Behaviour & Relationship Policy

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Responsible member	Mr S Carrington

This policy applies to all stakeholders on the Henlow Academy site.

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Staff, parents and governors of Henlow Church of England Academy have the highest expectations of positive behaviour at all times as we believe that this reflects our ethos based on the values of Honesty, Enthusiasm, Nurture, Love, Originality and Wisdom. A positive attitude is also central in allowing pupils to make excellent academic progress. This is based on the respect that we have for ourselves and each other, as people created in the image of God which promotes positive relationships. Our core principle is that as a community, "we are here for the business of learning" and any behaviour which adversely affects this will be addressed quickly, effectively and consistently.

Commitment to Teaching & Learning

Staff Commitment

- Begin and end lessons on time and in a calm and controlled manner
- Create clear, differentiated, challenging and achievable learning objectives for pupils of all ability in every lesson
- Use a variety of teaching styles and activities within a stimulating learning environment.
- Value pupils work through regular monitoring, praise, effective feedback and marking and effective application of the rewards element of this policy
- Communicate effectively and courteously with parents to support learning and progress
- Uphold uniform standards and support pupils and parents with this as needed.

- Support students and parents who are struggling with accessing resources such as books, equipment.
- Set regular homework on Edulink and record where a pupil has done well or not completed this
- Provide access to homework clubs to support homework

Governance Commitment

The Governing Body plays a vital role in ensuring that behaviour, relationships, and safeguarding practices at Henlow Church of England Academy are effective, transparent, and aligned with statutory responsibilities.

Governors are informed of behaviour trends, exclusions, and safeguarding incidents through:

- Termly Behaviour Reports: These include data on behavioural incidents, exclusions (fixed-term and permanent), reflections, and interventions, with analysis of trends and impact
- Safeguarding Updates: Presented at each Local Governing Body (LGB) meeting, including CPOMS data, referrals, and training compliance.
- Exclusion Reviews: Governors Review all permanent exclusions and are informed of fixed-term exclusions in line with statutory guidance. Where appropriate, governors participate in exclusion panels and appeals
- Policy Monitoring: Governors ensure that the Behaviour and Relationship Policy is reviewed annually and remains compliant with current legislation and best practice
- Governors Visits: Behaviour and safeguarding are key focus areas during governor monitoring visits, with feedback shared at LGB meetings.
- Data Monitoring: Governors maintain oversight by regularly reviewing and interrogating data on restrictive interventions, specifically to identify and address any disproportionate impact on pupils with SEND, those with protected characteristics, or other vulnerable groups.

Pupil Commitment

In addition to our Henlow values of Honesty, Enthusiasm, Nurture, Love, Originality and Wisdom, pupils should be;

- Punctual - Arrive on time to lessons and enter the room quietly
- Presentable – Smart and correct uniform
- Polite – Be respectful of and help one another, listen carefully to and follow instructions
- Prepared - Arrive to lessons fully equipped, focussed and ready to enjoy learning
- Positive – 100% engaged and committed to doing your best and resilient in the face of challenge

Parental Commitment

- Support a positive attitude to learning
- Equip your child for a positive day ensuring they have breakfast before school and provision for lunch
- Ensure your child has all necessary equipment every day
- Inform the tutor of barriers to learning and/or wellbeing at the earliest opportunity
- Support learning through reviewing homework, checking Edulink and attending parents' evenings
- Be familiar with and support the school's policies regarding behaviour for learning and attendance.
- Be familiar with and support the school's uniform policy
- Communicate with the school in a courteous manner

Uniform.

Guidance for parents regarding our school uniform can be found on the school website by following this link. It provides clear information about what is and is not acceptable.

When a student is not in the correct school uniform they will be provided with freshly laundered spares. Students will be required to hand in an item such as their phone, trainers or key to ensure that the item of uniform is returned at the end of the day.

In accordance with the DFE guidance on school uniform which can be found by following this link, we may ask a student to go home briefly to remedy a breach of the school's rules on appearance or uniform.

When making this decision we will consider the child's age and vulnerability, the ease and time it will take, and the availability of the child's parents. This is not an exclusion but an authorised absence. However, if the student continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary to effect the change, the student's absence may be counted as an unauthorised absence.

In either case the student's parents will be notified and the absence should be recorded. If we consider excluding a student in response to breaches of uniform policy then this will be in line with the legal requirements for exclusion.

Mobile Devices

The Department for Education (DfE) expects schools to implement a policy whereby pupils do not have access to their mobile devices throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. At Henlow Church of England Academy this means when students are on the school site.

Henlow Church of England Academy's approach to mobile devices reflects the guidance issued by the DfE on 19th January 2026, which can be found by following this link.

Students are permitted to bring mobile devices to school if they wish, for some this is useful for communicating with parents/carers on their journey to and from school.

Students bring a mobile device with them at their own risk. The school takes no responsibility for student devices. This includes should damage or loss occur following confiscation of a device. Headteachers are backed by DfE to confiscate mobile devices, if they consider it proportionate, for whatever length of time they deem proportionate.

Students are not permitted to use their mobile devices whilst on the school premises unless there are exceptional circumstances which will be authorised by a member of the senior team. Examples include but are not limited to medical conditions that require a mobile device to monitor them or for safeguarding reasons, determined by the Head of school.

If a mobile device is seen or heard whilst on school premises the school provides a graduated response as follows:

Incident number	School response
1	The mobile device will be confiscated and stored in the main office or HoY office until the end of the day and returned to the student, the student will be issued with a C3.
2	The mobile device will be confiscated and stored in the main office or HoY office until the parent/carer can collect it, the student will be issued with a C4.
3	The mobile device will be confiscated and stored in the main office or HoY office until the parent/carer can collect it, the student will be issued with a C5 and after school reflection.
4	The mobile device will be confiscated and stored in the main office or HoY office until the parent/carer can collect it, offsite education for the student will be considered.

In any instance when a mobile device is seen or heard, the member of staff may make use of the AR system to support them. We expect that the student will be compliant, in the event that this is not the case:

Scenario	School response
A mobile device is seen or heard. The member of staff asks for the phone and the student hands it in as requested.	Response in line with the detail above. If in a lesson, AR will be called to ensure that the device is taken to the front office without unreasonable delay.
A mobile device is seen or heard. The member of staff asks for the phone and the student does not hand it in as requested.	AR will be called, the phone will be confiscated. A C4 will be issued for defiance as well as a sanction for the phone in line with the detail above.
A mobile device is seen or heard. The member of staff asks for the phone and the student does not hand it in as requested. AR is called, the student remains non-compliant.	AR will call home to speak to a parent/carer, the parent/carer will speak to the student to support them to make the right choice.A C4 will be issued for defiance as well as a sanction for the phone in line with the detail above.
A mobile device is seen or heard. The member of staff asks for the phone and the student does not hand it in as requested. AR is called, the student remains non-compliant. The parent/carer is called but the student still remains non-compliant.	AR will ask the parent/carer to come in to meet with a member of SLT. A C4 will be issued for defiance as well as a sanction for the phone in line with the detail above.
A mobile device is seen or heard. The member of staff asks for the phone and the student does not hand it in as requested. AR is called, the student remains non-compliant. The parent/carer is called and has come in for a meeting but the student still remains non-compliant.	The student will be withdrawn from learning until they are compliant. A C4 will be issued for defiance as well as a sanction for the phone in line with the detail above.

Headteachers, and authorised staff, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item as set out in legislation or any item identified in the school rules as an item that may be searched for. Mobile devices are defined as such in the behaviour and relationship policy.

In the event that parents are not contactable, students will be withdrawn from learning until contact can be made or the student complies and hands in their device.

The use of filming or recording tools whilst on site is forbidden.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The subject being filmed is identifiable as a member of the school

While we take breaches of our mobile phone policy seriously, any decision to escalate sanctions beyond confiscation and parental collection will be made carefully and proportionately. Before considering offsite education or suspension for repeated mobile phone breaches, we will:

- Review whether there are underlying reasons for the pupil's non-compliance (e.g., anxiety, SEND, safeguarding concerns)
- Implement additional support strategies through our staged intervention approach (see Appendix 1)
- Involve parents/carers in developing solutions
- Consider whether adjustments to our approach are needed for individual pupils
- Ensure that any decision to suspend is justified as lawful, reasonable and procedurally fair

Suspension will only be used for mobile phone-related incidents where:

- The pupil's persistent non-compliance is seriously disrupting the education or welfare of themselves or others, and
- All other reasonable interventions have been exhausted, and
- The decision is proportionate to the circumstances

Online filtering and Monitoring

Henlow CE Academy uses Classroom Cloud to monitor student use of the internet whilst in school. Reports of inappropriate searches are sent to the safeguarding team who liaises with class teachers, Heads of Year and form tutors to address incidents. The nature of the search is recorded in CPOMS along with the resulting actions. Actions could include conversations with the student, the parents/carers, lunch or after school restorative actions, withdrawal from lessons or limitations around ICT usage might be imposed .

Rewards

All pupils have different start points, it is important that rewards are based on positive community actions or on attainment and/or progress for the individual. With this in mind it is expected that different standards of work may be given the same reward where high levels of effort have been exerted. Pupils may be rewarded as follows:

- Non-verbal rewards such as thumbs up sign or a smile
- Verbal praise
- Certificates
- Informing Parents via Edulink, emails or calls home
- Displaying work
- Whole school Merit system
- Rewards such as dinner pass, non-uniform day, pit trip
- Head of Year, Head of Subject, Assistant Head, Deputy Head or Headteacher award
- Values Reward Cards
- Whole school roll of honour
- School Colours and Sports Colours which are rewarded with Office Junior roles

Our aim is that on balance pupils are rewarded more than they are sanctioned. Pupils have a responsibility to work towards this end.

Interventions and Sanctions

Henlow CE Academy is committed to promoting good behaviour, respect for the individual, preventing bullying and ensuring that all students can succeed by regulating the conduct of our students. However, we are also committed to safeguarding the interests of students against unfair or inappropriate interventions. Disciplinary sanctions will be reasonable and not breach any statutory requirement or prohibition. This includes the legislation on SEN, disability, race and other equalities and human rights. We will also take account of the pupil's age, any special educational needs or disability the pupil may have, and any religious requirements affecting the student.

Our core principle is that "we are here for the business of learning", "we" includes staff and pupils and our actions should not adversely impact on the learning of oneself or of others. It is essential that before referring to the intervention stages detailed below, that we as teaching staff have taken all reasonable steps to ensure that our behaviours and planning have allowed for the special educational needs of pupils and that we are modelling the behaviours we want from pupils.

Where disruption to learning occurs and pupils cease to manage their own behaviours according to our expectations, pupils will be managed as detailed below, it should be noted that there may be a more serious infraction of Henlow expectations of behaviour that necessitates bypassing the lower intervention stages and that we will need to adapt to individuals.

Equality Considerations in Behaviour Management

Henlow CE Academy is committed to ensuring that our behaviour management practices, including decisions to suspend or permanently exclude, do not discriminate against pupils on the basis of protected characteristics under the Equality Act 2010.

Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our Commitment:

- We will make reasonable adjustments for pupils with disabilities to ensure they are not disadvantaged
- We will consider whether a pupil's behaviour is a result of unmet special educational needs or disabilities, and ensure appropriate support is in place before escalating sanctions
- We will monitor suspension and exclusion data to identify any disproportionate impact on pupils with SEND, those with protected characteristics, or other vulnerable groups
- Where patterns of disproportionality are identified, we will review our practices and implement changes to address them
- The governing board will regularly review and interrogate data on suspensions, permanent exclusions, and restrictive interventions to ensure equity

Decision-Making: When considering suspension or permanent exclusion, the Head of School will:

- Consider whether reasonable adjustments have been made for pupils with disabilities
- Take account of any special educational needs or disabilities the pupil may have
- Consider the pupil's age and developmental stage
- Ensure that the decision does not discriminate against the pupil on the basis of any protected characteristic

Governing Board Review: When reviewing a suspension or permanent exclusion, the governing board will consider whether the decision discriminated against the pupil by reason of a protected characteristic, and will take this into account when deciding whether to uphold the decision or direct reinstatement.

Intervention Stages

Intervention Stage	Teacher Intervention	Follow up
C1	Rule reminder	• N/A
C2	Restorative intervention	• Restorative conversation to explore how the behaviour has interrupted the business of learning and clarify what the desired behaviours are.
C3	Class Teacher restorative action	• 30 minutes at lunch. The class teacher must record in Edulink and hold a restorative conversation.
C4	Assistance Required*	• The member of staff on duty is called to support a conversation to get the child back into the lesson. If this is not successful they will be placed in another appropriate classroom. • Classteacher records the incident in Edulink. • A restorative action after school may be issued
C5	Internal Suspension	• A student is withdrawn from lessons for a period of time determined by a HoY or member of SLT

* When a student is removed from a lesson using the Assistance Required mechanism, they will be withdrawn from lessons until they are in a position where they are able to access learning safely again. Students may be placed with an appropriate member of staff or be placed in the Student Development Centre.

NB: It is not Henlow Academy Policy to set whole class detentions. Where students have a Time Out Card, they should go to the relevant designated member of staff or agreed time out space.

Expectations Outside the Classroom

Henlow CE Academy site Break and lunch times are considered an extension of learning and behaviour should be appropriate and respectful at all times. Pupils should:	• Not be on site before 8.35am except breakfast club • At the warning bells in break and lunch (10:35 and 13:30) students should prepare for the start of lessons (10:40 and 13:35) • Walk between lessons quickly and sensibly without running.

	• Talk quietly to avoid disturbing other activities in school • Food/Drinks should be consumed at lunch and break times in specified areas only. There should be no sweets or energy drinks. • Where students are found to be consuming items outside of the designated area, the items will be confiscated and disposed of. • Long hair should be tied back all of the time. • Jumpers to be worn or carried not tied around the waist or draped over shoulders • Take care of your locker and provide a padlock
Travelling To and From School Whilst travelling to and from pupils are considered to represent Henlow CE Academy. Where necessary rewards or sanctions will be applied in school in line with this policy	• Enter and leave site through the gates to the front or rear of the site • No shouting, pushing, general silly behaviour • If you bring a bike to school, you must follow the Highway Code. There should be no cycling on the school site. Where students do not represent the school in a positive manner, they will be banned from bringing a bike to school. • Please do not bring skateboards, scooters, E scooters or similar items to school as we do not have facilities to store them appropriately • Pupils that use the CBC managed bus routes to and from school must adhere to the safe travel rules outlined by CBC. The Academy will work with the local authority and bus companies to ensure safety on buses.
Workshops, Trips & Visits Any necessary rewards or sanctions will be applied on return to school in line with this policy.	• Represent the school in a positive manner by being respectful to external staff including following all instructions in a timely manner. • Respect the environment by not making excessive noise or dropping litter • Do not use a mobile device or other electronic equipment unless instructed to do so by a member of staff.

Reflection Room

The purpose of the reflection room is to provide a space for students to reflect on negative behaviour and to ensure that they are regulated and able to behave in a way that is conducive to our expectations.

The reflection room is used to:

- Support positive behaviour during break and lunch.
- Support behaviour management at a HoY level

Where student behaviour is unsafe or inappropriate, the student will be directed to attend the reflection room in room 300.

During period 3, colleagues teaching students who are due to attend a lunch reflection will be given a yellow slip to indicate that a student needs to be taken to the reflection room. The student will spend 30 minutes in the reflection room. If a student refuses to go, the member of staff will bring the yellow slip to room 300 and one of the colleagues on duty will contact home to organise an after school reflection, wherever possible this will be on the same day.

During period 5, colleagues teaching students who are due to attend an after school reflection will be given a red slip to indicate that a student needs to be taken to the reflection room. If a student refuses to go, the member of staff will bring the red slip to room 405 so that the colleague on duty can contact home to inform the parent that the student will be withdrawn for the following day

Significant & Sustained Behaviour Concerns

At times a pupils' behaviour may be considered to be so extreme that it is necessary to consider a withdrawal from lessons, suspension, alternative provision or permanent exclusion.

Decisions of this nature will be undertaken by the Head-of School or delegated member of staff. Examples of a significant behaviour are, but are not limited to, the following:

- Violent or aggressive behaviour towards another student or member of staff or visitor
- Swearing or comments/actions of a sexual or discriminatory nature towards another student or member of staff or visitor
- Issues involving weapons/drugs/alcohol/smoking (including e-cigarettes and vaping)
- Sustained refusal to follow instructions

Where students are involved in repeat issues of serious nature or negative behaviour is sustained, interventions and sanctions will be escalated through a staged approach to managing behaviour and providing support mechanisms. See appendix 1 This is likely to be on a case by case basis, cases may start at different stages. We will also seek to implement mechanisms to support students.

Suspension and Permanent Exclusion

At Henlow CE Academy, we may use suspension (previously known as fixed-term exclusion) or permanent exclusion as a sanction in response to serious breaches of

our Behaviour & Relationship Policy or where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Suspension means that a pupil is temporarily removed from the school for a fixed period. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year.

Permanent exclusion means that a pupil is removed from the school roll permanently.

Withdrawal from lessons may be used as an internal measure before moving to suspension. Parents will be informed of this sanction. In accordance with KCSIE 2026, the school maintains a strict distinction between isolating a pupil for disciplinary reasons and physically separating a pupil for immediate safeguarding purposes. Any separation used for immediate safeguarding will be managed under our child protection procedures, not as a disciplinary sanction.

Any decision to suspend or permanently exclude will only be taken:

- In response to a serious breach or persistent breaches of this policy, and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Only the Head of School (or, in their absence, the acting Head of School) can decide to suspend or permanently exclude a pupil.

All decisions to suspend or permanently exclude must be:

- **Lawful** – the Head of School has followed the correct legal process and had the legal power to make the decision
- **Reasonable** – the decision is proportionate to the circumstances and the Head of School has considered all relevant circumstances and evidence
- **Procedurally fair** – the Head of School has followed fair procedures, allowed the pupil and parents to make representations, and considered their views

The Head of School will consider the individual circumstances of each case, including:

- The pupil's age and developmental stage
- Any special educational needs or disabilities the pupil may have
- Whether reasonable adjustments have been made for pupils with disabilities
- The pupil's previous behaviour record
- Whether the incident was a one-off or part of a pattern of behaviour
- Whether the sanction is proportionate to the behaviour
- The impact on the pupil's education and future prospects
- Any safeguarding concerns

Examples of behaviour that may result in suspension or permanent exclusion include, but are not limited to:

- Violent or aggressive behaviour towards another student, member of staff, or visitor
- Swearing or comments/actions of a sexual or discriminatory nature towards another student, member of staff, or visitor
- Issues involving weapons/drugs/alcohol/smoking (including e-cigarettes and vaping)
- Sustained refusal to follow instructions
- Behaviour that poses a serious risk to the safety or wellbeing of others

Where students are involved in repeat issues of a serious nature or negative behaviour is sustained, interventions and sanctions will be escalated through our staged approach to managing behaviour and providing support mechanisms (see Appendix 1).

The Role of the Governing Board

The governing board has specific legal duties to review decisions made by the Head of School to suspend or permanently exclude a pupil. The governing board will convene a panel to consider the Head of School's decision in the following circumstances:

Circumstance	Governing Board Duty
Any permanent exclusion	The board must meet to consider the decision within 15 school days of receiving notice from the Head of School
Suspension totalling more than 15 school days in a term	The board must meet to consider the decision within 15 school days of receiving notice from the Head of School
Suspension totalling between 5 and 15 school days (inclusive) in a term	If parents/carers make representations, the board must meet to consider the decision within 50 school days of receiving notice. If parents/carers don't make representations, the board is not required to meet and cannot direct reinstatement

Suspension totalling 5 or fewer school days in a term	If parents/carers make representations, the board must consider them but cannot direct reinstatement and is not required to meet with parents/carers. If parents/carers don't make representations, the board is not required to meet
Any suspension that will result in the pupil missing a public exam or National Curriculum test	The board must meet before the exam/test date where reasonably practicable, and always within 15 school days of receiving notice. The chair (or vice chair if unavailable) may consider the decision alone if necessary

The governing board panel has the power to:

- Uphold the Head of School's decision to suspend or permanently exclude, or
- Direct the Head of School to reinstate the pupil immediately or on a particular date

When a pupil would miss a public exam or National Curriculum test due to suspension or permanent exclusion, the governing board will also consider whether it would be appropriate to allow the pupil onto the school premises solely to sit the exam/test, or whether this could be facilitated in another way.

In reaching a decision, the governing board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable and procedurally fair
- The interests and circumstances of the suspended/excluded pupil, including their age, special educational needs, disabilities, and any other relevant factors
- The interests of other pupils and staff at the school
- The representations made by the parents/carers, the pupil (if aged 18+), and the Head of School
- Any evidence of discrimination in relation to the decision
- Whether safeguarding concerns were properly considered

The governing board will apply the civil standard of proof – the 'balance of probabilities' – meaning whether it is more likely than not that the facts are as presented.

Suspension and Permanent Exclusion Hearing Procedures

When the governing board is required to meet to consider a suspension or permanent exclusion, the following procedures will apply:

Who Must Be Invited

The following people must be invited to the hearing and allowed to make representations or share information:

- The parents/carers (and, where requested, a representative or friend)
- The pupil, if they are 18 or over
- The Head of School
- A representative of the local authority (Henlow CE Academy is an academy, so this is not mandatory, but parents/carers may request LA attendance as an observer)
- The pupil's social worker, if they have one
- The pupil's virtual school head (VSH), if they are a looked-after child

The role of the social worker and VSH is to share information about the pupil's background and circumstances, and advise on how these may have influenced the pupil's behaviour. The social worker will also ensure that safeguarding needs and risks, and the pupil's welfare, are taken into account.

Parents/carers have the right to be accompanied by a friend or representative who can make statements or ask questions on their behalf.

The pupil should, taking into account their age and understanding, be allowed to attend and participate in the hearing. The governing board will consider how to encourage and enable the pupil to attend and speak on their own behalf, and how the pupil may provide their views by other means if they cannot attend.

Remote Hearings

Parents/carers (or the pupil if aged 18+) have the right to request that the hearing be held remotely via electronic means (e.g., live video link). The Head of School will inform parents/carers of this right when notifying them of the suspension or permanent exclusion.

The governing board will arrange a remote hearing:

- At the request of parents/carers, or
- At the request of the pupil (if aged 18+), or
- If unforeseen or extraordinary circumstances cause the school to close (e.g., severe weather, public health emergency)

If none of these circumstances apply and parents/carers do not request a remote hearing, the hearing must be held in person.

The VSH and social workers may join remotely even if the hearing is being held face-to-face, provided they can contribute effectively.

Conditions for Remote Hearings:

The governing board will ensure that:

- All participants have access to technology that allows them to hear, speak, see and be seen throughout the hearing
- All participants can put across their point of view or fulfil their function
- The hearing can be held fairly and transparently

If technical difficulties prevent participants from being seen or heard, or prevent the hearing being held fairly and transparently, the governing board will arrange a face-to-face hearing without delay.

Hearing Procedure

The governing board panel will follow this recommended procedure:

1. **Panel chair introduces panel members** and explains the procedure for the hearing
2. **Head of School presents their case** to the panel, including calling any witnesses
3. **Parents/carers and the panel** question the Head of School
4. **Parents/carers (or pupil if 18+) present their case** to the panel, including calling any witnesses
5. **Head of School and panel** question the parents/carers/pupil
6. **The pupil's social worker and/or VSH** make representations to the panel (if applicable)
7. **All parties** may question the social worker and/or VSH
8. **Head of School and parents/carers/pupil** make any concluding remarks
9. **Chair checks** that all parties have said everything they wish to say
10. **Chair explains** how parties will be notified of the panel's decision
11. **All parties (except the panel and clerk) leave** the hearing
12. **Panel makes a decision** and drafts the final decision letter with the clerk

The governing board will ensure that clear minutes are taken as a record of the evidence considered. These minutes will be made available to all parties on request, and will clearly state how the decision was reached.

Notification of Decision

The governing board will notify the following people of the decision in writing without delay:

- The parents/carers (or pupil if aged 18+)
- The Head of School
- The local authority
- The pupil's social worker and/or VSH, where applicable

The notification will include the reasons for the decision.

Reintegration Following Suspension

Following any suspension, a reintegration meeting must take place before the pupil returns to school. This meeting will be arranged by the school and will involve:

- The pupil
- The parents/carers
- The Head of Year and/or a member of the Senior Leadership Team
- Other relevant staff as appropriate (e.g., SENCO, pastoral support staff)

Purpose of the Reintegration Meeting:

The purpose of the meeting is to:

- Review what happened and why the suspension was necessary
- Discuss what has been learned from the incident
- Agree on support strategies to help the pupil improve their behaviour and meet expectations
- Design a reintegration strategy that offers the pupil a fresh start
- Prevent recurrence of the behaviour
- Rebuild relationships and restore the pupil's place in the school community

Reintegration Strategy:

The school will support the pupil to reintegrate back into school life through a tailored reintegration strategy. This may include:

- A phased return to lessons
- Additional pastoral support or mentoring
- Adjustments to the pupil's timetable or learning environment
- Targeted interventions to address underlying issues (e.g., social, emotional, behavioural needs)
- Regular check-ins with a designated member of staff
- Updated Behaviour Support Plan or Individual Crisis Management Plan (ICMP)
- Referrals to external agencies if appropriate

The reintegration strategy will be reviewed regularly to ensure it is effective in supporting the pupil's successful return to school.

If a Suspension is Overturned:

If the governing board overturns the Head of School's decision to suspend a pupil, the Head of School must reinstate the pupil on the directed date. The school will still support the pupil to reintegrate back into school life using the strategies outlined above.

The overturning of a suspension decision may reveal that adjustments are needed in our current procedures or approach. We will use such occasions to review and improve our approach to behaviour management, ensuring that we are doing everything we can to support all pupils to thrive.

Appeals Procedure and Independent Review Panels

In all cases, parents/carers will be informed of a suspension or permanent exclusion by letter, which will detail the responsibilities of the parents, pupils and the Academy. It will also outline what to do if you disagree with the decision.

Suspensions of 5 Days or Fewer

If a suspension is for 5 school days or fewer in a term, parents/carers can ask the governing board to hear their views about the suspension, but the governing board cannot overturn the Head of School's decision or direct reinstatement.

Suspensions of More Than 5 Days

Parents/carers can ask the governing board to overturn a suspension if either:

- The pupil has been suspended for more than 5 school days in a term, or
- The suspension means the pupil will miss a public exam or National Curriculum test

The governing board will convene a hearing in accordance with the procedures set out in this policy.

Permanent Exclusions and Independent Review Panels

When a permanent exclusion is upheld by the governing board, parents/carers have the right to request that the decision be reviewed by an **independent review panel (IRP)**.

The governing board will notify parents/carers in writing of:

- Their right to request an independent review
- The deadline for making such a request (15 school days from receipt of notification)
- The name and address of the person to whom the request should be submitted
- That they may, at their own expense, appoint someone to make written and/or oral representations to the panel
- Their right to request a SEN expert to attend the panel

Independent Review Panel Composition:

The independent review panel will consist of three or five members, including:

- A lay member to chair the panel
- School governors or trustees who have served for at least 12 consecutive months
- Headteachers or individuals who have been a headteacher within the last 5 years

Independent Review Panel Powers:

The IRP has the power to:

- Uphold the permanent exclusion
- Recommend that the governing board reconsiders reinstatement
- Quash the decision and direct the governing board to reconsider reinstatement (this direction must be followed)

Equality Act Claims

If parents/carers believe that there has been unlawful discrimination in relation to a suspension or permanent exclusion, they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability).

Education During Suspension, Alternative Provision and Managed Moves

The school recognises its statutory duty to ensure a pupil's education continues during a period of suspension. For the first 5 days of a suspension, the school will set and mark work for the pupil to complete at home. From the sixth consecutive school day of a suspension (or a permanent exclusion), the school (or the Local Authority, in the case of a permanent exclusion) will arrange suitable, full-time alternative education.

The school has the power to direct a pupil to appropriate alternative provision if this is deemed to be in the best interests of the pupil and/or the school community. This may be used as an alternative to permanent exclusion and will be subject to regular, documented reviews.

The school may also negotiate a managed move with another school, with the agreement of all parties including the parents/carers and the pupil (where appropriate). In strict accordance with statutory guidance, a managed move is a voluntary agreement and must be permanent from the outset. Temporary or "trial" managed moves are not permitted. A managed move should never be used to circumvent the formal exclusion process. All decisions regarding alternative provision or managed moves will be made in accordance with statutory guidance and in the best interests of the pupil.

Whole School Information

Power to Search

Staff have the power to search a student if we suspect them of carrying a prohibited item such as a mobile device, weapon*, alcohol, controlled drugs, stolen property, pornography, cigarettes, vapes, drug or smoking paraphernalia, fireworks or anything likely to cause an injury.

*For the purpose of this policy a "weapon" is any firearm of any description including starting pistols, air guns, replica or toy guns or knives, any bladed object including pocket knives, craft knives, scissors, pencil sharpener blades or items that could be weaponised.

Explosives, including fireworks, aerosol sprays, lighters and matches; laser pens or other objects. Any object manufactured for a non-violent purpose that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

- A second person must be present who is of the same sex as the pupil searched.
- A student that refuses to be screened for suspected possession of offensive weapons, will be refused entry to the school and this will be recorded as unauthorised absence
- A pupil's possessions can be searched without consent and the search witnessed by staff of the same or the opposite sex to the pupil; the pupil must be present.
- If we have reason to believe that a student is under the influence of vape/drug/smoking paraphernalia we will contact parents

While staff may search for items banned by school rules, such as mobile devices, they must not use force to do so. The legal power to use reasonable force during a search applies only to legally prohibited items such as weapons, alcohol, or controlled drugs.

Power to use Reasonable Force

Every member of staff at Henlow CE Academy has the power to discipline "pupils for breaches of school rules, failure to follow reasonable instructions or other unacceptable conduct.

A number of staff have undertaken Team Teach training, certification will be stored in HR files and is valid until 29th September 2026. The staff members listed are: Niki Robson, Rachel Lewis, Lisa Howkins, Steve Carrington, Sabrina Towersey, Sandie Shaw, Nicola Hilton and Gareth Baxter

Staff must assess every situation to ensure the use of force is necessary, proportionate, and considers the pupil's welfare . Any incident meeting the definition of a Significant Incident triggers the statutory recording and reporting duties detailed in Appendix 2 of this policy.

On some occasions a teacher may use, such force as is reasonable in the circumstances "for the purpose of preventing a pupil from doing or continuing to do any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- The power to discipline is applicable to any pupil at a school where education is provided for them, and also to misbehaviour by pupils outside school premises when they are not in the lawful control or charge of a member of staff.

Where it is known that a particular student may have a particular disability or SEN which makes it more likely for the use of force to be required in order to control behaviour an individual risk assessment will be carried out. The relevant staff will also receive the appropriate training in the use of force. It is unacceptable and unlawful to use force as a punishment.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe

For further information please see Appendix 2

Appendix 1

Where a pupil's behaviour adversely impacts on their learning or the learning of others, we will provide support through interventions designed to ensure that we are doing everything we can reasonably be expected to allow a pupil to thrive and achieve. The interventions below are not exhaustive and will not all be used in all cases.

Stage	Rationale & who	Interventions	Evidence
1	These are the actions that a **Class Teacher** would be expected to undertake and to evidence that everything is being done to meet the needs of the child.	• Talk to the pupil • Check that SEND has been met • Check that behaviour plan is being followed • Check with designated safeguarding lead • Change of seating plan • Individual targeted support • Use of the C1 - C4 interventions process • Contact with home • Discussion with HoD for support	• Record in Edulink • Planning • Record of phone conversation/email/meeting notes
2	**Single Subject Issue** Referral is made by the **class teacher** when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to stage 2 when this is agreed with the **Head of Department** Where the behaviour of the pupil is isolated to one subject area, the **Head of Department** would be expected to undertake and to	• Review prior support and interventions • Interrogate Edulink and talk to the FT/HoY to ascertain whether the pupil's behaviour is subject specific • Talk to the pupil • Contact with home • Subject report • Check that SEND has been met • Check that behaviour plan is being followed • Check with designated safeguarding lead • Observe the pupil/carry out learning walk	• Record in Edulink • Record of phone conversation/email/meeting notes • Report card • Observation/learning walk notes • Time out card usage • Date of group change

	evidence that everything is being done to meet the needs of the child.	• Time out card (refer directly to the HoD) before • Reflection with the class teacher regarding triggers - e.g particular activities, seating plan, time of day etc • Change of group • Temporary removal from subject	
	Multiple Subject Issue Referral is made by the **class teacher** when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to stage 2 when this is agreed with the **Form Tutor**. Where the behaviour of the pupil occurs across subject areas, the **Form Tutor** would be expected to undertake and to evidence that everything is being done to meet the needs of the child.	• Review prior support and intervention • Talk to the pupil • Contact with home • RAG the pupils timetable with the pupil and with regard positive and negative behaviour • Positive report • Time out card (refer directly to the form tutor) • Referral to CPR • Observation/learning walk • Start a google doc for class teachers to identify triggers • Refer to vulnerable groups • If behaviour is at break/lunch is there a clubs timetable	• Record in Edulink • Record of phone conversation/email/meeting notes • Report card • Observation/learning walk notes • Time out card usage • Google docs • Vulnerable Groups notes
3	Referral is made by the **Form Tutor** when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to stage 3 when this is agreed with the **Head of Year**.	• Review prior support and intervention with appropriate staff • Talk to the pupil • Contact with home • Complete a round robin • Discussion Line Management meeting • Observation/learning walk	• Record in SIMS • Record of phone conversation/email/meeting notes • Report card • Observation/learning walk notes • Time out card usage • Google docs

	Where the behaviour of the pupil occurs across subject areas, the **Head of Year** would be expected to undertake and to evidence that everything is being done to meet the needs of the child.	• Time out card (refer directly to **Head of Year**) • Completion of Individual Crisis Management Plan (ICMP) • Change of groups (in collaboration with **Heads of Departments**) • Appropriate referrals to internal and external agencies • If behaviours are at break/lunch BSP • Temporary removal from hotspots • Change of form groups • Formal behaviour contract	• Vulnerable Groups notes • ICMP • Timetable/class/group changes • Minutes from meetings with internal/external agencies • BSP
4	Referral is made by the **Head of Year** when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to stage 4 when this is agreed with the **Deputy Head**.	• Review prior support and interventions with appropriate staff • Talk to the pupil • Review the formal behaviour contract • Involvement of Access and Inclusion from CBC • Meet with parents/carers to discuss the possibility of a managed move	• Record of phone conversation/email/meeting notes • Report card • Formal record with Access and Inclusion
5	Referral is made by the **Deputy Head** when the pupil has not made the required change despite the interventions identified being implemented. The pupil moves to stage 5 when it is agreed with the Head of School that the pupil can no longer maintain a place at the Academy.	• Alternative provision secured • Managed move secured • Permanent exclusion	• Completed paperwork • County informed through access and inclusion • Pupil files transferred to next educational establishment • Pupil off roll

Appendix 2

Restrictive Interventions Including The Use of Reasonable

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the processes below. Any parents wishing to view this policy may do so on request.

Introduction

This policy follows the statutory requirements effective **April 1, 2026**, regarding the use of restrictive interventions.

Restrictive Intervention: An umbrella term for both physical and non-physical actions aimed at preventing, restricting, or subduing the movement of a pupil's body.
Reasonable Force: Using no more force than is necessary for the shortest amount of time to prevent injury, criminal offences, property damage, or severe disorder .

Seclusion: A non-disciplinary safety measure used only when a pupil is experiencing high levels of emotional dysregulation and presents an immediate risk of harm to others. It is never a punishment.

Significant Incident: Any incident where the use of force goes beyond appropriate physical contact (such as first aid or comforting a distressed child)

School Expectations

The management takes seriously its duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk.

Pupils are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.

- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Modifications to Environment

Ideally, staff will not wait until a crisis is underway before conducting a risk assessment of the environment. We know that, very occasionally, some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general, it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

Help Protocols

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing

with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

The Last Resort Principal

At this school we only use physical restraint when there is no realistic alternative. National guidance is clear:

"If necessary staff have the authority to take immediate action to prevent harm
occurring even if the harm is expected to happen some time in the predictable future."
Para 10 Page 4 Department of Health – 1997 – "The Control of Children in the Public Care: Interpretation of the Children Act 1989" – London: H M S O

We expect staff to conduct a risk assessment and choose the safest alternative. We also expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may

be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

Unreasonable use of Force: Prohibited Practices

The following actions are strictly prohibited and may lead to disciplinary action:

- The use of force as a form of punishment.
- Any restraint that impacts a pupil's airway, breathing, or circulation (e.g., pressure to the neck, throat, or abdomen).
- The use of more force than is strictly necessary to reduce the immediate risk.
- Subjecting pupils to undignified or humiliating treatment.

Team Teach

Some staff at Henlow Academy working closely with pupils are trained in the pre-emotive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. Further details of the Team Teach approach can be found in the Beormund Team Teach documents and the Team Teach website (www.team-teach.co.uk).

Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important too.

When considering a pupil's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?

- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Risk Assessment

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, Team Teach trained staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

Getting Help

At this school the following support structures are in place:

- Student passports and Behaviour Support plans are kept in Google Drives to ensure all relevant information about each pupil is available to all members of staff working with them.
- Use of Red card system and Walkie-talkies for when asking for help
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Termly refresher meetings between staff trained in Team Teach strategies and techniques

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and be included in a Pastoral Support Plan or IEP.

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school/those they are trained in. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

The Post Incident Support Structure for Pupils and Staff

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

Complaints

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

Training

Teachers and anyone authorised by the Headteacher who are expected to use planned physical techniques should be trained. This school has adopted the Team Teach Model of training. Margaret Newman, Geraldine Palmer, Jo Mitchell, Michelle Allen, Lena Papapetrou and Hazel Cowie have completed Team Teach Positive Behaviour Training, Level 1. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines.

Recording

Every significant incident of force and every instance of seclusion must be recorded on CPOMS as soon as practicable, and no later than the same day. The record must include :

- Names of pupils and staff involved.
- The pupil's SEN status code and any identified disabilities.
- The time, date, location, and approximate duration of the intervention.
- A brief account of why the intervention was necessary and the de-escalation strategies attempted first.
- Details of any physical injuries sustained and post-incident support provided.

Statutory Reporting to Parents

The school has a legal duty to report each significant use of force or seclusion to the parents of the pupil involved as soon as practicable, and no later than the same day.

Format: This report must be provided in writing (e.g., via Edulink or email).

Exceptions: Reporting is not required if the pupil is 20 or over, or if reporting is likely to result in serious harm to the pupil.

Follow-up: Parents should be invited to a follow-up discussion to review de-escalation strategies and, if necessary, amend the pupil's Behaviour Support Plan.

Monitoring and Evaluation

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.

Henlow
Church of England Academy

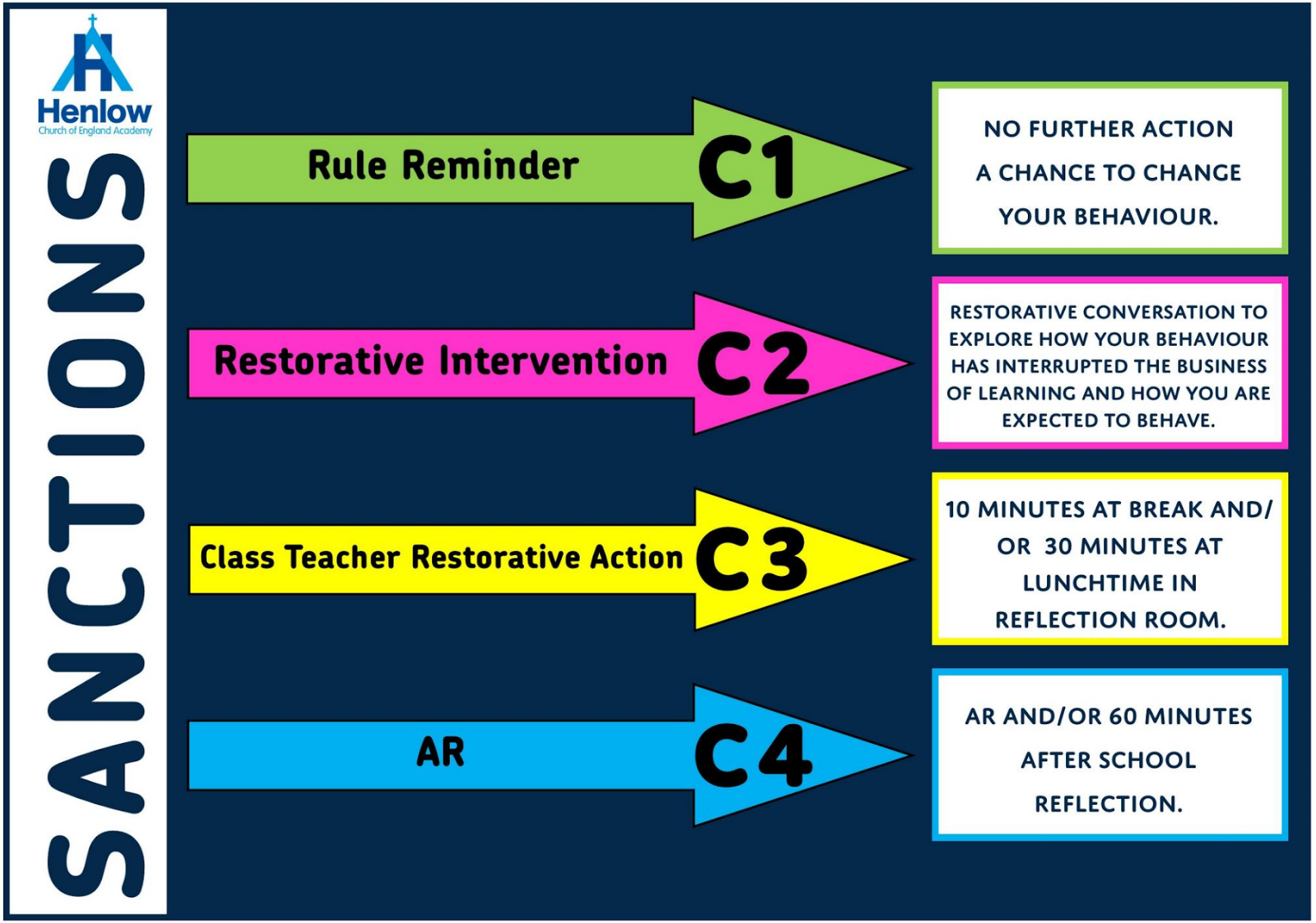
LEARNING

We are here for the business of learning



Be Prepared | **Be Respectful** | **Be Resilient**

HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM



HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM

Henlow
Church of England Academy

REWARDS

MERITS

25, 50 & 75
= CERTIFICATES
100, 150, 200 & 300
= CERTIFICATE AND PIN BADGE

GIVEN OUT BY YOUR HEAD OF YEAR IN ASSEMBLIES. ALL STUDENTS WHO GET OVER 200 MERITS GET AN ENTRY IN THE ULTIMATE PRIZE DRAW IN THE SUMMER ASSEMBLY.

ATTENDANCE AWARDS

ATTENDANCE MATTERS! BE IN SCHOOL TO ACHIEVE 98% AND ABOVE ATTENDANCE FOR THE WHOLE SCHOOL YEAR TO GAIN YOUR PLACE ON THE ATTENDANCE ROLL OF HONOUR AND AN ENTRY IN THE ULTIMATE PRIZE DRAW IN THE SUMMER ASSEMBLY.

VALUES REWARD CARD

DEMONSTRATE THE HENLOW VALUES IN OR OUTSIDE OF LESSONS. WHEN YOU HAVE COLLECTED ALL 6 VALUES, HAND THE CARD IN AT THE HUB TO GET 1 ENTRY INTO THE TERMLY RAFFLE, PER COMPLETED CARD, TO WIN A £10 VOUCHER AND AN ENTRY IN THE ULTIMATE PRIZE DRAW IN THE SUMMER ASSEMBLY.

SPORTS AWARDS

PARTICIPATE IN SPORTS CLUBS THROUGHOUT THE SCHOOL YEAR FOR THE OPPORTUNITY TO WIN A RANGE OF AWARDS AT OUR ANNUAL SPORTS AWARD EVENING.

HEAD OF DEPARTMENT AWARD

PRAISE POSTCARD AWARDED BY THE HEAD OF DEPARTMENT FOR EITHER A PIECE OF GREAT WORK OR ACHIEVEMENT. EACH AWARD GETS 1 ENTRY INTO A HALF TERMLY DRAW TO WIN A £10 VOUCHER AND AN ENTRY IN THE ULTIMATE PRIZE DRAW IN THE SUMMER ASSEMBLY.

HEAD OF YEAR AWARD

PRAISE POSTCARD AWARDED BY YOUR HEAD OF YEAR FOR EITHER A PIECE OF SUPERB WORK OR ACHIEVEMENT. EACH AWARD GETS 1 ENTRY INTO A HALF TERMLY DRAW TO WIN A £10 VOUCHER AND AN ENTRY IN THE ULTIMATE PRIZE DRAW IN THE SUMMER ASSEMBLY.

SLT AWARD

CERTIFICATE AWARDED TO YOU BY A MEMBER OF SLT FOR EITHER A PIECE OF OUTSTANDING WORK OR ACHIEVEMENT. EACH AWARD GETS 1 ENTRY INTO A HALF TERMLY DRAW TO WIN A £10 VOUCHER AND AN ENTRY IN THE ULTIMATE PRIZE DRAW IN THE SUMMER ASSEMBLY.

HEAD TEACHER AWARD

CERTIFICATE AWARDED TO YOU BY MRS EARP FOR EITHER A PIECE OF EXCEPTIONAL WORK OR ACHIEVEMENT. EACH AWARD GETS 1 ENTRY INTO A HALF TERMLY DRAW TO WIN A £10 VOUCHER AND AN ENTRY IN THE ULTIMATE PRIZE DRAW IN THE SUMMER ASSEMBLY.

KINDNESS AWARD

DEMONSTRATE GENEROSITY OF SPIRIT, CARING FOR OUR COMMUNITY AND EMBODYING OUR VALUES CONSISTENTLY. STAFF NOMINATE STUDENTS AND THEN A WINNER IS CHOSEN BY SLT TO RECEIVE A £100 CHEQUE IN THE CHRISTMAS ASSEMBLY.

SUBJECT AWARDS

DEMONSTRATE COMMITMENT, PERSEVERANCE AND ENGAGEMENT IN YOUR LESSONS. CERTIFICATES ARE AWARDED TO STUDENTS BY SUBJECT DEPARTMENTS EVERY TERM FOR ATTAINMENT, PROGRESS AND HONOURABLE STUDENT AS WELL AS AN ENTRY IN THE ULTIMATE PRIZE DRAW IN THE SUMMER ASSEMBLY.

MEERKAT AWARD

DEMONSTRATE SUPPORT AND CARE FOR OTHERS IN OUR COMMUNITY, PUTTING OTHERS BEFORE YOURSELF. STAFF NOMINATE STUDENTS AND THEN A WINNER IS CHOSEN BY SLT TO RECEIVE THE MEERKAT AWARD IN THE EASTER ASSEMBLY.

AWARDS EVENING

A RANGE OF AWARDS ARE GIVEN OUT AT AN AWARDS EVENING TO YEAR 11 STUDENTS, WHO HAVE DEMONSTRATED EXCELLENCE OR CONSISTENT COMMITMENT TO A SUBJECT, NOMINATED BY SUBJECT DEPARTMENTS.

HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM