



Fir Vale Academy

The best in everyone™

Part of United Learning

Behaviour Policy

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Approved By:

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1. Expectations

This policy sets out the academy's approach to promoting good behaviour, self-discipline, and respect; preventing bullying; ensuring pupils complete assigned work; regulating conduct; and managing suspensions and permanent exclusions. It ensures fairness, consistency, and high expectations while meeting the academy's legal duties under the Equality Act 2010, including consideration of relevant protected characteristics such as disability. The policy also takes into account the needs of pupils with special educational needs (SEND) and has regard to the academy's safeguarding policy where appropriate. It applies to behaviour in the academy, while travelling to and from academy, during academy trips, work experience, and online, particularly where such behaviour may impact the academy community.

2. Policy Implementation

All members of the academy community share responsibility for promoting and maintaining high standards of behaviour. Everyone has a right to feel secure, to be treated with respect, and to learn in an environment free from harassment, bullying, or discrimination, including online and outside academy. The academy is committed to promoting equal opportunities for all pupils and takes its duties under the Equality Act 2010 seriously, making reasonable adjustments for pupils with disabilities or additional needs.

Staff Responsibilities

All staff are expected to implement this policy consistently, fairly, and proportionately, modelling the behaviour expected of pupils. Staff are responsible for:

- Setting clear expectations for behaviour and conduct.
- Promoting positive behaviour and recognising achievements.
- Intervening early to prevent escalation of poor behaviour.
- Following agreed procedures for recording and reporting incidents.
- Considering individual needs, including SEND and safeguarding concerns, when applying sanctions or support.

Senior Leadership Team (SLT) Responsibilities

The SLT ensures that the policy is followed consistently and effectively across the academy. Responsibilities include:

- Maintaining accurate records of behavioural incidents.
- Tracking patterns of behaviour and identifying pupils requiring support.
- Ensuring staff receive regular training on behaviour management and safeguarding duties.
- Reporting behaviour data and trends to governors and, where appropriate, to parents.
- Being highly visible in the academy and engaging with pupils, staff, and parents to maintain a positive behaviour culture, in line with DfE Behaviour Guidance.

Student Responsibilities

Pupils are expected to behave responsibly, respectfully, and safely at all times. This includes:

- Following instructions and academy rules.
- Moving safely around the academy site.
- Engaging positively in learning and completing assigned work.
- Representing the academy appropriately on trips, at work experience, or online.
- Showing respect for others and their property.

Parent/Carer Responsibilities

Parents play a crucial role in supporting the academy's behaviour policy and values. Responsibilities include:

- Supporting the academy's expectations for behaviour, attendance, punctuality, uniform, academic standards, and participation in extra-curricular activities.
- Engaging with the academy in matters relating to their child's behaviour, learning, and wellbeing.
- Working in partnership with staff to reinforce positive behaviour and address concerns.
- Liaising with the academy and, where appropriate, other support agencies to meet the needs of their child.

Working Together

Behaviour at the academy reflects its culture and ethos. United Learning academy's aim to foster a strong sense of belonging, encouraging pupils to do the right thing because it is the right thing to do. The academy promotes positive behaviour through:

- A clear behaviour curriculum embedded in daily routines.
- Collaborative relationships between academy, pupils, and parents to reinforce a positive learning environment.
- Support systems to meet the individual needs of all pupils, including interventions and specialist support where necessary.

3. Rewards

We actively promote positive behaviour and recognise pupils who demonstrate our academy values and expectations. Rewarding good behaviour encourages repetition, reinforces our academy culture, and communicates clear expectations to all pupils. Rewards also support pupils' sense of self-worth, well-being, achievement, and enjoyment of the academy.

Our Reward System

At Fir Vale Academy, we promote positive behaviour through:

- Praise and constructive feedback.
- Recognition points for demonstrating positive behaviour and achievements.

- Certificates and awards to celebrate effort, progress, and achievement.
- Positive letters or phone calls to parents/carers acknowledging pupils' successes.
- Celebratory events, trips, or assemblies highlighting pupil accomplishments.

Inclusive and Adapted Rewards

Rewards are designed to ensure inclusion for pupils with SEND and other vulnerabilities. In particular:

- Rewards that could be discriminatory, such as 100% attendance awards or attendance-linked privileges (e.g., access to prom), are appropriately adapted to avoid disadvantaging pupils with SEND or medical needs.
- Positive discipline and reward strategies are used to support pupils whose challenging behaviour may be linked to a disability, helping to manage behaviour effectively and improve educational outcomes.
- All staff are encouraged to consistently recognise pupils doing the right thing, using rewards to reinforce our academy's ethos and culture.

By embedding rewards into daily practice, we foster a positive and supportive learning environment where all pupils feel valued, motivated, and included.

4. Behaviour Expectations, including 'The Fir Vale Way'

At Fir Vale Academy, we maintain high standards of behaviour to ensure a safe, respectful, and focused learning environment. Our approach combines clear expectations, positive reinforcement, and graduated interventions, while taking into account pupils' individual needs, including SEND and safeguarding requirements. Pupils' behaviour is taught and supported, distinguishing between deliberate breaches of policy and behaviours arising from support needs.

Core Expectations for Pupils

Pupils must:

- Be respectful, kind, and safe.
- Follow instructions first time.
- Move calmly around the site.
- Care for property.
- Behave appropriately online, including in any written or electronic communication concerning the academy or United Learning.

These expectations apply:

- At the academy.
- Travelling to and from the academy.
- On trips, work experience, or other academy-related activities.
- When representing the Academy.
- While wearing uniform or identifiable as a pupil.
- Online, when behaviour affects the academy, pupils, or wider community.

The Fir Vale Way

Our expectations are underpinned by **The Fir Vale Way**, reflecting our shared values:

FV1 – We show determination by attending every day, ready to learn.

FV2 – We show respect by following instructions first time, every time.

FV3 – We wear our uniform with pride and take every opportunity.

FV4 – We move calmly and quietly around the academy with pace and purpose.

FV5 – We speak and act with kindness to show togetherness in our community.

FV6 – We have a positive attitude in everything we do to achieve our potential.

These expectations guide daily interactions and ensure a safe, respectful, and focused learning environment.

Behaviour That Falls Short

Examples include:

- Disruption in lessons or around the academy.
- Refusal to follow instructions.
- Unsafe behaviour or bullying (including online).
- Damage to property.
- Persistent lateness, truancy, or being out of bounds.

Positive behaviour is recognised and praised to encourage repetition and reinforce the academy's values.

Teaching and Supporting Good Behaviour

- Behaviour is explicitly taught, modelled, and reinforced by staff.
- Pupils are supported through pastoral interventions, structured programmes, and multi-agency assessment where needed for continual disruptive behaviour.
- Consequences take into account SEND, safeguarding, and other vulnerabilities, distinguishing deliberate breaches from behaviour arising from support needs.
- All new pupils are thoroughly briefed on expected behaviour and supported through transitions from entry to leaving the academy.
- Unexplained absences are managed according to the academy's missing child procedures.

Behaviour System (C1–C3)

C1 – Warning

- Quiet, clear reminder to change behaviour.
- Opportunity to correct without further consequence.

C2 – Pastoral Intervention

- For repeated disruption or defiance.
- Recorded and followed by a pastoral conversation or restorative discussion.
- May involve a visit to the lesson from the pastoral team.
- Provides an opportunity to correct behaviour without formal sanction.

C3 – Removal and Detention

- For persistent or serious incidents.
- Student removed to the Reflection Room or another classroom.
- Detention issued (30 minutes) to reflect on behaviour.
- Students complete restorative work or discussion before returning to lessons.

Truancy Procedure

- Pupils found truanting are taken to the Reflection Room or returned to their lesson.
- Reflection Room staff ensure the student is returned to learning without disrupting the classroom.
- Pupils may be escorted back by Head of Year or pastoral staff when appropriate.
- A detention is issued at the end of the day.
- Persistent truancy may result in placement in the Internal Exclusion Unit (IEU).

Removal Room Procedures

Lesson Removal

- Staff radio the Reflection Room.
- Reflection Room staff confirm arrival and supervise the student.
- Staff must clearly explain the reason for removal and confirm when the student can leave.
- Restorative reflection is encouraged before returning to lessons.

Social Time Removal

- Pastoral staff radio the Reflection Room.
- Reflection Room staff confirm arrival and supervise the student.
- The sending staff member logs the reason on Arbor.
- Students isolated for social time are released when SLT calls for line-up (3 minutes before the end).
- Persistent or repeated removals may result in placement in the IEU.

- Phones must be “not seen, not heard” on site, switched off and kept in bags.
- If seen or heard:
 - **Confiscated immediately**
 - If handed over straight away: 30-minute detention; student collects at end of day
 - If refused initially but handed over (“change of face”): 30-minute detention; family collects at end of day
 - If refused completely: student isolated; parent/carers must collect the phone

5. Bullying

At Fir Vale Academy, bullying will not be tolerated. All pupils and parents/carers should be aware of the procedures to follow if they believe a pupil is being bullied or they are experiencing bullying. The academy community will also be clear on the potential disciplinary consequences for bullying.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.

Scope and Responsibility

- Bullying can occur in person or online (cyberbullying).
- All incidents will be taken seriously, investigated thoroughly, and addressed proportionately.

Reporting and Support

- Pupils and parents/carers are encouraged to report bullying promptly to staff.
- Support will be provided to victims and appropriate interventions applied to perpetrators, which may include restorative approaches, sanctions, or referrals to external agencies.
- The academy’s safeguarding procedures will be followed where necessary to ensure pupil safety.

6. Contextual Safeguarding

All staff at Fir Vale Academy take into account the context and underlying motive of a pupil’s misbehaviour before determining any response. This ensures that interventions are fair, proportionate, and sensitive to the pupil’s individual circumstances.

Staff will always consider whether a pupil's behaviour raises any concerns for their welfare. If there is a reasonable suspicion that a pupil may be suffering, or is likely to suffer, significant harm—whether inside or outside of academy—staff must follow the procedures set out in the Safeguarding Policy and promptly discuss their concerns with the Designated Safeguarding Lead (DSL).

Additionally, staff will consider whether disruptive behaviour may result from unmet educational needs, SEND, mental health concerns, or other underlying factors. Where appropriate, concerns will be discussed with the pupil's parents or carers to identify support and interventions. Any academy-specific or local arrangements for supporting pupils with additional needs will be implemented to ensure that behaviour management is both effective and equitable.

7. Supporting Students with Special Education Needs and Disabilities

Fir Vale Academy recognises that some pupils with special educational needs and/or disabilities (SEND) may display behaviours that challenge or disrupt learning. Staff always consider whether a pupil's behaviour may be linked to their SEND or other additional needs before applying sanctions, ensuring fairness and equity.

Adaptations and Reasonable Adjustments

- The academy makes adaptations and reasonable adjustments for managing behaviour related to a student's SEND or disability, in accordance with the Equality Act 2010.
- These adjustments are tailored to the individual pupil and consider the advice of relevant professionals.
- Adjustments may relate to:
 - The way instructions are given.
 - How behaviour is managed.
 - The consequences and rewards applied.
- Early intervention is prioritised to support student behaviour and help pupils improve their conduct effectively.

Considering Unidentified SEND

- Where there are concerns that a pupil may have unidentified SEND, the academy follows its SEND referral and identification processes in line with the graduated approach.
- This may include assessment by the SENCO and consultation with parents/carers.
- Additional support plans or interventions are implemented as required, drawing on multi-agency advice if appropriate.

Key Principles

- Staff work closely with the SENCO and other specialists to understand the causes of behaviours and plan appropriate support.

- Interventions may include personalised behaviour plans, differentiated approaches, and targeted pastoral support.
- Where behaviour is linked to unmet educational or social-emotional needs, staff will liaise with parents/carers to identify strategies and support.
- The academy provides a positive and inclusive environment that promotes learning, wellbeing, and personal development for all pupils, recognising that reasonable adjustments may be required under the Equality Act 2010.

8. Consequences

Sanctions are applied fairly, proportionately, and lawfully. Staff consider SEND and other vulnerabilities before applying sanctions and make reasonable adjustments where needed, in accordance with the Equality Act 2010.

Sanctions

Sanctions may include:

- **Warnings (C1)** – quiet, clear reminders to correct behaviour.
- **Pastoral visit / intervention (C2)** – for repeated disruption or defiance, including restorative conversations.
- **Detentions (C3)** – for persistent or serious incidents.
- **Removal to the Reflection Room** – for serious or repeated misbehaviour.
- **Internal isolation** – for serious or persistent incidents.
- **Offsite direction** – planned interventions or managed moves.
- **Suspension** – for serious breaches of behaviour policy or where the safety of pupils or staff is at risk.

Detentions

Detentions reinforce high expectations and consistent routines. Staff applying detentions must consider the welfare of the pupil, any caring responsibilities, and, where appropriate, whether parents/carers should be informed.

30-minute detentions may be issued for:

- Being late to academy or lessons.
- Failing to meet expectations at line-up.
- Being out of bounds.
- Mobile phone seen or heard.
- Not wearing full academy uniform correctly.

- C3 removals from lessons.
- Truancy (deliberate absence from lessons without permission).

All detentions include a restorative discussion or work to help pupils understand expectations and repair relationships.

Key Principles

- The emphasis is on recognising and describing the behaviours staff want pupils to display so that they are encouraged through the academy culture and ethos to make the right choices.
- Consequences are applied when pupils do not adhere to the academy's behaviour standards.
- For pupils with SEND or other vulnerabilities, reasonable adjustments are made to avoid placing them at a disadvantage.

Allegations and Malicious Accusations

- Allegations of improper behaviour or unprofessional conduct against staff are treated with the utmost seriousness and managed in line with the Safeguarding Policy.
- Pupils who deliberately make false or malicious accusations against staff, other pupils, or individuals may face disciplinary action, including suspension or exclusion.

9. Supporting Pupils Following a Sanction

At Fir Vale Academy, the focus is on helping pupils understand how to improve their behaviour and consistently meet the academy's behaviour expectations. Strategies are designed to teach, guide, and support pupils rather than solely punish.

Key strategies include:

- **Restorative conversations** – enabling pupils to reflect on their actions, understand the impact on others, and repair relationships.
- **Review of support needs** – identifying any additional pastoral, educational, or social support required.
- **Updates to behaviour or pastoral plans** – ensuring interventions remain effective and responsive to pupil needs.
- **SENCO or specialist involvement as required** – providing expert guidance and support for pupils with SEND or other additional needs.

These approaches ensure that pupils are given clear guidance, structured support, and opportunities to develop the skills and understanding needed to make positive choices and maintain high standards of behaviour.

10. Use of reasonable force

Fir Vale Academy follows the Department for Education guidance: *Use of Reasonable Force – Advice for Academy Leaders, Staff and Governing Bodies*.

Authorisation and Scope

- Teachers and staff authorised by the Principal have the power to use reasonable force to:
 - Prevent pupils from committing an offence.
 - Prevent pupils from injuring themselves or others.
 - Prevent damage to property.
 - Maintain discipline.
- Reasonable force may also be used by staff (including non-teaching staff) when they have lawful charge of pupils off academy premises, such as on academy trips or other authorised activities.
- The use of reasonable force should be cross-referenced with the academy's policy on searches, where applicable.

Principles

- Reasonable force means using no more force than necessary, and the decision will always depend on the circumstances of the situation.
- Staff will consider factors such as the pupil's age, SEND, vulnerabilities, and the context of the incident when determining whether physical intervention is appropriate.

Planning and Positive Handling

- Where restrictive physical intervention has been used with a pupil, there is a foreseeable risk of recurrence. The academy will:
 - Develop a **Positive Handling Plan** for that pupil.
 - Share the plan with parents/carers and relevant staff.
- Parents will always be informed when physical restraint has been used.

Training

- Staff receive training on the appropriate use of reasonable force, including how to account for vulnerabilities, SEND, and other relevant factors.
- Training and professional development are refreshed on a 2–3 year cycle to ensure staff are confident and competent.

Reporting

- Every member of staff who uses physical restraint must inform the Principal immediately after the incident.
- Records of all incidents will be maintained using the Restraint Form available on SharePoint, which must then be uploaded to CPOMS.

10. Prohibited items and searches

Fir Vale Academy follows the Department for Education guidance: *Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies*.

Searches

- The Principal or authorised staff may search pupils **with or without consent** where there are reasonable grounds to suspect a pupil has prohibited items.
- Searches without consent may only be carried out when necessary and must be conducted by authorised staff, ideally with a witness of the same sex as the pupil. Exceptions apply only in urgent situations where risk of harm exists.
- Searches must be carried out with due regard to pupil dignity, health and safety, safeguarding, SEND, and relevant vulnerabilities.

Prohibited Items (searchable without consent)

- Knives or weapons
- Alcohol
- Tobacco, including vapes and related products
- Illegal drugs and associated paraphernalia
- Stolen items
- Fireworks
- Pornographic images
- Articles that could be used to commit an offence, cause harm, or damage property
- “Legal high” substances or any items purported to be drugs

Searches with Consent

- Staff may search pupils and their possessions for any item **with consent**, in the presence of the pupil and a witness.

Confiscation

- Staff may confiscate prohibited or harmful items found during a search.
- Electronic devices may be inspected if there is reasonable suspicion that data could be harmful or used to breach academy rules.
- Confiscated items are retained, returned, or disposed of in line with statutory guidance and safeguarding requirements.

Reporting and Communication

- Parents are informed after a search, particularly where harmful items such as alcohol, drugs, or weapons are found.
- Complaints about searches are handled through the academy’s usual complaints procedure.

Key Principles

- Searches are a **last resort** when other methods have failed.
- Staff conducting searches are trained to carry out their responsibilities safely and appropriately, including considering pupils' vulnerabilities and SEND.
- Any use of reasonable force during searches follows the academy's **Use of Reasonable Force** policy.

11. Drugs

Fir Vale Academy operates a **zero-tolerance approach to drugs** for the health, safety, and wellbeing of all staff, pupils, and visitors. This policy applies to all academy and academy-related activities, including journeys to and from academy.

Definition

For the purposes of this policy, the term **"drugs"** includes:

- Illegal drugs
- Alcohol
- Tobacco products, including vapes
- Volatile substances
- So-called "legal highs" or any substance purported to be a drug

Over-the-counter and prescription medicines are managed under the academy's *Supporting Pupils with Medical Needs Policy*.

Prevention and Education

- Pupils receive education on drugs as part of the PSHE curriculum.
- The academy works with external agencies, including drug education charities, to prevent and manage drug-related incidents.
- All incidents are monitored and reported to governors as appropriate.

Incidents and Sanctions

- Any pupil involved in a drugs-related incident will be disciplined in accordance with the academy's behaviour policy.
- Sanctions may include **suspension or permanent exclusion**.
- The academy may involve the **police** where necessary, while making clear that internal academy decisions on supply or use of drugs do not constitute a criminal conviction.
- Contextual factors are considered, including whether a pupil is affected by their own or others' drug misuse, with early access to support provided where appropriate.

Confiscation and Searches

- Any drugs, suspected drugs, or drug-related paraphernalia (e.g., needles) will be **confiscated and disposed of safely** in line with Department for Education guidance.

- Searches for drugs will be carried out in accordance with the academy's **Searching and Confiscation Policy**.

Parental Involvement

- Parents/carers are normally informed if their child is found to be involved in a drugs-related incident.
- In cases where **safeguarding concerns** exist, the academy will act in the child's best interests, which may include not informing parents/carers immediately. Such decisions are made carefully and, where appropriate, with legal advice.

12. Time away from the classroom

Withdrawal / Removal from Lessons

At Fir Vale Academy, it may sometimes be appropriate for a pupil to spend time away from the classroom in a **separate, supervised space**. This may be necessary to:

- Support a pupil in managing their own dysregulation or emotional needs.
- Ensure the safety and wellbeing of other pupils.
- Address disruption to the learning of others.

When using withdrawal or removal from lessons:

- Careful consideration is given to the circumstances and purpose.
- Pupils continue to receive education in a supervised setting. The curriculum delivered may differ from mainstream lessons but will remain **meaningful, purposeful, and aligned to learning objectives**.
- Staff use removal as part of a planned, supportive intervention rather than as a punitive measure alone.
- Repeated or serious incidents may lead to placement in the **Internal Exclusion Unit (IEU)** to ensure the safety of others and to provide focused support to the pupil.

Internal Exclusion Unit (IEU)

The IEU is a **structured, supervised setting** within the academy used for pupils who:

- Have persistent or serious behavioural issues.
- Require time away from mainstream lessons to reflect and regulate.
- Need additional support before reintegration into lessons.

While in the IEU:

- Pupils continue to follow a **meaningful curriculum**.
- Staff provide **restorative support and targeted interventions** to address behaviour.
- The aim is to **prepare pupils for successful reintegration** into mainstream lessons with improved behaviour and self-regulation.

Managed Moves and Offsite Directives

Managed moves and offsite directives are **structured interventions** used only when it is in the pupil's best interests. They are designed to support the pupil's continued learning, behaviour improvement, and long-term success.

Key points:

- **Offsite Directives (OSD)** are carried out in line with current Local Authority guidance.
- Pupils may be directed to attend another academy for:
 - A **short-term placement** (1–10 days) in the academy's isolation room or designated learning area.
 - An **extended placement** (up to 12 weeks), reviewed monthly.
- A **successful Extended Offsite Directive** can lead to a **managed move**, which is voluntary and requires the agreement of all parties (pupil, parents, and receiving academy).
- Managed moves and offsite directives are only used as part of a **planned, supportive intervention**, ensuring that pupils are supported academically, socially, and emotionally during the process.

This approach ensures that withdrawal, internal exclusion, or redirection to another setting is **consistent, fair, and focused on positive outcomes**, in line with the academy's duty of care and United Learning principles.

13. Suspensions and Permanent Exclusions

Suspension and permanent exclusion are the **most serious sanctions** within the academy's behaviour framework. They may be necessary to **maintain the safety, welfare, and learning of all pupils** and are considered only after other interventions and consequences have been applied, in line with this Behaviour Policy.

Key Principles

- **Decision-making:** The decision to suspend or permanently exclude a pupil rests solely with the Principal (or formally delegated Acting Principal).
- **Ultimate sanction:** Exclusion is always a last resort, used only in response to a **serious breach or persistent breaches** of the academy's Behaviour Policy, or when allowing the pupil to remain in academy would **seriously harm the education or welfare of the pupil or others**.
- **Fairness and equality:** The academy adheres to the **Equality Act 2010**, ensuring that decisions do not disproportionately affect pupils with SEND or other protected characteristics. Staff take into account the pupil's **individual circumstances, SEND, vulnerabilities, and safeguarding considerations**.
- **Context:** Behaviour outside of academy, including online activity, travel to/from academy, academy trips, and work placements, may be considered when determining the appropriateness of suspension or permanent exclusion.

Suspension (Fixed-Term Exclusion)

- May be issued for a **single serious incident** or **repeated misbehaviour**.
- Lunchtime exclusions are considered **half-day suspensions**.

- Repeated suspensions for pupils with SEND, particularly those with EHCPs, require **SENCO involvement** and may involve specialist support or alternative strategies before further exclusion.

Permanent Exclusion

- Used **only as a last resort** for the most serious breaches of the Behaviour Policy, where allowing the pupil to remain in academy would seriously harm the learning or welfare of others.
- Examples include extreme violence, persistent disruptive behaviour despite interventions, or serious safeguarding breaches.
- Any examples are **not exhaustive**, and each case is judged individually.

Investigation and Decision Process

- Investigations are conducted in accordance with **DfE guidance**, ensuring decisions are **lawful, reasonable, fair, and proportionate**.
- The Principal considers:
 - Severity of the incident
 - Likelihood of reoccurrence
 - Pupil's previous behaviour record
 - Contributory factors (e.g., SEND, bereavement, mental health, bullying)
 - Support, adaptations, and interventions previously in place
- Decisions are made on the **balance of probabilities**, based on the evidence available.

Notification

- Parents/carers are contacted **immediately** by phone, with a formal letter confirming the exclusion sent without delay.
- Where relevant, social workers, Virtual Academy Heads, and the Local Authority are notified in line with statutory guidance.

Governing Body Role

- The Governing Body facilitates **parental representation**, reviews the exclusion, and decides whether to **uphold or overturn** the exclusion.
- Their decision is provided in writing, including the reasons.

Reintegration and Support

- Following any exclusion, the academy implements a **reintegration plan**, ensuring the pupil can return to mainstream education with the appropriate **support or adaptations** to meet behaviour expectations.
- Managed moves or offsite directives may be considered where necessary as part of a planned intervention.

Reference to Exclusions Policy

- Detailed procedures, including independent review panel processes and statutory requirements, are set out in the academy's separate **Exclusions Policy**, in line with United Learning Exclusions Guidance.