



London Enterprise Academy

Behaviour Policy

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1.0 London Enterprise Academy Mission Statement

London Enterprise Academy is a secondary free school in Tower Hamlets set up by serving teachers, professionals and local parents. Our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhanced ambition in all its students, inspire the next generation of professionals and entrepreneurs from diverse backgrounds.

2.0 Policy links to School mission, aims and values

All of the work of London Enterprise Academy is intended to support the delivery of our mission statement in full.

This policy specifically is intended to ensure that the school remains a positive and safe environment for students and staff. Students have the right to learn and work, and teachers to teach, without disruption from others. Everyone has a right to feel safe in our school irrespective of their race, gender, religion, sexuality or specific need.

London Enterprise Academy's school values are Leadership, Excellence, Ambition, Determination and Sincerity (LEADS). These are encouraged throughout the school including the classrooms, displays, assemblies, staff and advisory.

3.0 Statutory Framework

This policy is guided by the 2013 behaviour guidance (updated in February 2024) issued by the DfE, and the Education Act of 2011.

4.0 Purposes

This policy specifically is intended to:

- Encourage a positive, calm and purposeful atmosphere where everyone feels safe, students can learn to the best of their abilities and everyone feels valued and treats others with respect
- Encourage young people to take responsibility for their behaviour
- Encourage students to achieve high standards in learning and behaviour
- Celebrate achievement and to discourage negative behaviour
- Tackle incidents/instances of poor behaviour effectively and fairly
- Allow teachers to teach high quality and lessons
- Foster an environment where members of the school community will treat each other with respect.

5.0 Responsibility

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff (including senior staff, teachers, support staff and unpaid staff) will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Members of staff have a key role in advising those in senior leadership roles on the effectiveness of the policy and procedures. They also have a responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Principal and staff will strive to ensure that all are treated appropriately and consistently and that the concerns of students are listened to and dealt with. The Governors also acknowledge, at the same time, their duties under the Equality Act 2010 and their responsibility to safeguard and promote the welfare of children, including those with Special Educational Needs (SEN).

Parents/carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encourage parents to raise with the school any issues arising from the operation of the policy. On their child's entry to the school, parents sign the Home-School Agreement, agreeing to our standards of behaviour and cooperation with any sanctions imposed. Saturday morning detentions are part of the school's disciplinary code and all parents are required to comply with this Governor-endorsed sanction.

6.0 Links with other policy areas

The policy links with our teaching and learning policy, safeguarding policy, anti-bullying policy, staff code of conduct, attendance policy, marking policy, and Home School Agreement.

7.0 Communication

This information is located in the guidance published

For students - in their student journals and on the relevant section of the school's website

For staff referenced in their staff handbook in the Procedures and Policies section, staff shared drive and in the relevant sections of the school's website

For parents/carers in the relevant sections of the school's website

8.0 Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular, this policy demands that we work closely with parents. To this end, each year group has a Head of Learning who will ensure regular contact with parents and carers for students with behavioural difficulties and help keep students on track. The Pastoral team will also liaise with external agencies such as child services where required. We also hold regular parents Coffee morning and LG surgery to encourage greater communication and strengthen links between school and home.

9.0 London Enterprise Academy Behaviour Policy Details

All teachers, teaching assistants and other paid staff with responsibility for students have the authority to discipline students in school and (in certain circumstances) outside school if the student is bringing the school into disrepute.

9.1 Behaviour for Learning Guidelines

We expect staff to encourage an effective and positive learning environment by ensuring effective classroom organisation, positive relationships, lesson planning, lesson procedures and leading by example as outlined below.

Classroom Organisation

Teaching staff should consider the way the classroom is organised and its general appearance including:

- Seating for learning for all lessons in the classroom
- The provision of attractive and relevant displays, which include assessed students' work
- The movement of the teacher around the room
- The displaying of and regular references to the rewards and behaviour for learning ladders

Positive Relationships

Students respond better to teachers who:

- Display the LEA school values (LEADS) and promote the LEA Way
- Provide consistent opportunities to overcome learning barriers by scaffolding or promoting deeper learning
- Have high standards of speech, manner and dress
- Show respect and being positive
- Praise behaviour for those doing the right things (parallel praise)

Lesson Planning

Lessons should be carefully planned to:

- Ensure lesson plans are clearly focussed on student progress (progress in lesson and long term progress).
- Make lessons appropriate and stimulating, using assessment for learning
- Understand and implement strategies to challenge students, including those with SEN or disabilities, those for whom the pupil premium provides support, and the most able
- Equip students with exam skills
- Have clear routines for transitions from activity to activity
- Mark work promptly using the school's marking policy, monitoring students' progress and providing useful feedback using the school's assessment policy.
- Lesson plans and Schemes of learning should include opportunities for positive reinforcement, incentives for students to aim for rewards and praise.

Lesson Procedures

Teaching staff should follow procedures such as:

- Promote the LEA Way
- Being punctual, consistent and fair in ensuring the expected behaviour outlined in this policy is seen
- Ensuring students stay in class throughout lessons (medical reasons accepted)
- Encouraging students to do well and recognising their achievements
- Ensuring the consistent use of the 3 C's system (Chance, Choice, Consequence). All sanctions will be logged on Behaviour Watch
- Reminding and reviewing with students our school values (LEADS)
- Ensuring lesson changeovers are reasonably quiet and orderly and not dismissing students early
- Maintaining close home/school contact
- Ensure entry and exit protocols are followed, examples- (meet and greet at the door, have an engaging activity at the start of the lesson, students are in correct uniform, journals and pencil cases are on the table, students stand behind their chairs before leaving and leave only when instructed by the teacher).

Staff are recommended to use the following procedures to ensure **unacceptable behaviour** are dealt with properly:

- Stay calm
- Issue the 3C's
- Use the ACS system
- Use the rewards and behaviour for learning ladder accordingly
- Keep relevant staff aware of behaviour issues
- For classroom removals (as a result of a serious incident or persistent refusal to follow school expectations), use the Active Classroom Support facility

We will continue to identify, recognise and praise the achievement of ALL our students including their academic work.

Praise and reward should be used more extensively than reprimand and sanctions. Opportunities for praise and rewards to be an integral part of lesson planning and Schemes of Learning. Praise may be given in public or privately, as appropriate. The criteria for using praise and reward are broadly based to include:

- Work including homework
- Effort
- Behaviour
- Improvement
- Meeting/Exceeding targets
- Contribution to school life
- Voluntary work in the community
- Other achievements outside of school e.g. sporting activities

9.2 Responding to good behaviour

Merits are awarded to students as a recognition of their efforts, work and/or conduct. Merits are recorded on Behaviour Watch by staff and these are celebrated in accordance to our behaviour for learning and rewards ladders. Exceptional students may be awarded for their achievement by the following:

- Words of praise
- Comments in books
- Class rewards e.g. stickers, mini-prizes
- Department/Faculty prizes/rewards
- Attendance & Punctuality Certificates (half termly)
- Badges/Lapels/Pins
- Certificates, badges and vouchers for merits
- Privileges – e.g. front of the lunch queue
- Special assemblies
- Special events and activities such as reward trips/excursions
- Displaying work and pictures throughout the school
- Civility Award (McDonough Award)
- Annual whole school prize giving

Specific Responsibilities

- The Principal will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. Inclusion and exclusion figures will be reported to the Governors.
- The Principal and staff will be responsible for applying the principles identified above when implementing the policy.
- The governors will monitor behaviour in the School using a variety of means.
- Parents are expected to support the sanctions imposed by the School.

10.0 Suspensions and permanent exclusion

Suspension of a pupil could be triggered by a serious one-off serious incident or for persistent disruptive behaviours that may fall into one or more of the categories below. These behaviours may occur in or out of school. The list below is not necessarily exhaustive.

- Serious or threatened violence

- Sexual abuse, assault or threat
- Supplying illegal substances
- Using illegal substances such as Cigarettes, vapes and drugs
- Carrying/secreting an offensive weapon such as a knife
- Health and safety infringement e.g. fireworks, computer hacking
- Gang membership
- Pornography
- Inciting violence
- Behaviour not in keeping with British values e.g. expressing extremist or radicalising views
- Fighting or causing physical harm
- Bullying behaviour, particularly if repeated
- Repeated defiant behaviour e.g. failure to obey legitimate instructions

11.0 Expectations

We expect students:

- to behave at all times in an orderly manner paying due courtesy and respect to other members of the school: adults, other children, visitors and the general public. This includes non-criminal or criminal bad behaviour; street gang affiliation or bullying, away from school premises, which the school becomes aware of through any source;
- to respond promptly and obediently, without questioning, to the instructions of staff;
- to be mindful: never malicious, in thought or deed, and never bearing false witness against students or staff;
- to show respect for other people's property, the school and its environment.
- to arrive on time for school, lessons and all other scheduled activities in school
- to work to the best of their ability;
- to achieve better than 96% attendance each academic year;
- to be well presented both in manner and attire;
- to have pride in themselves;
- to maintain a healthy and active lifestyle; and
- to comply with any sanctions.

Any infringement to the expectations of the school is liable to punishment and sanctions, examples of which can be found in our sanction guidelines.

12.0 Managing allegations from students against staff.

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in references. Students that are found to have made malicious allegations will be dealt with seriously. In line with DfE guidance the School will consider Fixed Term Suspension or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

13.0 Guiding Principles

- We will provide all students with a behaviour curriculum and a code of conduct they all abide by.
- Ensuring good behaviour is the responsibility of all staff and is a prerequisite to quality learning.
- All students have the right to learn and achieve their potential and the responsibility to let others do the same.
- We will deal with any transgression promptly and with respect for the individual.
- The school will encourage parents to work in partnership with the school and will do our best to ensure a good working relationship.
- We will listen to all students and respond to their concerns.
- We will expect our students to abide by the LEA code of Conduct to be ambassadors for the school, behaving well at school but also when travelling to school or from school and in local areas.
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every pupil. Rewards, therefore, should be balanced with sanctions.

14.0 Strategy

To achieve this aim, the staff at London Enterprise Academy shall:

- establish and set out formally, in various documents such as the students' Journals, our expectations of what constitutes good behaviour and the standards we expect;
- reference, examples of unacceptable behaviour so that students understand what is expected;
- publish, operate and update, at least annually, a 'Tariff' system of guideline punishments for behaviour infringements, thereby promoting consistency, whilst acknowledging staff discretion to be exercised according to particular circumstances;
- operate a recording system to note and deter incidents of poor behaviour, facilitating a clear picture of the students' infringements;
- work to strengthen our Ethos, encouraging all to live out the LEADS values;
- strive for fairness and consistency in the management of students;
- develop and reinforce positive attitudes towards activities that promote community cohesion;
- celebrate and reward effort and achievement e.g. through praise and, more formally, through commendations and Epraise points;
- encourage departments to develop their own complementary policies on behaviour to reinforce school systems e.g. postcards home;
- place students with barriers to learning and / or behaviour difficulties in the Learning Support Unit and the Reflection Room - the purpose of these facilities is to help the students to: improve their behaviour, relationships, and attitude to learning; rehabilitate and, ultimately, re-integrate them, in a staged way, into the mainstream;
- provide staff with regular in-service training targeted at enhancing behaviour management skills.
- use consultants and refer students to outside agencies, where appropriate, to help them improve their behavior;
- not allow disruptive or challenging behaviour to mar lessons or prevent others from learning;
- use prefects and a peer mentoring system to model and enforce good behavior;
- endeavour to identify signs of extremist or radicalised behaviour and respond, swiftly, by working with the relevant external agencies;

This policy will be reviewed on an annual basis.

Appendix: Important School Rules

Obey legitimate instructions: defiance and/or disobedience can lead to suspension and permanent suspension in extreme cases. This list is not intended to be exhaustive. All rules apply on school premises and when travelling to and from school.

- Be punctual to school and to lessons. We may consider lateness to be a disciplinary offence
- No smoking, vaping or associated paraphernalia
- No illegal drugs or “legal highs” - possession, use, or dealing in drugs is likely to result in permanent suspension
- No alcohol, pornography, stink bombs, lasers, fireworks, weapons or any items which can serve as weapons, stolen items, tobacco or other smoking materials, or any other items likely to cause disorder - all such items may be confiscated - infringement may lead to permanent suspension
- No offensive weapons e.g. knives, knife blade, razor blade; any other article which has a blade or is sharply pointed such as a metal afro comb; anything which is made, or adapted to cause injury, e.g. a laser; any imitation or real firearms - any infringement is likely to result in permanent suspension
- No involvement or association with street gangs - this is likely to result in permanent suspension
- Covid 19 related offences including intentional spitting and intentional touching Chewing gum is prohibited and will result in a sanction which will be recorded on Behaviour Watch
- Mobile phones and devices with internet or filming capabilities are not allowed/ banned at all times; both at school, and when travelling to or from school (One warning to put the phone away and then it will be confiscated and parents will have to pick it up). We reserve the right to search students if we suspect they are in possession of any banned item. Confiscated items may also be examined for harmful, pornographic, or inappropriate content.
- Uniform to be worn properly and conventionally
- Headphones not on show
- No hooded sweatshirt tops
- No piercings or tattoos. No other jewellery except a plain watch.
- Wearable technology is not allowed (e.g. Apple watch)
- Hairstyles must be conventional: not exaggerated, lined, or coloured or below a grade 2.
- Eyebrows must be natural
- Boys must not have long or untidy hair as judged by the Principal or appointed staff
- Books and equipment should be carried in a sturdy school bag capable of being closed with a zip or buckle
- Students should carry a reading book
- No play fighting or fighting (in severe or repeat cases this may result in permanent suspension)
- No incitement to violence, threatening and/or aggressive behaviour (in severe or repeat cases this may lead to permanent suspension).
- No money should be brought to School in normal circumstances, unless for charity and raising funds.
- Money must not be lent or borrowed and there must be no buying or selling between peers
- We reserve the right to search students, with or without their consent
- Adhere and follow the SHAPE, STEPS, SLANT system in lessons and around the school

Appendix: Anti-Bullying

We define bullying as ‘a persistent attempt by one person or group to exert control in an anti-social and detrimental way over another person or group’. Bullying behaviour is often, but not necessarily always, premeditated and usually forms a sustained pattern of behaviour rather than being an isolated incident. As there are many forms of bullying, our policy is to examine each incident individually and decide on the appropriate action in each case. Examples of the different major types of bullying are listed in the pupil Journal but might include: hitting, kicking, teasing, racist or sexist name-calling, ignoring people, interfering with property, cyber-bullying through social networks, etc.

As a general philosophy, the Governors and the Principal are determined that any cases of alleged bullying will be investigated and any bullying will be dealt with efficiently and robustly. We are very aware that incidents at school often have consequences that occur outside school hours and off school premises. Please be reassured that we will deal with all cases of alleged bullying that involve our students. Sanctions extend to permanent suspension in the most severe or repeated cases.

There is, in the first printed section of students’ Journals, a whole page related to bullying and child protection. This is an indication of how seriously the topic is taken at London Enterprise Academy. We ask in the Journal that any cases of bullying are reported to the appropriate Head of Year. However, parents may feel so strongly that they want the reassurance of the issue being passed to and supervised directly by a member of the senior management. Please contact Mrs Macarthy or Mrs Begum if that is the case.

Appendix: Responding to misbehaviour

Example of action to correct poor behaviour (list not intended to be exhaustive):

Action taken:	Implemented by:
<ul style="list-style-type: none"> Non-verbal communication Word of correction Reminder of normal rules Change of seats Confiscation (confiscated items may be returned at the Principal’s discretion at a time determined by him) Warning of the consequence of repeated poor behaviour Task to help teacher Use of journal Teacher Detention Sent to Head of Learning or Senior Leadership Phone call home Letter home Referral to Head of Department Isolation within Department Department Detention Community Service or imposition of a task or tasks 	<p style="text-align: center;">Any staff may implement these sanctions where appropriate</p>
<ul style="list-style-type: none"> Use of daily On Report system Community Service Head of Department Meeting with Referral to the Learning Support Centre/ Reflection room Referral to Head of Learning Friday and/or Saturday detention Head of Learning Detention Suspension from school activities Head of Learning Meeting with Family 	<p style="text-align: center;">Middle Managers and Senior Leadership can and should implement</p>

Pastoral Support Plan referral Referral to Mentor Referral to SEN	
Referral to Assistant Principal Referral to Vice principal Referral to the Principal Senior Leadership Meeting with Family	Senior Leadership implementation
Placement in Learning Support Unit Fixed Term Suspension with Re-Integration Meeting Alternative Provision (other education providers) Appearance before Governors' Disciplinary committee Permanent Suspension	Principal, Vice Principal and Assistant Principal Pastoral and Behaviour

Further information on the use of the X system, Learning Support Unit, Reflection Room and SEN, can be found in the Staff Handbook. There is also a tariff of sanctions.

Use of Reasonable Force

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. (The following information is taken from the DFE document 'Use of reasonable force - Advice for head teachers, staff and governing bodies').

Force may be used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list provides some examples of situations where reasonable force can be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil
- to stop a fight in the playground
- to restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force must not be used as a punishment.

Authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

1st April 2026 updates:

Restrictive interventions (including reasonable force and seclusion) from 1st April 2026, the school will:

- Record every significant incident involving the use of force, capturing reason, type/degree, duration, any injuries, and whether the student has SEND; and report to parents as soon as practicable (ideally the same day), unless doing so would likely cause serious harm.
- Use prevention and de-escalation first; any force used must be necessary, proportionate, and for the minimum time required; techniques that compromise breathing or circulation are prohibited.

- Use seclusion only as a safety measure (never as punishment); ensure supervision, a safe environment, and record/report seclusion as above.
- Monitor data (including SEND/disproportionality) and provide post-incident support for students and staff; governing board will review trends and practice termly.

Incidents Outside of the School

In accordance with the Department for Education’s “Behaviour & Discipline in Schools”, the school has a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate students’ behaviour in these circumstances “to such extent as is reasonable”. This would include any misbehaviour when the student is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a student at the school. In extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school or could pose a threat to another student or member of the public, or could adversely affect the reputation of the school. In rare cases, the school may decide to educate a student elsewhere.

Appendix: Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the pupil has or appears to have control of, including bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited items. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does **NOT** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

LEA will undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

As a rule any student that is searched, with or without consent, by the Principal or Vice Principal responsible for behaviour, will also be screened by use of a hand held wand.

Any member of school staff can screen students.

If a student refuses to be screened, the school may refuse to have the student on the premises.

Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Appendix: Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour include the following examples:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload

Adapting sanctions for students with SEND

When considering a behavioural sanction for a pupil with SEND, our school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

Appendix- the Rewards ladder

Merits	Rewards
250+	Kindle – 1 per year group
200	Platinum certificate & Platinum star Reward trips
175	Gold certificate & a Gold star Principal's letter Vouchers
125	Silver certificate & a Silver badge Lunch queue pass for a week
75	Bronze certificate & a Bronze star A book Table tennis bat
35	Choice of stationery
20	LEA Pen

An advisor class will have a whole class party if they achieve 500 or more merits in a term.

Appendix: CONSEQUENCE LADDER

What constitutes 20mins, 45mins, 1hr, 1.5hr detention and LSC in LEA?

Key Principles:

1. Disruption free learning
2. Every adult is responsible for managing the behaviour of students in LEA
3. Consistent application of the 3Cs. Detention only to be given once the teacher have used CHANCE, CHOICE. However, there might be exception to this general rule. In such case the member of staff must use professional discretion.
4. No negotiation with behaviour. Students are expected to follow LEAs expectations
5. Be firm, assertive and fair

20mins Teacher/Advisor	45mins HOF	1 hr HoL	1.5hrs in consultation with LG	LSC in consultation with LG
<ul style="list-style-type: none"> • Low level disruption • Lack of effort/insufficient work completed • No homework • Poor presentation • Late to lesson • No equipment, including PE kit • Out of seat • Uniform infringements • Headphones • Leaving spaces in an unacceptable state • Inappropriate physical contact • Shouting • Talking in line • Late to line up 	<ul style="list-style-type: none"> • Missing 20mins detention • Room removal • Continued rule breaking • Truanting • Persistent late to lesson • Eating & drinking in class • Arguing and walking away • Inappropriate language • Prohibited items (e.g. phone, food, make up, chewing gum, etc) • Cheating/talking in assessment • Inappropriate use of ICT • Name calling • Rudeness • Raising of hands/arms in rude gesture • Failure of subject report 	<ul style="list-style-type: none"> • Bullying • Theft • Fighting • Bringing LEA into disrepute • Homophobic and transgender phobic language • Racism • Sexism • Sexualised behaviour • Reckless & unsafe behaviour • Verbal abuse towards staff • Haircut/makeup • Persistent uniform concerns • Persistent attendance concerns • Persistent punctuality concerns • Smoking/vaping • Child on child abuse 	<ul style="list-style-type: none"> • Missing 1hr detention • Fighting • Extreme defiance • Aggressive behaviour • Damage to property • Physical contact causing harm • Failure of LG report • Forging parent signature • Verbal abuse • Bullying • Persistent disruption 	<ul style="list-style-type: none"> • Missing LG detention • LG will make the decision based on individual case • HOLs may place students in LSC whilst they investigate incident • External at the discretion of Principal

- This list is not exhaustive.... Seek guidance from LG if you are not sure
- All sanctions to be recorded on Behaviour Watch
- Use CHANCE, CHOICE, CONSEQUENCE to mitigate against given sanctions
- BMs will take the lead in managing the LSC students supported by the staff on the duty rota
- LMs or BMs will call home to inform parents of any detention lasting 45mins or more before 2pm
- BMs will call home and write letter to inform parents about the LSC students. BMs will email the list of LSC students to all the staff. LMs to collect work for the LSC students
- BMs will do a group mentoring session with the LSC students in the first period and then individual sessions throughout the day.
- LSC students will only be given toilet break. Lunch will be taken to the LSC by either BMs/LMs
- All After School detention will take place on the 4th floor. There will only be one After School detention each day supervised by both Teaching staff and HOLs and LMs.
- Break and Lunch time Detentions will continue as normal for lates and Corridor Slips and supervised by HOLs and LMs.

Appendix- Pupil monitoring report



PUPIL BEHAVIOURAL REPORT

LG /HOL/ HOD/LM place students on a Behavioural report due to previous persistent low level disruption.

The progress of those students on report to be reviewed by LG/HOL/HOD/ LM every week.

Pupil name _____

Advisory group _____

Start date _____

On report to _____

Review date _____

ACTION	SANCTION
Grade 1 and 2	No detention
Any Grade 3	Lunch detention
Any Grade 4	Friday detention
Loss of report	Friday detention

Incomplete report	Lunch detention
Failure to improve whilst being on the report	Continue on report / On report to LG/ LSC referral/Behaviour Plan/Pastoral Support Plan
Forged report	Fixed Suspension / Alternative Provision

Behaviour and Effort Levels: 1 Outstanding, 2 Good, 3 Requires Improvement, 4 Poor

Report Contract

Student

I understand that:

- The purpose of being on report is to make improvements based on my targets
- This report will be kept in my school file
- I must give it to my teachers at the start of every lesson (including advisory) and collect it before I leave
- I must see my Advisory Tutor/Learning Mentor/Head of Learning (*delete as appropriate*) every day at the times that we have agreed
- I must show my report to my parents/guardians every day and have it signed
- If I lose my report or forget to bring it to school I will receive a HoL detention
- If I fail to get a lesson signed, get a bad comment or fail to meet my targets I will receive a _____ minute detention
- If I make improvements I will be praised/rewarded

Signed _____ Date _____

Parents/Guardians

- I have read the above and will support the report and any sanctions that may be imposed.
- I agree to discuss the report with my son/daughter every day and sign the report.

Signed: _____ (Parent/Guardian) Date: _____

Member of staff

- I agree to discuss the report with the student every day and sign the report.

Signed: _____ Date: _____

MON	Subject	Behaviour	Effort	Homework completed	Comment	Teacher signature
Advisory						
1						
2						

3						
4						
5						
6						
7						
Parent's/Guardian signature:				Staff on report to signature:		

TUE	Subject	Behaviour	Effort	Homework completed	Comment	Teacher signature
Advisory						
1						
2						
3						
4						
5						
6						
7						
Parent's/Guardian signature:				Staff on report to signature:		

WED	Subject	Behaviour	Effort	Homework completed	Comment	Teacher signature
Advisory						
1						
2						
3						
4						
5						
6						
7						
Parent's/Guardian signature:				Staff on report to signature:		

THU	Subject	Behaviour	Effort	Homework completed	Comment	Teacher signature
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Advisory						
1						
2						
3						
4						
5						
6						
7						
Parent's/Guardian signature:				Staff on report to signature:		
FRI	Subject	Behaviour	Effort	Homework completed	Comment	Teacher signature
Advisory						
1						
2						
3						
4						
5						
6						
7						
Parent's/Guardian signature:				Staff on report to signature:		

AT THE END OF THE WEEK REFLECTION

Student Comment

Signed:

Staff on Report to Comment

OUTCOME AFTER THIS WEEK (Refer to first page):

Signed:

Parent/Guardian Comment

Signed:

London Enterprise Academy

LEADS PASSPORT

Leadership:

Skills to think creatively, work collaboratively, solve problems and being able to lead a team and work with others take responsibility for myself.

Excellence:

To be resilient and relentless in my efforts to achieve outstanding outcomes.

Ambition:

Having confidence in myself to rise above personal challenges, circumstances and have a desire to achieve beyond my expectations.

Determination:

Persevering when things go wrong.

Sincerity:

To develop a genuine earnestness in speech and action.

This passport belongs to:

.....

Passport Issue Date:

.....

To our future leaders,
 At London Enterprise Academy, we want to ensure that you have the very best educational opportunities, nurture your academic excellence and abilities, drive and enhance your ambition. We are hoping that you will be the next generation of professionals and entrepreneurs from diverse backgrounds.

Our core value is that every child LEADS .

Apart from preparing you for your GCSEs which in turn will help you to attend a good sixth form college /apprenticeship and university, we would do our best to support you in developing your character. This will be done through our LEADS curriculum.

We will:

- Teach you each skill from our core values
- Give you opportunities to demonstrate these skills
- Create opportunities for you to develop each skill
- Reward you when you have demonstrated a core value
- Work with parents to ensure you are given opportunities at home to develop or demonstrate these skills

You will:

- Provide us with examples of when and where you have met this competency.
- Ensure any teacher signs your sheet to show that you have met the competency
- Ensure your parents sign your sheet when you have met the competency

Leadership:		
Skills to think creatively, work collaboratively, solve problems and being able to lead a		
Examples of Values	How I demonstrated this value	Signature
Team Leading		
Being an example to others		
Used my initiative		
Worked out the solution to a problem		
Not giving up		
Developing myself		
Influencing others in a positive way		

Excellence:		
To be resilient and relentless in their efforts to achieve outstanding outcomes.		
Examples of Values	How I demonstrated this value	Signature
I completed my fix it task to the best of my ability		
My behaviour is exemplary		
My attitude to work is exemplary		
I am reading to develop my-		
I have learned or perfected a		
I am proud of what I achieved		
I am a role model		

Ambition:		
Having confidence in myself to rise above personal challenges, circumstances and have		
Examples of Values	How I demonstrated this value	Signature
I have used my teacher's feedback to improve my work		
I try my best even when things are		
I do not give excuses		
I am willing to try new things and learn new things		
I have met my personal targets		
I have exceeded my personal		
I am constantly seeking out opportunities on how to be the best		

Determination: Persevering when things go wrong.		
Examples of Values	How I demonstrated this value	Signature
I have a positive attitude		
I have a growth mind-set		
I have been practising a skill and I am now good at it		
I have met or exceeded my personal		
I have been able to use my strengths to achieve a goal		
I have put a lot of effort into an activity		
I have been able to motivate myself to do something even though I did not feel like		

Sincerity: To develop a genuine earnestness in speech and action.		
Examples of Values	How I demonstrated this value	Signature
I have gone out of my way to help others		
I chose to talk to and work with someone I usually do not talk to or work with		
I provided genuine feedback for my peers		
I accepted responsibility for my actions		
I provided a truthful and accurate assessment of my self		
I have shown kindness and compassion to others		

Well-being: It is important to take some time out every day to focus on ourselves. Try doing a few of the below - or come up with your own either every day - or whenever you need a pick-up. The last few lines are left blank so that you can add some of your own activities	
Examples	Signature
Read a book	
Talk to someone you care about	
Take a walk	
Come 'offline' for an hour	
Eat something healthy	
Drink enough water	
Take up a new hobby	
Learn a new skill	
Clean/tidy a small space	
Make someone smile	
Listen to something calming	
Read something inspirational	

Commendation slip

_____ of class _____ has received a commendation in
today:

for:

Teacher:

LG Member:



Date Adopted – September 2025

Signature of chair of Governors

Signature of Principal