



BEHAVIOUR POLICY AND RELATIONAL PRINCIPLES

September 2025

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RELATIONAL POLICIES AND PRINCIPLES

At Reach South Academy Trust we believe that:

- Relationships are the foundation for us all to thrive in school.
- Mutual respect is the starting point for all agreements about how we all behave.
- Behaviour is a means of communication.
- We should work as a community to develop behaviours and responses to provide and positive and safe environment for everyone.
- All behaviours have natural consequences, and every member of our community is working towards taking accountability for their behaviour and what happens as a result.

All staff support all our pupils by:

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Reflecting and being committed to continuously improving the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of pupils' individual needs.
- Reflecting and planning the "scaffolding" we put in place to support them to learn self-regulation skills.
- Observing, gathering and analysing data on emotional development and behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off site.
- Working in partnership with our pupils, their parents and carers, and other professionals working with them.
- Investing time and allowing safe spaces and opportunities for pupils to practice these skills and make mistakes from which they can learn, develop and grow.

The quality of our relationships with our pupils

These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – which must be earned, not a given.
- Have high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed.
- Treat pupils with dignity and respect always by communicating carefully and clearly.
- Listen respectfully to the pupil and make a judgement about how/when to respond.
- Invest in relationships with the pupils and have fun together.
- Consider what might be behind the behaviour; why the pupil is behaving in this way. There will always be a reason, the behaviour is a symptom of something that we need to identify and understand.
- Keep our word – and if, for some reason, we are unable to honour a commitment to a pupil, to communicate clearly and honestly about why this has happened.
- Identify the strengths of the pupil – identify these with the pupil and build on it. If a pupil is not able to do this, advocate for the pupil within the team or professional group.
- Apologise if you make a mistake – you are modelling this for the pupil and this will support you to build trust and respect.
- Name and manage your own emotional reactions to pupils' reactions/behaviour, i.e., demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a pupil.
- Resolve difficult feelings about pupils' behaviour – it is unhelpful history, focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for the pupils.
- Seek support from wider professional networks to problem-solve behaviour that challenges.

- Be respectful to pupils, we do not talk about them over their heads or in front of other pupils.
- Be non-judgmental about pupils' life experiences.
- Reflect and plan with parents to ensure consistency in approaches between home and school. If any form of restraint/ seclusion had to be used to keep a pupil safe during their school day this needs to be shared with parents or carers.
- Understand that touch is an essential element of Attachment and Trauma approach. Appropriate touch promotes a child's social and emotional development and is a highly effective and powerful method of non-verbal communication and a key to the development of healthy relationships. Touch must be child centred not staff centred.
- Holding may be used appropriately, by this we mean providing physical direction in a more directive nature (using Team Teach/ MAPA practices).

Our aims, we believe, are achieved when we have:

- Created and maintained a positive, safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect across the school community, for belongings and the school environment.
- Provided a nurturing environment to foster appropriate behaviour.
- Promoted self-awareness, self-control and acceptance of responsibility for actions.
- Used a range of appropriate approaches such as PACE (Dan Hughes) Trauma Informed Restorative approaches and Rights Respecting in their interactions with pupils.
- Made interventions specific to pupils' needs.
- High expectations and always maintained boundaries.
- Provided excellent role models.
- Created a school atmosphere which is consistent safe and caring.
- Understood that all behaviour choices have natural consequences, which are applied consistently and fairly within the school in a calm and considerate manner.

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1 Aims

- 1.1 This is the behaviour policy of Thomas Hall School.
- 1.2 Thomas Hall School is part of Reach South Academy Trust
- 1.3 This is the Behaviour Policy of **Reach South Academy Trust**.

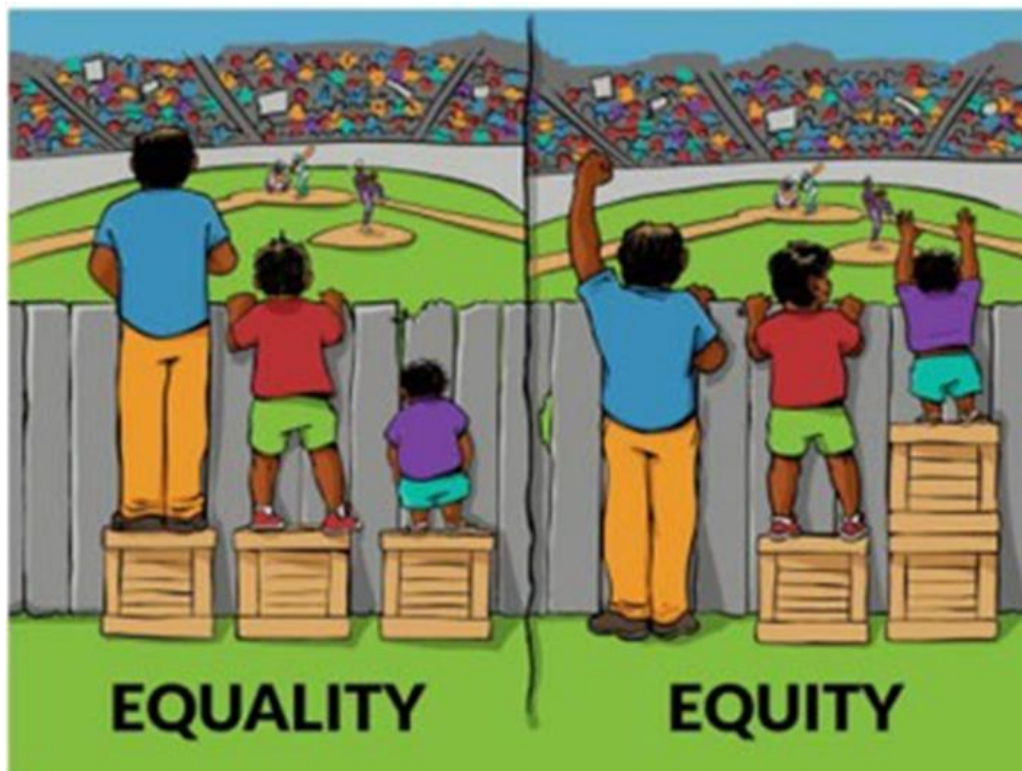
The aims of this policy are as follows:

- To provide a safe, happy, friendly and respectful environment which encourages everyone to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To create a calm, safe and supportive environment free from disruption in which pupil can thrive and flourish both in and out of the classroom and reach their full potential;
- To create, promote and maintain high expectations of positive behaviour amongst pupils through a whole school approach to behaviour
- To actively promote and safeguard the welfare of pupils at the Academy and to protect all who come into contact with the Academy from harm;
- To ensure, so far as possible, that every pupil in the Academy can benefit from and make their full contribution to the life of the Academy, consistent always with the needs of the Academy's community;
- To set out a clear and fair process for the proper investigations of allegations of poor behaviour and / or breaches of discipline;
- To encourage pupils to accept responsibility for their behaviour;
- To consider how negative behaviours can be prevented or prevented from recurring;
- To enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
- To set out the consequences available to the Academy in the event of pupil misbehaviour
- To help promote a whole school culture of safety, equality, inclusion and protection.

Values & Beliefs: *What do we want for our school community?*

- Our ethos is based around inclusive and compassionate principles, which are beneficial to the well-being of all children.
- All children wish to belong, achieve and contribute to their school, family and community. Child-centred approaches, where their voices are central and where plans utilise their strengths, resources and qualities are integral to success.

- High levels of nurture and empathy, with containment and structure, support children to feel safe. Children need clear boundaries, predictable routines, expectations and regulated responses to behaviour.
- Natural consequences that can follow certain behaviours should be made explicit, without the need to enforce a 'sanction' that can shame and ostracize children from their peers, school community and family, leading to potentially more negative behaviour. Responses to behaviour should ensure that children feel safe and that all needs are met.
- Behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child's behaviour without addressing these needs.
- Children need personalised responses to support their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent with our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.
- Relational, regulatory and restorative approaches are more effective in supporting the development of internal control and regulation. Not all behaviours are a matter of choice and therefore external control will not be effective in changing behaviour.
- Punitive approaches and exclusion may re-traumatise children and further embed the behaviours causing concern. Theory and research on attachment, neuroscience and adverse childhood experiences advocate the use of relational and restorative approaches rather than those that are behaviourist and punitive.
- At RSAT we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child who has their own packet of needs so it may look different in each individual case.
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



- 1.4 This Policy forms part of the Academy’s whole school approach to promoting pupil safeguarding and well-being, which seeks to involve everyone at the Academy to ensure that the best interests of pupils is at the heart of all decisions, systems, processes and policies. Where circumstances arise that endanger the safety of a pupil or staff member, the Academy will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

2 Application

- 2.1 This Policy applies to the whole Academy, including the Early Years Foundation Stage.
- 2.2 This Policy applies to all pupils at the Academy and at all times when a pupil is:
- 2.2.1 a registered pupil at the Academy (including where the pupil is off-site for whatever reason);
 - 2.2.2 in or at the Academy (to include any period of remote education);
 - 2.2.3 representing the Academy or wearing school uniform;
 - 2.2.4 travelling to or from the Academy;
 - 2.2.5 on Academy organised trips;
 - 2.2.6 associated with the Academy at any time.

- 2.3 This Policy also applies to pupils at all times and places including out of school hours and off the Academy premises if failing to apply this Policy may:
- 2.3.1 affect the health, safety or well-being of a member of the Academy's community (including the pupil) or a member of the public;
 - 2.3.2 have repercussions for the orderly running of the Academy; or
 - 2.3.3 bring the Academy into disrepute.

3 Definitions

- 3.1 Where the following words or phrases are used in this Policy:
- 3.1.1 The Behaviour Policy is referred to as **this Policy**;
 - 3.1.2 **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian);
 - 3.1.3 **EHC Plan** means an Education, Health and Care Plan;
 - 3.1.4 **School days** mean any day on which there is a school session to which attendance is required;
 - 3.1.5 **DSL** means the Academy's Designated Safeguarding Lead. References to DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable;
 - 3.1.6 **SEN** means special educational needs;
 - 3.1.7 **Alternative Provision** means education arranged by the Academy for pupils to be educated off-site on a temporary basis; and pupils being directed to off-site provision to improve their behaviour.
 - 3.1.8 **KCSIE** means the statutory guidance

4 Responsibility for this Policy

- 4.1 The Academy Trust has overall responsibility for all matters which are the subject of this Policy.
- 4.2 The Academy Trust will comply with its duties under the Children and Families Act 2014, the Equality Act 2010 and the specific requirement under section 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Academy Trust is required to have due regard to the need to:
- 4.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
 - 4.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 4.2.3 foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

- 4.3 Academy leaders will:
- 4.3.1 Be highly visible, routinely engage with pupils, Parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
 - 4.3.2 Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
 - 4.3.3 Make sure all new staff are inducted clearly into the Academy's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the Academy;
 - 4.3.4 Consider any appropriate training which is required for staff to meet their duties and functions within this Policy;
 - 4.3.5 Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils behaviour;
 - 4.3.6 Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and well-being.
- 4.4 Academy staff will:
- 4.4.1 play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
 - 4.4.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships as set out in this Policy, so pupils can see examples of good habits and are confident to ask for help when needed;
 - 4.4.3 challenge pupils to meet the Academy's expectations and maintain boundaries of acceptable conduct;
 - 4.4.4 communicate expectations, routines, values and standards explicitly through teaching behaviour and in every interaction with pupils;
 - 4.4.5 the impact of their own behaviour on Academy culture and how they can uphold the principles set out in this Policy in addition to those set out in the staff code of conduct.
- 4.5 The Academy Trust will be responsible for providing suitable training to all staff on all matters related to this Policy. The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles. This includes:
- 4.5.1 how staff can support pupils in meeting high standards of behaviour;
 - 4.5.2 how staff can help to ensure that this Policy is applied in a way that is consistent, fair, proportionate and predictable;
 - 4.5.3 where applicable to reflect the need of particular pupils.

- 4.6 The level and frequency of training depends on the role of the individual member of staff. The Academy maintains written records of all staff training.
- 4.7 To achieve full and effective implementation of this Policy, the Academy Trust has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the Policy up to date and compliant with the law and best practice	Reach South Academy Trust Inclusion Team	As required, and at least termly
Monitoring the implementation of the Policy	Reach South Academy Trust Inclusion Team	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the Policy	Academy	As required, ideally termly
Maintaining up to date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	Academy	As required, and at least termly
Formal annual review	Reach South Academy Trust Inclusion Team	Annually
Overall responsibility for content and implementation	Academy	As a minimum annually

5 Promoting high expectations of good behaviour

- 5.1 It is everyone's responsibility to promote good behaviour, and this includes the Academy Trust, staff, parents and pupils at trust Academy.
- 5.2 Pupils are educated about good behaviour through the operation of the Academy's curriculum, PSHE, relationships education / relationships and sex education programmes and the Academy's pastoral support systems. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). This will also include induction to the Academy's systems and routines on joining the Academy and re-

induction after removal from the classroom, time spent at off-site provision or in Alternative Provision and following suspension.

- 5.3 Pupils are expected to treat each other and staff with respect and meet the behaviour expectations set out in this Policy.
- 5.4 Parents are expected to work in partnership with the Academy over matters of behaviour. The Academy will help parents understand what is expected of pupils and why maintaining good behaviour is important to pupils' well-being and attainment. Parents will normally be informed as soon as reasonably practicable of any reports that their child / young person may have breached this Policy.
- 5.5 The Academy understands that rewards can be more effective than sanctions in the promotion of good behaviour. **Appendix 3** sets out how the Academy will reward good behaviour.
- 5.6 The Academy's ethos in relation to behaviour is:

5.6.1 At Thomas Hall School, our ethos is deeply rooted in the value of kindness, which serves as the foundation for a harmonious and thriving school community. We are dedicated to nurturing an environment where each member can flourish. Our core values, which all stem from kindness, include:

Empathy: By placing ourselves in the shoes of others, we foster a community built on understanding and compassion. Empathy drives us to treat each other with kindness and helps us support those around us.

Integrity: Kindness forms the core of integrity. We encourage our students to act honestly and uphold their moral principles, creating a trustworthy and sincere community.

Self-Discipline: Through self-discipline, students learn to manage their actions and thoughts in a way that aligns with kindness. This self-regulation helps them pursue their goals while being considerate of others' well-being.

Gratitude: Recognizing and appreciating the kindness around us strengthens our bonds and reinforces a positive atmosphere. Gratitude encourages students to acknowledge and reciprocate the generosity they experience.

Respect: Kindness and respect go hand in hand. By valuing others' perspectives and treating everyone with dignity, we cultivate a respectful environment where diversity is celebrated.

Courage: It takes courage to consistently choose kindness, especially in challenging situations. We inspire our students to stand up for what is right and make brave, compassionate choices.

Together, these values create a robust framework for achieving excellence in behaviour, where kindness inspires every interaction and decision. At Thomas Hall School, we are committed to empowering students to cultivate these values as they grow into compassionate and respected members of society.

5.7 The Academy's behaviour curriculum will teach how to achieve the ethos of the Academy in relation to behaviour and it will be embedded throughout the school day to create an environment where good conduct is more likely, and instances of poor conduct are reduced or in-existent.

6 **Special educational needs and/or disability**

6.1 The Headteacher and Academy Trust will comply with their statutory duties in relation to SEN and disability and the Equality Act 2010 when making decisions in line with this Policy. This includes having regard to the SEND Code of Practice.

6.2 If staff have a concern that a pupil's behaviour may be because of unmet educational or other need, staff will seek the advice of the Headteacher / SENCO and further action in accordance with the Academy's Special educational needs and disability policy will be considered.

6.3 Where the Academy has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, SEN and disabilities or a pupil with an EHC plan, it should consider what additional support may be required. If the pupil is on the SEN register or has an EHC Plan the Academy should assess the suitability of provision. Where a pupil has an EHC plan, the Academy should consider requesting an early annual review or emergency review of the pupil's EHC Plan.

6.4 The Academy recognises that where challenging behaviour is related to a pupil's SEN or disability, use of positive discipline and reward methods may be more effective in improving their behaviour.

6.5 The Academy will be mindful that not all pupils requiring behavioural support will have identified special educational needs or a disability.

6.6 This Policy will be adjusted where it is necessary to do so by reason of the pupil's SEN and disabilities and the Academy will consider the issue of reasonable adjustments, including when deciding:

6.6.1 how to communicate this Policy and ensure understanding of the expectations in relation to behaviour;

6.6.2 what support a pupil may require to meet the behaviour expectations in this Policy;

6.6.3 how the behaviour expectations will apply;

6.6.4 how an investigation will be conducted;

6.6.5 whether a sanction / other action under this Policy is appropriate;

6.6.6 if a sanction is appropriate, which sanction may be appropriate.

6.7 Where a suspension or permanent exclusion is being considered, the Academy will ensure that a pupil with SEN and / or disability is able to present their case fully.

7 **Safeguarding**

7.1 The Academy will consider their safeguarding duties, **KCSIE** and follow the procedures set out in the Academy's Safeguarding and child protection policy.

7.2 Safeguarding issues can manifest themselves via child-on-child abuse such as:

- 7.2.1 bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);
 - 7.2.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
 - 7.2.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
 - 7.2.4 causing somebody to engage in sexual activity without consent;
 - 7.2.5 upskirting and / or attempts to commit upskirting;
 - 7.2.6 consensual and non-consensual sharing nudes and semi-nudes and or videos (also known as sexting or youth produced sexual imagery); and
- 7.3 Child-on-child abuse can occur both inside and outside of the Academy and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 7.4 The Academy will adopt a zero-tolerance approach to abuse to prevent harm to pupils.
- 7.5 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 7.6 When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the DSL as the most appropriate person to advise on the Academy's response.
- 8 Responding to misbehaviour**
- 8.1 Reporting concerns is encouraged at the earliest opportunity.
- 8.2 The Academy adopts a culture of openness and transparency. All concerns will be taken seriously including scenarios where potential breaches of discipline appear minor.
- 8.3 When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this Policy. Staff will also respond in a fair and proportionate manner so pupils know with certainty that behaviour falling short of this Policy will always be addressed.
- 8.4 The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to prevent further behaviour issues arising.

- 8.5 The Academy recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.
- 8.6 Where appropriate, staff should consider contributing factors that are identified after a behaviour incident has occurred, for example if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEN and disabilities (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges outside of school.
- 8.7 The Academy will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or likely to suffer, harm. Where this may be the case, Academy staff will follow the Academy's Safeguarding and child protection policy and speak to the DSL.
- 8.8 The Academy will give consideration to any risks posed to the welfare of pupils and staff when deciding whether to impose sanctions for a breach of this Policy.
- 8.9 The Academy's pastoral support team assists pupils in managing their behaviour.
- 8.10 All decisions in relation to sanctions will be made on the Academy's premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the Academy Trust.
- 8.11 Any sanction imposed on a pupil will be legal, fair and proportionate.
- 8.12 In relation to pupils with SEN and disabilities whose needs may affect behaviour, the Academy will consider the pupil's SEN and disabilities when implementing this Policy in relation to their behaviour and will make reasonable adjustments.
- 8.13 Where a pupil is a looked after child, the Academy will inform the local authority of sanctions in the same way as it would with Parents and take account of other relevant considerations prior to imposing the sanction.

9 **Minor breaches**

- 9.1 All reports of misbehaviour will be taken seriously no matter how minor. Reports of minor breaches of discipline are considered by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see [Appendix 3](#) for details of possible sanctions).
- 9.2 A minor breach of this Policy may be referred to a senior member of staff and external agencies prior to, during or following an informal investigation.

10 **Serious breaches or recurrent misbehaviour**

- 10.1 Reports of serious breaches or recurrent misbehaviour should be referred to the Headteacher.
- 10.2 The main categories of behaviour which are likely to be considered to be serious breaches include:
- 10.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the Academy's policy on smoking, alcohol and the misuse of drugs and substances;

- 10.2.2 all types of bullying and discriminatory conduct;
 - 10.2.3 actual or attempted theft, blackmail, intimidation, and other such conduct capable of amounting to a criminal offence including being an accessory or conspirator;
 - 10.2.4 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
 - 10.2.5 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
 - 10.2.6 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
 - 10.2.7 abuse in personal relationships between peers including intimate relationships;
 - 10.2.8 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
 - 10.2.9 consensual and non-consensual sharing of nudes and semi-nude images and / or videos (including digitally manipulated or AI-generated nude and semi-nude images);
 - 10.2.10 behaviour in contravention of the Academy's policies on the acceptable use of technologies or online safety;
 - 10.2.11 supply or possession of pornography;
 - 10.2.12 behaviour which may amount to a criminal offence, such as:
 - 10.2.13 possession or use of firearms, knives or other weapons;
 - 10.2.14 vandalism, defacement and / or destruction of Academy property;
 - 10.2.15 recurrent instances of misbehaviour which are inconsistent with the Academy's ethos;
 - 10.2.16 other misconduct which affects the safety or welfare of a member or members of the Academy's community or which brings the Academy into disrepute (single or repeated episodes) on or off the Academy's premises; and
 - 10.2.17 other misconduct specifically provided for in the related policies listed in [Appendix 5](#).
- 10.3 The Academy will operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken:
- 10.3.1 in response to a serious breach and / or recurrent breaches of this Policy; and
 - 10.3.2 where allowing the pupil to remain at the Academy would seriously harm the education and / or welfare of the pupil and / or others such as the Academy's staff or pupils.
- 10.4 Reports of a serious breach or recurrent misbehaviour will be investigated in accordance with the procedures set out in [Appendix 2](#).

10.5 **Appendix 3** sets out a non-exhaustive list of possible sanctions which may be imposed for serious breaches and recurrent misbehaviour this Policy.

11 **Suspected criminal behaviour**

11.1 Before investigating a behaviour incident, the Academy will consider whether a criminal offence may have been committed and should be reported to the police.

11.2 When dealing with behaviour that may amount to a criminal offence the Academy will consider whether the pupils involved have additional vulnerabilities including:

11.2.1 Disability

11.2.2 Special educational needs

11.2.3 Neurodiversity including Autistic Spectrum Condition

11.2.4 Mental health concerns

11.2.5 Difficult personal circumstances outside of school

11.2.6 Gang or Organised Crime Group associations

11.2.7 Social isolation

11.3 The DSL will liaise with the Headteacher to inform them of any issues relating to police investigations, including making them aware of the requirement to have an appropriate adult.

11.4 Where a report is made to the police in relation to a pupil registered at the Academy and regardless of who has made the report, the Academy will not act in a way which could prejudice a criminal investigation or tip off anyone who may be involved. The Academy will keep in mind that any records created (including witness statements) may be requested by the police, crown prosecution service or defence solicitors for use within criminal proceedings, with disclosure to other parties.

11.5 Depending on the individual circumstances of the case, and usually having liaised with the police, the Academy may decide to continue its investigation and/or impose sanctions.

11.6 The Academy will follow its Safeguarding and child protection policy and procedures.

12 **Removal from the classroom**

12.1 Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

12.2 Removal from the classroom is considered to be a serious sanction and will only be imposed in response to a serious breach of this Policy. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

12.3 The Headteacher will decide which members of staff can remove a pupil from the classroom and will communicate this clearly to Parents and staff at the Academy.

- 12.4 Removal from the classroom is different to the use of separate spaces (for example, sensory / nurture rooms used for non-disciplinary reasons to meet a pupil's needs).
- 12.5 Removal from the classroom will only happen for the following reasons:
- 12.5.1 to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
 - 12.5.2 to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
 - 12.5.3 to allow the pupil to regain calm in a safe space.
- 12.6 Parents will be notified of removal of the pupil from the classroom on the same day.
- 12.7 The Academy's arrangements for removal from the classroom are:

At Thomas Hall School, we are committed to maintaining a productive and respectful learning environment for all students. Our approach to classroom management includes a structured Consequence system designed to address behavioral issues effectively while fostering growth and understanding.

Classroom Removal Procedure:

If a student exhibits disruptive behaviour that hinders the learning environment, the following Consequence system is implemented:

C1 - Initial Warning: The student is issued a verbal warning to address the behaviour and encouraged to make positive choices.

C2 - Formal Acknowledgment: If the behaviour persists, a second warning is issued, and the student is reminded of the consequences of continued disruption.

C3 - Classroom Removal: Should the behaviour continue, the student will be removed from the classroom environment.

Post-Removal Process:

Pastoral Intervention: The student will meet with members of the Pastoral Team immediately upon removal. During this meeting, the student will have the opportunity to discuss the issue openly and reflect on their actions.

Restorative Approaches: Together with the Pastoral Team, the student will participate in restorative approaches aimed at understanding the impact of their actions and developing strategies for improvement.

Behaviour Room Assignment: The student will be assigned to the Behaviour Room for two sessions and one break. This period will be used to reinforce positive behaviour expectations and support the student's successful reintegration into the classroom.

Our goal is to provide a supportive framework that encourages students to learn from their mistakes and develop the skills necessary for positive behavioral change. By integrating

restorative practices and fostering communication, we aim to help students understand the importance of maintaining a respectful and constructive classroom environment.

- 12.8 The Academy will consider whether removal from the classroom is proportionate, and each case will be dealt with on its own individual facts. The Headteacher] and staff will:
- 12.8.1 consider whether any assessment of underlying factors of disruptive behaviour is needed;
 - 12.8.2 inform Parents of the removal from the classroom on the same day;
 - 12.8.3 facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
 - 12.8.4 Ensure that at no point a room (often referred to as a calming room or sensory room) is to be used for seclusion. This means that staff may not leave a child alone in the room without their consent or where they are involuntary prevented from leaving the room/space, without an adult being present with them.
 - 12.8.5 if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker.
 - 12.8.6 If the pupil is looked after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.
- 12.9 The Academy will provide a pupil who is removed from the classroom continuous meaningful education during any period of removal. Removal will be time-limited, and pupils will continue to be supervised by a member of staff.
- 12.10 The Headteacher will maintain overall strategic oversight of the use of removal from the classroom.
- 12.11 The Academy will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.

13 Use of reasonable force

- 13.1 All members of staff at the school can use reasonable force to prevent or stop a pupil from:
- 13.1.1 committing a criminal offence;
 - 13.1.2 injuring themselves or others;
 - 13.1.3 causing damage to property, including their own; and/ or
 - 13.1.4 engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 13.2 This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or Parents accompanying students on an Academy organised visit.
- 13.3 Reasonable force can be used for two main purposes:

13.3.1 to control pupils; and / or

13.3.2 to restrain them.

13.4 Reasonable force means using no more force than is needed.

13.5 Any use of reasonable force will be in accordance with the guidance [Use of reasonable force in schools](#).

13.6 The Academy does not require parental consent to use reasonable force.

13.7 Reasonable force will never be used as a sanction.

13.8 In deciding whether reasonable force is required, the needs of the pupil will be considered including SEN and/or disabilities and the duty to make reasonable adjustments. The Academy will establish positive behaviour support strategies for pupils with additional needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

13.9 Where reasonable force is used, the Headteacher must be informed of the incident, and it will be recorded in writing. The Parents will be informed about serious incidents involving the use of reasonable force. In the EYFS setting, the pupil's Parents will be informed about any use of reasonable force on the day of the incident or as soon as reasonably practicable.

13.10 For the avoidance of doubt, the Academy will never use corporal punishment.

14 **Searching, screening and confiscation**

14.1 Academies can impose reasonable and proportionate disciplinary measures. This enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction where it is reasonable to do so.

14.2 The Academy's policy on searching and confiscation has regard to the [Searching screening and confiscation guidance for schools](#), and [KSCIE](#).

14.3 **Searching**

14.4 Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search for specific items, or all items set out in this Policy.

14.5 The Headteacher can require and authorise a member of the security staff to undertake a search. If a security guard, who is not a member of the school staff, searches a pupil, this guidance should be followed and the person witnessing the search should be a permanent member of the school staff. The Headteacher may not require a member of staff to undertake a search if they refuse.

14.6 A search can be considered if the authorised person has reasonable grounds for suspecting that the pupil is in possession of an item **prohibited by law** or any item identified in this Policy for which a search can be made, or if the pupil has agreed.

14.7 The authorised person should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

- 14.8 Before any search takes place, the authorised person conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- 14.9 The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
- 14.10 If a pupil refuses to co-operate with the search, the authorised person should assess whether it is appropriate to use reasonable force to conduct the search. An authorised person can **only** use reasonable force to search for items that are **prohibited by law**. Reasonable force **cannot be** used to search for items are prohibited or restricted by the Academy (as set out in **Appendix 3**). The decision to use reasonable force should be made on a case-by-case basis. The authorised person should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 14.11 Searches will be carried out on the Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.
- 14.12 When exercising these powers, the Academy must consider the age and needs of pupils being searched or screened. This includes the individual needs of pupils with SEN and making reasonable adjustments that may be required where a pupil has a disability.
- 14.13 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Headteacher/ DSL and / or pastoral member staff] will be sought. During this time the pupil should be supervised and kept away from other pupils.
- 14.14 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only if:
- 14.14.1 staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency; **and**
 - 14.14.2 in the time available it is not reasonably practicable to summon another member of staff.
- 14.15 If a search is conducted without a witness, the authorised person should immediately report this to another member of staff and ensure a record of the search is kept.
- 14.16 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 14.17 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.
- 14.18 The DSL should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of an item **prohibited by law** as listed above.
- 14.19 **The Academy usually requires the pupil's agreement** to search a pupil and their possessions:

- 14.19.1 for any item which the Academy has prohibited or restricted in this Policy (for a list of prohibited and restricted items see Appendix 3); and
- 14.19.2 where there is no suspicion that a pupil has an item **prohibited by law** in their possession.
- 14.20 Under this Policy the Academy makes it a condition of having a locker or space that the pupil agrees to have these searched. If the pupil then withdraws their agreement to search, a search may be conducted both for the items prohibited by law and any items prohibited / restricted under this Policy without the pupil's agreement or cooperation.
- 14.21 In these circumstances, if the pupil refuses to co-operate, the authorised person(s) cannot use reasonable force to undertake the search.
- 14.22 The authorised person should ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched and the factors that may influence the pupil's ability to give informed consent. If a pupil does not agree to the search, the Academy will consider why this is. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with this Policy, ensuring that they are responding to misbehaviour consistently and fairly
- 14.23 If a search is necessary but not required urgently, the staff member will seek advice from the DSL, Headteacher] or appropriate member of pastoral staff.
- 14.24 The Academy will consider whether it may be necessary to inform parents of a search for an item prohibited / restricted by this Policy.
- 14.25 **The Academy does not require the pupil's agreement** to search a pupil and their possessions for any item where the Academy has reasonable grounds for suspecting that a pupil has an item **prohibited by law** in their possession.
- 14.26 The following are items **prohibited by law**¹:
- 14.26.1 knives or weapons, alcohol, illegal drugs and stolen items;
- 14.26.2 tobacco and cigarette papers, fireworks and pornographic images;
- 14.26.3 any article that a member of staff reasonably suspects has been, or is likely to be used:
- (a) to commit an offence; or
 - (b) to cause personal injury to, or damage to the property of, any person (including the pupil).
- 14.27 The Headteacher, and staff authorised by the Headteacher, may use reasonable force to search a pupil's possessions where they have reasonable grounds for suspecting that a pupil has an item **prohibited by law** in their possession and the pupil refuses to co-operate with a search. The decision to use reasonable force should be made on a case-by-case basis. The authorised person should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

¹ Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951)

- 14.28 If it is believed that a pupil has an item **prohibited by law**, it may be appropriate for a member of staff to carry out:
- 14.28.1 search of outer clothing; and / or
 - 14.28.2 search of the Academy property (e.g. a pupil's locker or desk; and / or
 - 14.28.3 search of personal property (e.g. bag or pencil case).
- 14.29 Parents will be informed of any search for an item prohibited by law, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the Academy has taken, including any sanctions applied.
- 14.30 Being in possession of an item prohibited by law may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. Where any such item is found, the member of staff must refer the matter to the DSL without delay.
- 14.31 The staff member should also involve the DSL without delay if they believe that a search has revealed a safeguarding risk.
- 14.32 **Strip searching**
- 14.33 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers.² More information is contained within the [Searching Screening and Confiscation Guidance](#).
- 14.34 While the decision to undertake a strip search itself and its conduct are police matters, Academy staff retain a duty of care to the pupil(s) involved and should advocate for pupil well-being at all times.
- 14.35 Before calling police into school, staff should 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. Academy staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 14.36 An "appropriate adult" must be present at a strip search that would result in intimate parts of the body being exposed. Depending on the circumstances, the Academy may wish to involve an "appropriate adult" during other searches conducted by the police where this is deemed necessary to ensure the pupil's well-being. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of children and vulnerable adults in police custody. This adult must not be a police officer or otherwise associated with the police. Examples of an appropriate adult include, but are not limited to, a parent, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. An appropriate adult is not required when a pupil is eighteen or above.
- 14.37 An appropriate adult not of the same sex as the pupil being searched may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil being

² Police and Criminal Evidence Act 1984 (PACE) Code A and / or PACE Code C.

searched is permitted to be present, and the search must not be carried out in a location where the pupil could be seen by anyone else.

- 14.38 Except where there is an immediate risk of harm and where reasonably possible, parents will be informed before a strip search takes place.
- 14.39 Parents will always be notified after a strip search has taken place.
- 14.40 The Academy will keep a record of searches (see below under **Record Keeping**).
- 14.41 Following a strip search, the Academy will give pupils appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter but should always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves the DSL. In all cases pupils should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. Staff should give consideration to any pupils who have been strip searched more than once and/or groups of pupils who are more likely to be subjected to strip searching with unusual frequency and consider preventative approaches.
- 14.42 **Screening (delete if not relevant)**
- 14.43 The Academy may impose a requirement that pupils undergo screening for the detection of weapons.
- 14.44 Screening will take the form of a walk through or hand-held metal detector to scan all pupils for weapons before they enter the Academy premises.
- 14.45 If a pupil has a disability and /or special educational needs, the Academy will make any reasonable adjustments to the screening process as required.
- 14.46 If a pupil refuses to be screened, the Academy will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.
- 14.47 **Confiscation**
- 14.48 All members of staff may confiscate, retain or dispose of a pupil's property (however it is found) where they have reasonable grounds for suspecting that the item:
- 14.48.1 poses a risk to staff or pupils;
 - 14.48.2 is prohibited by law, or a restricted / prohibited item under this Policy; or
 - 14.48.3 is evidence in relation to an offence.
- 14.49 The Academy's general power to impose sanctions enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction under this Policy, where reasonable to do so.
- 14.50 **Mobile electronic devices**
- 14.51 The Academy has adopted a policy to prohibit pupils. However, there may be a minority of pupils with medical needs e.g. insulin monitor for diabetes, that will be allowed access to their devices, but this will be based on need. Mobile electronic devices include, but are not limited to, mobile phones, smartphones or other smart technology, tablets, laptops, MP3 players and any wearable technology that has the ability to send and / or receive notifications or messages

via mobile phone networks, or the ability to record audio and / or video. Further details about the Academy's policy can be found in the Acceptable use policy for pupils.

- 14.52 A mobile electronic device may be confiscated in accordance with this Policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach this Policy, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.
- 14.53 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour.
- 14.54 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of this Policy or a criminal offence, or hand it over to the police if the material is suspected to be evidence relevant to an offence.
- 14.55 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.
- 14.56 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the Academy's policy on sharing nudes and semi-nudes images or videos as set out in the Safeguarding and child protection policy and consult the advice set out in the Searching Screening and Confiscation Guidance and UKCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- 14.57 The Academy will comply with data protection law in relation to any search of an electronic device.

Disposal of confiscated items

- 14.58 Confiscated items will be disposed of at the discretion of the Academy unless the law requires the Academy to hand the confiscated item to the police, and in line with the [Searching screening and confiscation guidance for schools](#) [paragraphs 58-71]. In addition, the Academy will deal with the following specific items as outlined below.
- 14.59 **Controlled drugs** must be delivered to the police as soon as possible unless there is a good reason not to do so. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.
- 14.60 **Other substances** which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.
- 14.61 Items that **have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.
- 14.62 **Pornographic images:** Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate

that the pupil is at risk of harm, the DSL will also be notified and will decide whether to make a referral to children's social care.

- 14.63 Other pornographic images will also be discussed with the DSL. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 14.64 **Weapons or items which are evidence of an offence:** these will be passed to the police as soon as possible.
- 14.65 **An item prohibited or restricted by the Academy:** these may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In considering all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the Academy.

15 **Intervention, support and reintegration**

- 15.1 The Academy has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern. The Academy will adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion, including:
- 15.1.1 frequent and open engagement with Parents, including home visits if deemed necessary;
 - 15.1.2 providing mentoring and coaching;
 - 15.1.3 short-term behaviour report cards or longer-term behaviour plans;
 - 15.1.4 Alternative Provision; and
 - 15.1.5 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- 15.2 Where the Academy has serious concerns about a pupil's behaviour it will consider appropriate interventions, including whether the following might be appropriate: an assessment of a pupil's SEN and disabilities; where a pupil has an EHC plan, an emergency review and / or whether a multi-agency assessment.
- 15.3 The Academy will use Alternative Provision where planned interventions for individual pupils take place in place of mainstream lessons at a different location. In this Policy Alternative Provision is used for planned interventions for behavioural reasons and / or as a preventative measure to support pupils at risk of permanent exclusion.
- 15.4 Following a sanction, the Academy will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the Academy and how to reintegrate successfully back into school. This may involve reintegration meetings between the Academy, pupils, parents and, if relevant, other agencies and will be considered on a case-by-case basis.

16 Record keeping

- 16.1 The Academy will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriately skilled staff.
- 16.2 The Academy will keep separate records and information about **behaviour**, including records and analysis of:
- 16.2.1 permanent exclusions and suspensions, incidents of poor behaviour and any use of internal isolation;
 - 16.2.2 bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents;
 - 16.2.3 sexual harassment and/or sexual violence;
 - 16.2.4 any restrictive physical intervention.
- 16.3 The Academy will record all **searches**:
- 16.3.1 in relation to prohibited items by law;
 - 16.3.2 conducted by police officers which will be recorded in the Academy's safeguarding reporting system (including whether or not an item is found).
- 16.4 Records of the search will include:
- 16.4.1 the date, time and location of the search;
 - 16.4.2 which pupil was searched;
 - 16.4.3 who conducted the search and any other adults or pupils present;
 - 16.4.4 what was being searched for;
 - 16.4.5 the reason for searching;
 - 16.4.6 what items, if any, were found; and
 - 16.4.7 what follow-up action was taken as a consequence of the search.
- 16.5 The Academy will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.
- 16.6 The Academy will keep a separate record of **sanctions** imposed for serious misbehaviour including suspensions and permanent exclusions. The record will include:
- 16.6.1 the name and year group of the pupil concerned;
 - 16.6.2 the nature and date of the offence;
 - 16.6.3 the sanction imposed and reason for it; and
 - 16.6.4 the name of the person imposing the sanction

- 16.7 The Academy Trust and DSL will review the records in order to evaluate all data recorded in order to meet their obligations under this Policy and establish trends (for example, in respect of particular socio-economic groups, or groups with a protected characteristic).
- 16.8 The information created in connection with this Policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.
- 16.9 All records created in accordance with this Policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

17 **Publication availability and feedback**

- 17.1 This Policy is published on the Academy's website.
- 17.2 This Policy is available in hard copy on request, including in accessible formats.
- 17.3 A hard copy of the policy is also available in the main school reception.
- 17.4 A copy of the policy is available for inspection from the Operations Manager during the school day.
- 17.5 The Academy welcomes feedback on how the Academy can continue to improve this Policy, and this can be sent to reception@thomashallschool.org marking the subject line 'Feedback on Behaviour Policy.'

18 **Version control**

Date of adoption of this policy	01.09.2025
Date of last review of this policy	January 2025
Date for next review of this policy	September 2026
Policy owner (SMT)	Phil Arnold
Policy owner	Thomas Hall School/Reach South Academy Trust

Appendix 1 Off-site directions and managed moves

1 Off-site directions

- 1.1 The Academy can require a pupil to attend another education setting to improve their behaviour. This is known as an "off-site direction."
- 1.2 An off-site direction will only be used where in-school interventions and / or outreach have been unsuccessful or deemed inappropriate and will only be used to arrange a time-limited placement in Alternative Provision. It will not be used as a sanction for recent or past misconduct.
- 1.3 Where possible parental views on a proposed off-site direction should be obtained. However, the Academy can make an off-site direction without parental consent. The Academy will provide written notification to parents (or pupils aged 18 or over) (and the local authority if a pupil has an EHC plan / is a looked after child) and any information about the placement as soon as practicable after the direction has been made and no later than two school days before the first day the pupil is required to attend the Alternative Provision.
- 1.4 The off-site direction can be full-time or a combination of part-time support in Alternative Provision and continued education at the Academy.
- 1.5 The duration of an off-site direction will depend on what best supports the pupil's needs and potential improvement in behaviour.
- 1.6 A proposed maximum period of time will be decided during the planning phase for an off-site direction and agreed between the Academy and the Alternative Provision. Also, as part of the planning, alternative options will be considered once the time limit has been reached, including a managed move (if the pupil is placed in a mainstream school) on a permanent basis upon review of the time limited placement.
- 1.7 The nature of the intervention, its objectives, and the timeline to achieve these objectives will be clearly defined and agreed with the Alternative Provision before the placement starts. The plan will then be frequently monitored and reviewed. A pupil must continue to receive a broad and balanced curriculum to support their reintegration once the off-site direction ends.
- 1.8 In all cases parents will be expected to be supportive of the Academy's decision in relation to an off-site direction, and pupils will be expected to attend the Alternative Provision as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they had failed to attend the Academy.
- 1.9 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEN and disabilities or health needs the pupil has.
- 1.10 The off-site placement will be regularly reviewed, and parents will be involved in the review. The purpose of the review(s) is to ensure that the off-site placement is achieving its objectives, and that the pupil is benefitting from it. Parents will be informed in writing each time that the placement is extended including the reasons for this. Parents and pupils are encouraged to praise progress and raise any concerns about the off-site direction at an early stage. As part of the review(s) the Academy will design a reintegration strategy that:

- offers the pupil a fresh start;
 - helps them understand the effect of their behaviour on themselves and others;
 - teaches them how to meet the high expectations of behaviour in line with the Academy's ethos and culture;
 - fosters a renewed sense of belonging within the school community; and
 - builds engagement with learning.
- 1.11 There will be a reintegration meeting before or at the beginning of the pupil's return to the Academy to discuss the reintegration strategy. Parents will be invited to attend but they are not required to attend.
- 1.12 During the period of an off-site direction the pupil must be recorded in the attendance register using code D to indicate that the pupil is absent with leave to attend another school at which they are registered (dual registered).
- 1.13 The Academy will aim to follow the [Alternative Provision Guidance](#) when exercising this power.

2 **Managed moves**

- 2.1 Managed moves are a behaviour management tool to prevent permanent exclusion, ensure high standards of behaviour and maintain the safety of the school community. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school / academy **permanently**.
- 2.2 Managed moves are **voluntary** and agreed with all parties involved, including the parents and the new school. Managed moves should only occur when it is in the pupil's best interests.
- 2.3 If a temporary move to another setting is needed to improve the pupil's behaviour, then off-site direction (as described above) should be used instead.
- 2.4 Managed moves should only be offered as part of a planned intervention. The Academy will provide appropriate initial intervention prior to a managed move, which could include, where relevant, multi-agency support or statutory assessments. The Academy will keep a record of intervention offered.
- 2.5 Where a pupil has an EHC plan, the Academy will contact the relevant local authority prior to the managed move. If the local authority, both placements and parents are in agreement that there should be a managed move, the Academy will ask the local authority to amend section I of the pupil's EHC plan.
- 2.6 The Academy will share any relevant information with the new school before the managed move, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. This will enable the new school to ensure that the pupil is provided with an effective integration strategy.

Appendix 2 Investigation of incidents

1 Investigation

- 1.1 The Headteacher may investigate incidents which potentially give rise to a breach of this Policy, or they may appoint a member of staff to carry out the investigation.
- 1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.
- 1.3 The pupil or pupils involved will be interviewed as part of the investigation to allow them to give their full version of events.
- 1.4 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate.
- 1.5 Where pupils are at risk of sanctions, they should normally be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed unless it is not reasonably practicable. If further information comes to light to which the pupil has not yet had an opportunity to respond, the Academy will consider whether it is necessary to re-interview the pupil suspected of a breach of this Policy and any other relevant pupils and staff.
- 1.6 Pupils who are clearly only witnesses and not at risk of sanction may be interviewed without an additional member of staff being present.
- 1.7 Parents do not need to be notified that interviews are taking place, and their consent is not required.
- 1.8 Parents may be invited to attend an interview in the case of potentially serious breaches where the Academy deems it appropriate to do so.
- 1.9 CCTV footage may be viewed and pupils' desks, lockers and / or personal belongings may be searched during the course of an investigation.
- 1.10 It may sometimes be necessary to delay or suspend an investigation, for example where the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will consider advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the Academy will have regard to KCSIE and the Academy's DSL will take a leading role on decisions.
- 1.11 Where the Headteacher has appointed a member of staff to investigate an incident which may result in suspension or permanent exclusion, the investigator will report the outcome of their investigation to the Headteacher to enable the Headteacher to make an informed decision.
- 1.12 When interviewing and carrying out an investigation the Academy will comply with its duties under the Equality Act, including the duty to make reasonable adjustments, and also consider whether a pupil may require additional support due to the pupil's

SEN and disabilities, additional needs or other special circumstances such as mental health difficulties.

2 **Removal from the classroom or suspension pending further investigation**

- 2.1 Where the incident is serious and it has not been possible to complete the full investigation on the day that the incident occurred or was brought to the attention of the Academy, the pupil may be removed from the classroom while the investigation continues. During this time the pupil will receive a broad and balanced curriculum.
- 2.2 Alternatively, where it is not appropriate for the pupil to remain on the Academy's premises while the investigation continues, the Headteacher] may suspend the pupil pending further investigation. The length of the suspension will be kept to the minimum required to complete the investigation.
- 2.3 Before a suspension pending further investigation is imposed, the Headteacher] must be satisfied that there is sufficient information in relation to the pupil's involvement in the incident.
- 2.4 A suspension pending further investigation is a serious sanction and the statutory procedure set out in the **Suspensions and Permanent Exclusions Guidance** will be followed (including sending a notification letter to the Parents containing all mandatory information).
- 2.5 The Headteacher] will take into account the period of removal from the classroom or suspension when determining the final sanction.

Appendix 3 Rewards and Sanctions

1 Examples of the rewards and sanctions the Academy ordinarily uses are set out below.

2 Examples of appropriate rewards

Reward Points – All through school

At our school, we hold ourselves to a standard of excellence in behaviour and learning. Every member of our community, including both staff and students, is dedicated to maintaining and exemplifying our shared values: **respect, courage, integrity, self-discipline, gratitude, and empathy**. These core values are central to who we are and what we strive to achieve together. A list of our reward points is shown below.

We are committed to fostering a nurturing and inclusive environment where everyone feels safe, valued, and inspired to grow both academically and personally. Our positive behaviour policy is designed to reward and reinforce these values. Students have the opportunity to earn points for demonstrating exemplary conduct, whether they are in class, enjoying break times, or representing our school at various events.

To keep parents informed and engaged in their child's progress, these earned points are accessible through the Arbor App, offering transparency and an opportunity to celebrate achievements together.

R1 - Courage	1
R1 - Empathy	1
R1 - Gratitude	1
R1 - Integrity	1
R1 - Respect	1
R1 - Self-discipline	1
R2 - Correction of previous behaviour	2
R2 - Outstanding contribution to learning	2
R2 - Outstanding effort	2
R2 - Voluntary community service	2
RH - Reward Homework	2
R3 - Leadership of peers	3
R3 - Presenting to peers	3
R3 - Supporting a school event	3
R4 - Leading a school event	4
R4 - Representing the school	4
R5 - Student of the Term	5

3 Engagement Scale – Secondary Only

Our goal is to foster an environment where students are motivated to excel through positive engagement in the classroom. Recognising that each student's journey is unique, our teachers are committed to acknowledging and celebrating positive engagement by considering individual prior attainment and any Special Educational Needs (SEN). This ensures that all pupils have an equal opportunity to thrive.

To effectively assess student engagement, we have implemented a 5-level scale:

- **0 - Absent**
- **1 - Removed from Lesson**
- **2 - Poor Engagement**
- **3 - Satisfactory Engagement**
- **4 - Good Engagement**
- **5 - Exceptional Engagement**

This structured system allows us to identify, support, and reward students who consistently demonstrate strong commitment to their learning. Teachers will take into account any additional need and ensure that adjustments are made inline with information we have from annual reviews, or research based strategies shared by our SEN Team. Students who maintain an average grade of 4 (Good) or above will qualify for a special reward trip at the end of each term. This initiative is part of our ongoing effort to celebrate achievements and encourage continued positive engagement from all our students. A breakdown of each area can be found below:

- **0 – Absent** - Not present in the learning environment
- **1 - Removed from Lesson** - Removed due to behaviour. Student was removed from the learning environment after teachers used all inclusive strategies set out in our practice to meet learners needs, and inline with ILP or Narrate and Curate guidance. All removals and reasons will be documented on Arbor and parent contact made to discuss and rebuild relationship. This will be documented with context and reviewed to ensure that removal was not due to unmet SEND needs or lack of inclusive practice
- **2 - Poor Engagement** - Minimal participation or focus. Student was present but showed limited engagement. This may include refusal, distraction, or withdrawal. Staff will have considered underlying causes (e.g. anxiety, sensory overload, unmet needs) and ensure reasonable adjustments are in place.
- **3 - Satisfactory Engagement** – Student engaged with the lesson at a functional level. At times, may not follow clear instruction and become a distraction. Teachers will use Narrate and Curate to ensure that all students have their needs met clearly and can access learning.
- **4 – Good Engagement** – Student showed consistent focus, responded to tasks, and participated appropriately. May require scaffolding or support. Reflects positive engagement with learning and environment.
- **5 - Exceptional Engagement** – Student demonstrated high levels of motivation, independence, and contribution. This may include leadership, creativity, or resilience.

Recognise that for some pupils with SEND, reaching this level may require significant support and adaptation.

Engagement Scale – Staff Guidance

0 – Absent

Definition:

Student is not present in the learning environment.

Staff Action:

- a. Record absence accurately.
- b. Ensure absence is not linked to unmet needs or lack of reasonable adjustments.
- c. Follow attendance procedures and refer to pastoral/SEND teams if patterns emerge.

1 – Removed from Lesson

Definition:

Student was removed from the learning environment due to behaviour, after all-inclusive strategies were applied in line with ILP, Narrate, and Curate guidance.

Staff Action:

- Ensure all inclusive strategies have been exhausted before removal.
- Document removal and reasons clearly on **Arbor**.
- Contact parents/carers to discuss the incident.
- Review with SEND/pastoral teams to ensure removal was not due to unmet needs or lack of inclusive practice.

2 – Poor Engagement

Definition:

Student was present but showed minimal engagement. This may include refusal, distraction, or withdrawal.

Staff Action:

- Consider underlying causes (e.g. anxiety, sensory overload, unmet needs).
- Apply reasonable adjustments and refer to ILP/Narate/Curate strategies.
- Record concerns and escalate if patterns persist.

3 – Satisfactory Engagement

Definition:

Student engaged with the lesson at a functional level. May occasionally not follow instructions or become a distraction.

Staff Action:

- Use Narate and Curate strategies to ensure access to learning.
- Provide scaffolding and prompts as needed.
- Monitor and support consistent engagement.

4 – Good Engagement

Definition:

Student showed consistent focus, responded to tasks, and participated appropriately. May still require support.

Staff Action:

- Acknowledge and reinforce positive engagement.
- Continue applying inclusive strategies to maintain progress.
- Share successes with parents/carers where appropriate.

5 – Exceptional Engagement

Definition:

Student demonstrated high levels of motivation, independence, and contribution. May include leadership, creativity, or resilience.

Staff Action:

- Celebrate and share achievements.
- Recognise that for some SEND students, this level may reflect significant progress and support.
- Use examples to inform best practice and peer modelling.

4 Prohibited and restricted items

Prohibited items	<ul style="list-style-type: none"> • mobile phones]; • personal laptops]; • personal tablets]; • hand-held electronic games]; • other electronic devices]; • vaping devices / e-cigarettes]
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5 Examples of appropriate sanctions

Our school is committed to maintaining high standards in the classroom while supporting students in their growth and positive re-engagement with learning. To achieve this, we have implemented a structured behaviour management system consisting of three levels:

C1: Verbal Warning

At this initial level, students receive a verbal warning to correct their behaviour. This serves as a gentle reminder to refocus and align with classroom expectations.

C2: Time-Out Opportunity

If further intervention is needed, students may take a brief time-out outside the classroom. This allows them the chance to reflect and gather their thoughts before rejoining the lesson.

C3: Removal to Pastoral Team

For more serious or repeated disruptions, a student is temporarily removed and referred to the Pastoral Team. This step involves collaboration with dedicated colleagues to work through the underlying issues and reflect on their behaviour. During this time, students will spend two sessions and a break in the Re-Focus Room, a supportive space aimed at reinforcing positive behaviour strategies.

This structured approach ensures that we uphold high standards of conduct while providing the necessary support for students to positively reengage with their learning journey.

The below table highlights general;

Type of breach	Examples of behaviour	Examples of appropriate sanctions	Notes for staff and Parents
Serious breaches	Recurrent stage 2 behaviours + other more serious behaviours examples such as: <ul style="list-style-type: none"> • Physical assault against a pupil • Physical assault against an adult • Verbal abuse or threatening behaviour against a pupil • Verbal abuse or threatening behaviour against an adult 	Suspension – See list below	Staff member responsible for dealing with these behaviours Inform Parents

	<ul style="list-style-type: none"> ● Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy ● Bullying ● Racist abuse ● Abuse relating to sexual orientation or gender reassignment ● Abuse relating to disability 		
C4 - Continued behaviours despite interventions			-4
C4 - Disruptive behaviour while parked			-4
C4 - Failed Amber or Red Report			-4
C4 - Harrassment/bullying (including cyber bullying)			-4
C4 - Possession of prohibited/illegal items			-4
C4 - Racist, sexist or homophobic language			-4
C4 - Violent or abusive behaviour			-4
C3 - Abuse of Pass			-3
C3 - Continuation or escalation of C2 behaviours			-3
C3 - Stand-alone behaviour			-3
C3 - Truancy			-3
Missed lunchtime detention			-3
C2 - Additional C1 behaviour			-2
C2 - Continued C1 behaviour			-2
Missed breaktime detention			-2
Poor behaviour - Lunchtime Detention			-2
C1 - Verbal warning			-1
Incomplete Homework			-1
Incorrect / Missing PE Kit			-1
Incorrect Equipment			-1
Incorrect Uniform			-1
Poor behaviour - breaktime Detention			-1

Exclusion Guidelines Immediate fixed term suspension behaviours:

The infographic is titled "Behaviour Escalation Route" and "SECONDARY". It features the Thomas Hall School logo in the top left corner. The background is a light green gradient with a white path leading through four levels of escalation. Each level is contained in a white rounded rectangle with a blue header. The levels are: Level 01: Student is removed from lesson (C3), student to complete 2 periods and a social time in the Refocus Room. Level 02: If poor behaviour continues, student has an extra period added. Opportunity for triage staff to regulate child to ensure success in RR. Level 03: Continued poor behaviour after 3 refocus sessions, escalation to a fixed term suspension. Level 04: Immediate fixed term suspension behaviours, see Exclusion policy.

Behaviour Escalation Route
SECONDARY

Level 01
Student is removed from lesson (C3), student to complete 2 periods and a social time in the Refocus Room.

Level 02
If poor behaviour continues, student has an extra period added. Opportunity for triage staff to regulate child to ensure success in RR.

Level 03
Continued poor behaviour after 3 refocus sessions, escalation to a fixed term suspension.

Level 04
Immediate fixed term suspension behaviours, see Exclusion policy.



Exclusion Guidelines

Immediate fixed term suspension behaviours:

- Verbal abuse towards a staff member.
- Racist or homophobic language.
- Dangerous behaviour in the Refocus Room/around school i.e., climbing.
- Truancing from the Refocus Room after adult intervention.
- Possession of an illegal or prohibited item.
- Use of illegal or prohibited items on site.
- Damage (including graffiti, excessive water spraying/spilling or excessive food spilling or theft of school property.
- Bullying/ continuous harassment.
- Physical abuse towards pupils or staff.
- Refusal of punishment after adult intervention.
- Refusal to follow instructions after staff have followed behaviour plan/policy.

6 Suspension and permanent exclusion

- 6.1 Telling a pupil to leave the school or not allowing them to attend school is a suspension (if temporary) or a permanent exclusion (if permanent). Whenever the Academy asks a pupil to leave school, or not to attend school, on disciplinary grounds, this will be done in accordance with the [School suspensions and permanent exclusions guidance](#).
- 6.2 Only the Headteacher] has the power to impose a suspension or permanent exclusion from school. An "Acting Head" who has been formally appointed to this position in the Headteacher's] absence or pending the appointment of a Headteacher] will also have this power.
- 6.3 The decision to suspend or exclude permanently will be lawful, reasonable, fair and proportionate.
- 6.4 A pupil's behaviour both in school and outside school can be considered grounds for suspension or permanent exclusion.

- 6.5 In all cases the Headteacher] will, without delay, write to Parents notifying them of the period of the suspension or permanent exclusion, the reason(s) for it and their rights as set out at paragraph 64 of the **Suspensions and permanent exclusions guidance**.
- 6.6 The Headteacher should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending Alternative Provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.
- 6.7 The Headteacher must take account of their legal duty of care when sending a pupil home following a suspension or permanent exclusion.
- 6.8 The Headteacher can cancel a suspension or permanent exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where the Headteacher cancels a suspension or permanent exclusion:
- 6.8.1 the Headteacher must notify the Parents, the governing board, the local authority and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
 - 6.8.2 the governing board's duty to consider reinstatement ends, and there is no requirement to hold a meeting to consider reinstatement;
 - 6.8.3 parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the Headteacher to discuss the circumstances that led to the suspension or permanent exclusion being cancelled which should be arranged without delay;
 - 6.8.4 the pupil must be allowed to attend the Academy without delay;
 - 6.8.5 any days spent out of the Academy as a result of any suspension or permanent exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.
- 6.9 A **suspension** is where a pupil is temporarily removed from the Academy. A pupil may be suspended for one or more fixed periods (including lunch time suspensions, which each count as half a day).
- 6.10 A pupil can be suspended up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.
- 6.11 Sending a pupil home 'to cool off' is unlawful when it does not follow the statutory suspension or permanent exclusion process and regardless of whether it occurs with the agreement of parents.
- 6.12 Following a suspension there will be a reintegration meeting before or at the beginning of the pupil's return to school to discuss the reintegration strategy. Parents may be invited to attend.
- 6.13 A **permanent exclusion** is when a pupil is no longer allowed to attend the Academy (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- 6.13.1 in response to a serious breach or persistent breaches of this Policy; **and**
- 6.13.2 where allowing the pupil to remain at the Academy would seriously harm the education or welfare of the pupil or others such as staff or pupils.
- 6.14 A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been by the time the cancellation takes effect.

Appendix 4 Regulatory framework

1 Regulatory framework

- 1.1 This Policy has been prepared to meet the Academy's responsibilities under:
 - 1.1.1 Education Act 2002, as amended by the Education Act 2011;
 - 1.1.2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;
 - 1.1.3 The Education and Inspections Act 2006;
 - 1.1.4 The Education Act 1996;
 - 1.1.5 The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
 - 1.1.6 Education (Independent School Standards) Regulations 2014;
 - 1.1.7 School Attendance (Pupil Registration) (England) Regulations 2024;
 - 1.1.8 [• EYFS statutory framework for group and school-based providers (DfE, effective from 1 November 2024);]
 - 1.1.9 Education and Skills Act 2008;
 - 1.1.10 Children and Families Act 2014;
 - 1.1.11 Children Act 1989;
 - 1.1.12 Childcare Act 2006
 - 1.1.13 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);
 - 1.1.14 Human Rights Act 1998; and
 - 1.1.15 Equality Act 2010.
- 1.2 This Policy has regard to the following guidance and advice:
- 1.3 **Keeping children safe in education** (DfE, September 2024) (KCSIE);

- 1.4 [Working together to safeguard children 2023](#) (DfE, December 2023, updated February 2024);
- 1.5 [Information sharing advice for safeguarding practitioners](#) (DfE, May 2024);
- 1.6 [Behaviour in schools: advice for headteachers and school staff](#) (DfE February 2024) (Behaviour Guidance);
- 1.7 [Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies](#) (DfE, July 2017);
- 1.8 [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, August 2024) (Suspension and Permanent Exclusion Guidance);
- 1.9 [Use of reasonable force](#) (DfE, July 2013);
- 1.10 [Searching, screening and confiscation: Advice for schools](#) (DfE, July 2022) (Searching, Screening and Confiscation Guidance);
- 1.11 [Mobile phones in schools](#) (DfE, February 2024);
- 1.12 [Alternative provision](#) (DfE, January 2013) (AP Guidance);
- 1.13 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, March 2024);
- 1.14 [Mental health and behaviour in schools](#) (DfE, November 2018);
- 1.15 [Equality Act 2010: advice for schools](#) (DfE, May 2014, updated June 2018);
- 1.16 [Police and Criminal Evidence Act 1984 \(PACE\) Code A](#) (Home Office, 2023 updated December 2023);
- 1.17 [Police and Criminal Evidence Act 1984 \(PACE\) PACE Code C](#) (Home Office, 2019, updated December 2023);
- 1.18 [Guidance for Appropriate Adults](#) (Home Office, December 2024);
- 1.19 [Relationships education, relationships and sex education and health education](#) (DfE, September 2021);
- 1.20 [The designated teacher for looked-after and previously looked-after children](#) (DfE, February 2018);
- 1.21 [Working together to improve school attendance](#) (DfE, August 2024);
- 1.22 [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015).

Appendix 5 Other relevant policies

- 2 The following Academy policies, procedures and resource materials are relevant to this Policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:
 - 2.1 Acceptable use policy for pupils
 - 2.2 Anti-bullying policy – within safeguarding policy
 - 2.3 Attendance Policy
 - 2.4 Mobile phone use policy;]
 - 2.5 School uniform guidance;]
 - 2.6 Online safety policy
 - 2.7 Safeguarding and child protection policy and procedures;]
 - 2.8 Risk assessment policy for pupil welfare;]
 - 2.9 Special educational needs report
 - 2.10 Disability policy
 - 2.11 Staff code of conduct
 - 2.12 Use of reasonable force and physical restraint policy
 - 2.13 Relationships education and / or Relationships and sex education policy]