing.
- The purpose, objectives, duration and expected outcomes of the placement will be clearly defined from the outset. Parents/carers (and where applicable the Local Authority for students with an EHCP) will be notified in writing as soon as reasonably practicable and no later than two school days before the placement begins. The written notification will include the placement address, reporting arrangements, duration of placement, objectives of the placement and the educational provision that will be delivered.
- Off-Site Directions are temporary and subject to regular review. The Governing Board, or a delegated committee acting on its behalf, will oversee the placement and review progress at intervals appropriate to the student's needs. Parents/carers may request a review meeting in writing and, where required by legislation, the Academy

will convene such a meeting. Written invitations to review meetings will normally be provided at least six days in advance and written outcomes will be shared with parents/carers within six days of the review taking place.

- Crawshaw Academy will maintain oversight of the student's attendance, welfare, safeguarding and educational progress throughout the placement. The Academy will work collaboratively with parents/carers, the alternative provision, external agencies and the student to ensure that the placement achieves its intended objectives. A reintegration plan will be developed from the outset and reviewed throughout the placement to support a successful return to mainstream education or, where appropriate and agreed by all parties, consideration of a managed move to another mainstream school.

Permanent Exclusion

Permanent exclusion is the most serious sanction available to the Academy and will only be used as a last resort where it is lawful, reasonable, fair and proportionate to do so. Crawshaw Academy recognises its responsibility to maintain a calm, safe and supportive environment in which all students and staff can learn and work successfully. Decisions regarding permanent exclusion will always be made in accordance with Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (July 2026) and all relevant statutory guidance.

Only the Headteacher has the authority to permanently exclude a student on disciplinary grounds. Before making any decision, the Headteacher will carefully consider all available evidence, apply the civil standard of proof known as the balance of probabilities, and ensure that the decision is lawful, reasonable, procedurally fair and proportionate. The Academy will also consider its duties under the Equality Act 2010, the Children and Families Act 2014, safeguarding legislation and relevant SEND guidance.

A decision to permanently exclude will only be taken:

- In response to a serious breach, or persistent breaches, of the Academy's Behaviour Policy; and
- Where allowing the student to remain in school would seriously harm the education, welfare or safety of other students or staff.

Prior to considering permanent exclusion, Crawshaw Academy will normally have considered and, where appropriate, implemented a range of support and intervention strategies. These may include:

- Pastoral support and mentoring.
- Behaviour Support Plans.
- Conduct Monitoring Contracts.
- SEND support and reasonable adjustments.
- Safeguarding intervention.
- Multi-agency support.
- Alternative Provision outreach.
- Off-Site Direction.
- Managed Move discussions.
- Internal Exclusion.
- Suspension.

The Academy recognises that permanent exclusion should not be used because a student has SEND, a disability, poor academic attainment, attendance difficulties, or because the Academy believes it cannot meet a student's needs. When considering permanent exclusion, the Academy will carefully review whether a student's behaviour may be linked to:

- Special Educational Needs and Disabilities (SEND).
- An Education, Health and Care Plan (EHCP).
- Mental health or wellbeing concerns.
- Social, Emotional and Mental Health (SEMH) needs.
- Trauma or adverse childhood experiences.
- Safeguarding concerns.
- Disability-related needs.
- Any identified vulnerabilities or protected characteristics. Where a student has an EHCP, SEND, a social worker, is looked after, previously looked after, or is otherwise vulnerable, the Academy will ensure that all relevant professionals are involved where appropriate and that statutory duties are fully met before any final decision is taken.

If a permanent exclusion is issued, the Academy will notify parents/carers without delay and will provide written confirmation explaining:

- The reasons for the permanent exclusion.
- The evidence considered.
- Parents' rights to make representations.
- The role of the Governing Board.
- The right to request an Independent Review Panel (IRP) if the Governing Board upholds the exclusion.
- Sources of independent advice and support.

The Academy will also notify the Local Authority without delay and, where applicable, the student's social worker and Virtual School Head. The Governing Board will review the exclusion in accordance with statutory timescales and procedures.

Where a permanent exclusion occurs, Crawshaw Academy will continue to work constructively with the Local Authority, parents/carers and relevant agencies to support appropriate onward educational provision and successful future outcomes for the student. The Academy will ensure that all safeguarding information, SEND information and relevant educational records are transferred securely and promptly to support continuity of education and welfare.

Permanent exclusion is not intended to be a punishment in isolation. It is a protective measure available to the Academy when, having considered all relevant circumstances and interventions, it is determined that no other reasonable option remains consistent with the safety, welfare and education of the wider school community.

Governing Board Oversight and Monitoring

The Governing Board plays a critical role in promoting high standards of behaviour, inclusion, safeguarding and educational achievement. In accordance with statutory guidance, the Governing Board will provide strategic oversight of the Academy's behaviour culture and hold leaders to account for the implementation and effectiveness of this policy.

The Governing Board will routinely review behaviour, attendance, safeguarding and pupil movement information to ensure that Academy systems are:

- Promoting a calm, safe and purposeful learning environment.
- Applied consistently and fairly.
- Supporting positive behaviour and inclusion.
- Meeting statutory duties under equality, safeguarding and SEND legislation.
- Delivering positive outcomes for all groups of students.

Behaviour and Culture Monitoring

The Governing Board will receive behaviour reports at least termly and will review:

- Behaviour incidents and behaviour trends.
- Rewards and recognition data.
- Attendance and punctuality data.
- Internal Exclusion data and outcomes.
- Behaviour support interventions and their effectiveness.
- Student, parent and staff feedback regarding behaviour and culture.

The Governing Board will seek assurance that Academy values of Respect, Integrity and Determination are reflected consistently throughout Academy life and that behaviour systems are supporting a culture of belonging, safety and achievement.

Suspension and Permanent Exclusion Monitoring

In line with statutory guidance, the Governing Board will review:

- The number and rate of suspensions.
- The number and rate of permanent exclusions.
- Repeat suspensions.
- Reasons for suspension and exclusion.
- Reintegration outcomes.
- The effectiveness of preventative and early intervention strategies.
- Equality implications of suspension and exclusion decisions.

The Governing Board will ensure that suspension and permanent exclusion are only used where lawful, reasonable, proportionate and fair and that statutory procedures are followed in all cases.

Off-Site Direction, Managed Moves and Pupil Movement

The Governing Board will monitor:

- Use of Off-Site Direction.
- Duration and outcomes of Off-Site Direction placements.
- Managed Moves.
- Alternative Provision placements.
- Reintegration outcomes.
- Patterns of pupil movement.
- The extent to which interventions are preventing suspension and permanent exclusion.

The Governing Board will seek assurance that these interventions are in the best interests of students, are appropriately reviewed, and comply with statutory requirements.

Inclusion, SEND and Vulnerable Groups

The Governing Board will review behaviour, attendance and exclusion information relating to:

- Students with SEND.
- Students with EHCPs.
- Disadvantaged students.
- Students with social workers.
- Looked After Children.
- Previously Looked After Children.
- Students with protected characteristics.

The Governing Board will consider whether particular groups are disproportionately represented in behaviour, Internal Exclusion, suspension, exclusion or pupil movement data and whether additional intervention, support or review is required.

Safeguarding Oversight

The Governing Board will receive assurance that:

- Behaviour and safeguarding systems are effectively aligned.
- Child-on-child abuse concerns are appropriately identified and managed.
- Sexual harassment, sexual violence and Harmful Sexual Behaviour are addressed in accordance with statutory guidance.
- Vulnerable students receive appropriate support and intervention.
- Safeguarding concerns linked to behaviour are responded to effectively.

Continuous Improvement

The Governing Board will use behaviour, attendance, safeguarding and inclusion data to:

- Hold leaders appropriately to account.
- Identify emerging trends and patterns.
- Evaluate the effectiveness of behaviour systems.
- Inform strategic decision-making.
- Promote continuous improvement.
- Ensure Crawshaw Academy maintains a culture of high expectations, inclusion, belonging, safety and achievement for all students.

Part F: Intervention and Support

Student Support and Wellbeing

Crawshaw Academy recognises that behaviour, wellbeing and learning are closely connected.

Students requiring additional support may access:

- Form Tutor support.
- Pastoral mentoring.
- Behaviour mentoring.
- Wellbeing interventions.
- Mental health support.
- SEND interventions.
- Restorative support.
- External agency support where appropriate.

The Academy seeks to identify needs early and provide targeted support to enable students to successfully engage with school life and achieve positive outcomes.

Where repeated behaviour concerns occur, students may be referred to:

- The SEND Team.
- The Academy wellbeing provision.
- The Link.
- Behaviour Support Services.
- Educational Psychology services.
- CAMHS.
- Children's Social Care.
- Other relevant external agencies.

Mentoring

Mentoring forms an important part of the Academy's behaviour support strategy.

Students may be offered mentoring where behaviour patterns indicate that additional support is required.

Mentoring may be delivered by:

- Form Tutors.
- Assistant Heads of Year.
- Heads of Year.
- Senior Leaders.
- Behaviour Support Staff.
- Other appropriately trained staff.

The purpose of mentoring is to:

- Build positive relationships.
- Identify barriers.
- Develop self-regulation.
- Promote reflection.
- Improve engagement.
- Support positive behaviour change.

Parents/carers will be informed whenever formal mentoring programmes are implemented.

Conduct Monitoring and Behaviour Support Plans

Where repeated behaviour concerns are identified, students may be placed on a Conduct Monitoring Contract or Behaviour Support Plan.

The purpose of these plans is to:

- Identify behavioural targets.
- Promote accountability.
- Provide structured support.
- Improve behaviour and engagement.
- Strengthen communication between school and home.

Conduct Monitoring Contracts may include:

1. Form Tutor Monitoring.
2. Assistant Head of Year Monitoring.
3. Head of Year Monitoring.
4. Senior Pastoral Leader Monitoring.
5. Senior Leadership Team Monitoring.
6. Headteacher Monitoring.

At each stage, support may include:

- Mentoring.
- Parent meetings.
- Behaviour Support Plans.
- Attendance support.
- Wellbeing interventions.
- SEND reviews.
- External agency involvement.

Escalation decisions will always take account of:

- Individual circumstances.
- Safeguarding considerations.
- SEND.
- Mental health and wellbeing.
- Reasonable adjustments.

The Academy's objective is always to secure improved outcomes, positive behaviour and successful inclusion.

Part G – Statutory Behaviour Interventions

Suspension

Principles

Suspension is a serious sanction and will only be used where the Headteacher determines that the decision is lawful, reasonable, fair and proportionate.

All suspension decisions will:

- Follow current statutory guidance.
- Be made on a case-by-case basis.
- Consider safeguarding information.
- Consider SEND and disability.
- Consider reasonable adjustments.
- Consider the impact on all members of the school community.

Only the Headteacher may suspend or permanently exclude a student on disciplinary grounds.

Safeguarding Separation

In exceptional circumstances, a student may be temporarily separated from the school site for safeguarding purposes.

A safeguarding separation:

- Is not a suspension.
- Is not recorded as an exclusion.
- Will be led by the Designated Safeguarding Lead.
- Will be reviewed regularly.
- Will only be used where necessary to maintain safety.

The Academy will work with safeguarding partners and the Local Authority where appropriate to ensure suitable educational arrangements are in place.

During a Suspension

The Academy will:

- Notify parents/carers without delay.
- Provide written information regarding the suspension.
- Notify the Local Authority in accordance with statutory requirements.
- Notify a student's social worker and Virtual School Head where applicable.
- Provide work and educational support during the suspension period.

Parents/carers will be informed of:

- The reason for the suspension.
- The duration.
- Their rights of representation.
- Relevant review arrangements.

- Expectations regarding the student's attendance away from school.

Reintegration Following Suspension

The Academy will seek to hold a reintegration meeting following suspension.

The purpose is to:

- Support a successful return.
- Identify barriers.
- Agree support strategies.
- Review safeguarding needs.
- Review SEND or wellbeing concerns where appropriate.

A student's return to education will not be delayed if a parent is unable to attend.

Repeated Suspensions

Where repeated suspensions occur, the Academy will review:

- Existing interventions.
- Behaviour support arrangements.
- SEND support.
- Safeguarding concerns.
- Alternative provision options.
- Off-Site Direction.
- Managed Move opportunities.
- Other preventative measures.

Any Off-Site Direction, Alternative Provision or Managed Move will comply fully with statutory guidance and will be implemented only where it is in the student's best interests.

Part H – Safeguarding and Child Protection

Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour

Crawshaw Academy is committed to maintaining a culture where all students feel safe, respected and free from harassment, abuse and discrimination.

The Academy adopts a zero-tolerance approach to sexual harassment, sexual violence and harmful sexual behaviour (HSB). Such behaviours are never acceptable, will never be dismissed as banter, part of growing up or harmless behaviour, and will always be taken seriously.

When referring to sexual harassment, we mean unwanted conduct of a sexual nature that can occur online or offline, both inside and outside of school. Sexual harassment may violate a student's dignity or create an intimidating, hostile, degrading, humiliating or offensive environment.

The Academy also recognises that some behaviours may constitute **Harmful Sexual Behaviour (HSB)**. Harmful Sexual Behaviour refers to developmentally inappropriate sexual behaviour displayed by children or young people which may be harmful to themselves or others. HSB exists on a continuum and may range from inappropriate sexual comments through to serious incidents of sexual harassment, sexual violence, coercion or abuse.

Examples may include, but are not limited to:

- Sexual comments, remarks or taunting.
- Sexual name-calling.
- Sexualised jokes.
- Displaying sexual images.
- Inappropriate touching.
- Deliberately brushing against others.

- Upskirting.
- Sharing sexual images.
- Sharing nude or semi-nude images.
- Sexual coercion.
- Online sexual harassment.
- Sexual exploitation.
- Harmful sexual behaviour.
- Sexual violence.

This list is not exhaustive.

Responding to Concerns

All allegations, disclosures, reports and concerns relating to sexual harassment, sexual violence or harmful sexual behaviour will be:

- Taken seriously.
- Recorded appropriately.
- Treated as safeguarding concerns.
- Investigated proportionately.
- Managed in accordance with safeguarding procedures and statutory guidance.

The Academy's response will be determined on a case-by-case basis and informed by:

- The wishes of the victim.
- The safety and welfare of all students.
- The nature and seriousness of the behaviour.
- Whether the behaviour constitutes Harmful Sexual Behaviour.
- Any safeguarding concerns.
- Any vulnerabilities or additional needs.
- Any potential criminal offences.

Where concerns are identified, the Academy may respond through:

1. Internal behaviour and safeguarding processes.
2. Early Help intervention.
3. Behaviour and pastoral support.
4. Referral to Children's Social Care.
5. Referral to the Police.
6. Multi-agency safeguarding support.
7. Suspension or permanent exclusion where appropriate and lawful.

Risk Assessment and Safeguarding Response

Where a report of sexual violence or suspected Harmful Sexual Behaviour is made, the Designated Safeguarding Lead (DSL) or Deputy DSL will undertake an immediate risk and needs assessment.

The assessment will consider:

- The needs, views and safety of the victim.
- The needs of the alleged perpetrator.
- Whether there may be additional victims.
- Risks posed to other students.
- Any wider safeguarding concerns.
- Appropriate support arrangements.
- The need for immediate protective measures.

Where there are reports of sexual harassment, the need for a formal risk assessment will be considered on a case-by-case basis.

The Academy recognises that sexual harassment, sexual violence and harmful sexual behaviour can occur between children of any age and gender and may occur both in person and online.

Supporting Victims

The Academy recognises that students affected by sexual harassment, sexual violence or harmful sexual behaviour may require significant support.

All victims will be:

- Listened to.
- Taken seriously.
- Supported appropriately.
- Kept safe.
- Offered pastoral and wellbeing support.

The Academy will consider appropriate arrangements to minimise contact between students involved whilst ensuring continued access to education.

The Academy recognises that:

- Students may not disclose the full nature of concerns immediately.
- Additional concerns may emerge over time.
- There may be more than one alleged perpetrator.
- Sexual harassment and harmful sexual behaviour can occur within peer relationships.
- Ongoing risk assessments and support may be required.

Harmful Sexual Behaviour

Where a student's behaviour is identified as Harmful Sexual Behaviour, the Academy will work in partnership with:

- Parents and carers.
- Children's Social Care.
- Police.
- Health professionals.
- Specialist safeguarding services.
- Other relevant agencies.

The Academy will seek to ensure that both the victim and the student displaying harmful sexual behaviour receive appropriate support and intervention.

Responses to Harmful Sexual Behaviour will prioritise:

- Safety.
- Safeguarding.
- Education.
- Behavioural support.
- Early intervention.
- Risk reduction.
- Positive future outcomes.