



THOMAS HALL SCHOOL

BEHAVIOUR POLICY AND RELATIONAL PRINCIPLES

School Specific Operational Framework 2026–27

READY • RESPECTFUL • SAFE

Policy owner	Reach South Inclusion Team / Thomas Hall School
School operational lead	Headteacher / Behaviour & Culture Lead
Proposed effective date	September 2026
Proposed review date	September 2027
Status	Approved
Applies to	All pupils, including EYFS, and all staff

Belong. Inspire. Grow. | Think Big

Document status and relationship to the Trust policy

This is an updated Thomas Hall School version of the existing Reach South Academy Trust Behaviour Policy and Relational Principles. It retains the current relational, safeguarding, SEND, investigation, searching, reasonable-force and exclusion framework, while updating the school-specific operational arrangements for 2026–27.

The principal operational changes are: Ready, Respectful, Safe as the common behaviour language; a shorter and more purposeful Reflection Room model; clearer escalation for repeated Reflection; defined Red Line behaviours; revised mobile-phone procedures; strengthened uniform routines; ClassDojo as the Reception-KS1 engagement and recognition platform, aligned with ClassCharts and the KS2 reward and consequence system; a deliberate Positive Push; and a stronger emphasis on adult consistency and relationship-building.

Key national guidance checked for this draft

- Department for Education, Behaviour in schools: advice for headteachers and school staff.
- Department for Education, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - statutory guidance updated 26 July 2026.
- Department for Education, Keeping Children Safe in Education 2026 - effective 1 September 2026.
- Department for Education guidance on searching, screening and confiscation; mobile phones; attendance; and school uniform.

Contents

1. Aims and behaviour culture
 2. Scope and application
 3. Ready, Respectful, Safe
 4. Roles and responsibilities
 5. Adult behaviour and relational practice
 6. Positive behaviour, recognition and the Positive Push
 7. Behaviour recording and recognition platforms
 8. Classroom behaviour: C1-C3
 9. Removal from lessons and the Reflection Room
 10. Repeated Reflection and Internal Isolation
 11. Behaviour Red Lines
 12. Mobile phones and smart devices
 13. Uniform and presentation
 14. Morning tutor time and successful starts
 15. Truancy and lesson avoidance
 16. SEND, disability and reasonable adjustments
 17. Restorative practice and reintegration
 18. Communication with parents and carers
 19. Safeguarding, bullying and discriminatory behaviour
 20. Searching, confiscation and prohibited items
 21. Reasonable force
 22. Suspension and permanent exclusion
 23. Behaviour beyond the school site and online
 24. Recording, monitoring and quality assurance
 25. Staff consistency and professional development
 26. Complaints and policy review
- Appendix A: Behaviour response framework
- Appendix B: Ready, Respectful, Safe examples
- Appendix C: Red Lines
- Appendix D: Reflection and reintegration
- Appendix E: Staff non-negotiables
- Appendix F: References and regulatory framework

1. Aims and behaviour culture

Thomas Hall School is committed to creating a calm, safe, predictable and inclusive environment in which every pupil can belong, learn, achieve and thrive. Behaviour is everybody's responsibility and the quality of the culture is shaped by the thousands of interactions that take place across the school each day.

Our approach combines high expectations, consistent routines, positive relationships, appropriate support and accountability. Relationships are central to our work, but a relational approach does not mean lowering expectations or avoiding consequences.

The school aims to:

- provide a clear, fair and consistent approach to behaviour;
- maintain a calm and purposeful environment, free from disruption;
- explicitly teach pupils the behaviours and routines that support learning;
- build strong, respectful relationships between pupils and adults;
- recognise effort, improvement, contribution and positive choices;
- respond promptly and predictably when behaviour falls below expectations;
- support pupils to reflect, repair harm and successfully return to learning;
- identify underlying needs and provide targeted support where appropriate;
- ensure pupils with SEND and disabilities receive appropriate reasonable adjustments;
- protect pupils and staff from bullying, discrimination, abuse and unsafe behaviour;
- use behaviour information intelligently to improve provision and prevent recurrence.

Our core principle: high expectations and high support.

2. Scope and application

This policy applies to all pupils at Thomas Hall School, including the Early Years Foundation Stage, and should be read alongside relevant Trust and school safeguarding, SEND, anti-bullying, attendance, uniform, online-safety and suspension/exclusion procedures.

The policy may apply when a pupil is on the school site, taking part in remote education, representing the school, wearing school uniform, travelling to or from school, attending a school-organised activity, or where conduct outside school has repercussions for safety, the orderly running of the school or the school's reputation.

3. Ready, Respectful, Safe

Ready, Respectful, Safe is the common language for behaviour at Thomas Hall School. It should be used to teach expectations, recognise positive choices, correct behaviour and structure restorative conversations.

Ready

Pupils are Ready when they are punctual, appropriately equipped, correctly dressed, focused, prepared to learn, responsive to reasonable instructions and willing to try their best.

Respectful

Pupils are Respectful when they use appropriate language, listen to others, respect difference, protect the learning of others, care for property and the environment, cooperate with reasonable instructions and take responsibility when things go wrong.

Safe

Pupils are Safe when they follow rules and reasonable instructions, keep hands and feet to themselves, move calmly, use equipment appropriately, report concerns, follow phone procedures, avoid prohibited items and make choices that protect themselves and others.

Ready to learn. Respect builds community. Safe choices protect everyone.

4. Roles and responsibilities

The Trust and governance

The Trust Board and relevant governance arrangements are responsible for ensuring that the policy meets statutory requirements and is implemented appropriately.

The Headteacher

The Headteacher is responsible for establishing and maintaining the school's behaviour culture, ensuring staff understand the policy, monitoring implementation, ensuring appropriate staff development, and making decisions reserved to the Headteacher by law, including suspension and permanent exclusion.

Behaviour and intervention leadership

The school's behaviour and intervention team coordinates operational support, targeted intervention, Reflection, reintegration, internal isolation and analysis of behaviour patterns. Responsibilities may be delegated according to current staffing structures.

All staff

Every member of staff is responsible for modelling the school's expectations, teaching routines, recognising positive behaviour, challenging poor behaviour, recording relevant information and following agreed procedures consistently.

Pupils

Pupils are expected to learn and follow Ready, Respectful, Safe; take responsibility for their choices; engage with reflection and restorative processes; and contribute positively to the school community.

Parents and carers

Parents and carers are expected to support the school's expectations, communicate relevant information, work constructively with staff and encourage pupils to take responsibility and repair harm.

5. Adult behaviour and relational practice

Adult behaviour is a key driver of classroom climate and pupil behaviour. Thomas Hall School's next stage of behaviour development will be informed by relational practice and the principles associated with Paul Dix's work, including the importance of calm, consistent and predictable adult behaviour.

Adults should seek to be:

- Calm - regulating their own response and avoiding unnecessary escalation.
- Consistent - applying agreed systems and following through.
- Predictable - making routines and responses easy for pupils to understand.
- Positive - noticing success and communicating belief in pupils.
- Professional - preserving dignity, using appropriate language and seeking support when needed.

Relationships first

Strong relationships are not a replacement for standards; they help adults maintain higher standards because pupils know they are known, supported and valued.

- Know them - learn names and understand the pupil as an individual.
- Notice them - deliberately notice effort, improvement and positive behaviour.
- Greet them - use positive starts and meet-and-greet routines.
- Support them - intervene early before difficulty escalates.
- Champion them - communicate belief in their ability to succeed.

Our ambition: every pupil should be able to identify at least one adult who knows them, supports them and champions their success.

6. Positive behaviour, recognition and the Positive Push

Thomas Hall School will deliberately increase the frequency with which positive behaviour is noticed, recorded, communicated and celebrated. This is the school's Positive Push.

Recognition may include verbal praise, ClassDojo or ClassCharts positive points, positive communication home, tutor or year-group recognition, certificates, leadership recognition, celebration activities and formal celebration events.

Staff should recognise not only exceptional outcomes but also effort, improvement, resilience, kindness, responsibility, attendance, contribution and successful self-regulation.

We must notice excellence and improvement as deliberately as we notice poor choices.

7. Behaviour recording and recognition platforms

Thomas Hall School uses age-appropriate systems to record, communicate and reinforce behaviour. ClassDojo is used in Reception and Key Stage 1 because its immediate, visual and family-engagement features are well suited to younger pupils. ClassCharts remains the principal operational platform from Key Stage 2 onwards.

Reception and Key Stage 1 ClassDojo

Staff use ClassDojo to recognise positive choices, reinforce Ready, Respectful, Safe, communicate agreed information with families and record behaviour in an age-appropriate way. Points and feedback must support teaching and relationships; they must not publicly shame pupils or reduce behaviour to a competition.

Alignment with Key Stage 2

The Reception-KS1 approach must remain closely aligned with the KS2 reward and consequence system. Shared Ready, Respectful, Safe language, consistent categories of recognition, proportionate responses and clear escalation routes provide continuity as pupils move through the school. Leaders will review mappings between ClassDojo and ClassCharts so that expectations remain coherent while delivery stays developmentally appropriate.

ClassCharts from Key Stage 2

From Key Stage 2 onwards, ClassCharts is the school's principal operational platform for behaviour and rewards. Agreed uses may include positive points and rewards; behaviour incidents and consequences; interventions and Reflection; assistance or support requests; agreed pastoral or first-aid information where configured appropriately; and communication and parent visibility where enabled by the school.

Both platforms should make recording clear, strengthen home-school communication, improve follow-up and help leaders identify patterns early. Data informs professional judgement; it does not replace it.

Positive Push through the platforms

Staff should use the relevant system to increase the visibility of positive behaviour. Leaders will monitor the balance and distribution of positive and negative entries and seek to ensure that recognition is meaningful, equitable, frequent and appropriate to pupils' age and stage.

8. Classroom behaviour: C1-C3

C1 - reminder / warning

Where behaviour falls below expectations, staff will ordinarily give a calm reminder linked to Ready, Respectful or Safe. The purpose is to help the pupil successfully correct their behaviour.

C2 - formal warning

Where behaviour continues, a clear formal warning is issued. The pupil should understand which expectation is not being met, what needs to change and what the next step will be if the behaviour continues.

C3 - removal

Where disruption continues following appropriate C1 and C2 interventions, or where behaviour warrants immediate removal, a C3 may be issued and the pupil removed through the agreed system.

Staff should neither use C3 casually nor avoid it where the threshold has clearly been reached. A pupil should not repeatedly remain in a lesson where their behaviour prevents others from learning.

Reasonable adjustments and individual plans may alter how the staged response is implemented for particular pupils.

9. Removal from lessons and the Reflection Room

The Reflection Room is a purposeful intervention designed to protect learning, reduce escalation and help pupils return successfully. It is not intended simply as a holding space or punishment.

Normal pathway: C3 → Reflection Room → Reflection & Support → Return to Learning

The normal school-specific expectation for 2026–27 is one lesson in Reflection, replacing the previous longer routine, unless individual circumstances or senior leadership direction require a different response.

During Reflection, pupils may complete curriculum work, structured reflection, regulation activities, restorative work, Ready/Respectful/Safe reflection and targeted intervention.

Reflection should explore what happened, who was affected, which expectation was not met, what could be done differently, what needs repairing and what support will help the pupil return successfully.

Disciplinary removal must remain distinct from sensory, nurture or regulation provision and must operate in line with safeguarding and legal requirements.

10. Repeated Reflection and Internal Isolation

Repeated Reflection indicates that the existing intervention has not been sufficient. Where a pupil reaches a third Reflection Room visit within the school's defined monitoring period, leaders will consider escalation to one full school day of Internal Isolation.

Before or alongside escalation, leaders should consider patterns in lessons, relationships, attendance, SEND, safeguarding, unmet need and previous interventions.

Internal Isolation provides a higher-level consequence while maintaining access to education. Pupils will ordinarily complete appropriate curriculum work, have social times managed where necessary, undertake reflection or restorative work and prepare for successful reintegration.

Internal Isolation may also be used for serious incidents where senior leaders judge it necessary and proportionate.

11. Behaviour Red Lines

Some behaviours are sufficiently serious that the normal C1-C3 sequence may be inappropriate. Thomas Hall School identifies the following as Red Line behaviours:

- Verbal abuse towards staff or pupils.
- Physical abuse or assault towards staff or pupils.
- Racist, homophobic, transphobic, sexist, ableist or other discriminatory language or behaviour.
- Bullying.
- Unsafe behaviour that places the pupil or others at significant risk.
- Possession, supply or use of prohibited items.
- Refusal to hand in a phone or deliberate unauthorised phone use in accordance with the school's phone procedures.
- Persistent Defiance/ Challenging Behaviour

Depending on context, severity and repetition, Red Line consideration may also include persistent defiance, significant truancy or lesson avoidance, serious vandalism, threats, intimidation or other behaviour presenting significant risk.

A Red Line is not an automatic predetermined sanction. Senior leaders will consider evidence, severity, context, safeguarding, SEND, reasonable adjustments, previous incidents and risk. Possible responses include targeted intervention, Internal Isolation, suspension or other proportionate action.

The student-facing message is clear and firm; the formal policy preserves lawful professional judgement and proportionality.

12. Mobile phones and smart devices

Thomas Hall School operates a phone-free school day. Pupils bringing a mobile phone or relevant smart device onto the site must follow the school's collection and secure-storage procedure.

The standard routine is:

1. Hand in the device at the designated arrival point each morning.
2. Use the allocated secure numbered storage system.
3. Keep the device stored for the school day.
4. Collect the device at the end of the school day.
5. Late arrivals follow the same process through Reception.

Where there is a reasonable concern that a pupil has not followed the procedure, authorised staff may use appropriate searching or checking procedures in accordance with the school's searching and confiscation arrangements and statutory guidance.

Refusal to hand in a phone or deliberate unauthorised use during the school day is a Red Line behaviour. Responses must remain proportionate and take account of safeguarding or agreed reasonable adjustments.

13. Uniform and presentation

Uniform supports belonging, equality, readiness and collective identity. Pupils are expected to arrive in correct uniform and wear it appropriately.

Uniform is ordinarily checked during morning tutor time, with late arrivals checked through Reception. All staff share responsibility for maintaining expectations consistently.

Where a pupil does not have required uniform, the school will seek to resolve the issue through supportive measures where possible, including access to the Swap Shop or other practical support.

Where incorrect uniform results from deliberate refusal rather than an inability to access appropriate clothing, a proportionate consequence may be applied. Uniform issues should not unnecessarily remove pupils from learning.

The school's published uniform requirements, including PE kit arrangements and current branded-item requirements, should be read alongside this policy and kept under review in line with statutory uniform-cost guidance.

14. Morning tutor time and successful starts

Morning tutor time is a key behaviour and culture routine. A strong start increases the likelihood of a successful day.

Arrival → Warm Welcome → Uniform/ Equipment Check → Learning → Successful Start

Tutors provide a positive daily point of contact and help identify concerns around attendance, punctuality, uniform, equipment, wellbeing and readiness for learning. Missing pupils should be identified promptly through the school's attendance and safeguarding systems.

15. Truancy and lesson avoidance

Thomas Hall School recognises that attendance, behaviour, relationships, confidence and belonging are interconnected. Truancy is therefore addressed through both accountability and intervention.

Staff should record and report lesson absence promptly. Repeated or patterned avoidance should be investigated, including possible links to relationships, SEND, anxiety or regulation, peers, bullying, curriculum difficulty, safeguarding or previous behaviour incidents.

Where deliberate truancy creates a safeguarding risk, involves leaving supervised areas or forms part of persistent defiance, it may be treated as unsafe behaviour and escalated appropriately.

Sanctions should not replace investigation into why a pupil is avoiding learning.

16. SEND, disability and reasonable adjustments

High expectations apply to all pupils. The school will also meet its duties towards pupils with SEND and disabilities and consider whether behaviour may be affected by an identified or emerging need.

Reasonable adjustments may include adapted instructions, visual prompts, regulation breaks, additional processing time, planned transitions, alternative communication, identified safe spaces, personalised support plans or additional adult support.

An adjustment changes how we help a pupil meet an expectation; it does not mean that we stop having expectations.

Consistency does not always mean identical treatment. Fairness requires staff to act consistently with the school's values while responding appropriately to individual need.

17. Restorative practice and reintegration

Following significant incidents, adults should seek to repair relationships and enable a successful return to learning. Restorative work may take place alongside an appropriate consequence.

A restorative conversation may consider:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What needs to happen to repair this?
- What will you do differently next time?
- What support will help you succeed?

Reintegration should communicate a fresh start while making expectations clear. Where necessary, a planned reintegration meeting or support plan may be used.

18. Communication with parents and carers

Parents and carers are important partners in behaviour and culture. The school will seek to communicate successes as well as concerns, repeated patterns, significant consequences and interventions.

ClassDojo in Reception-KS1 and ClassCharts from KS2 will strengthen routine communication where parent-facing functions are enabled. Serious incidents or complex concerns should be communicated directly by an appropriate member of staff.

Communication should be factual, respectful and focused on the pupil's successful next steps.

19. Safeguarding, bullying and discriminatory behaviour

Safeguarding takes precedence where behaviour indicates that a pupil may be at risk of harm. Staff must follow the school's safeguarding procedures and Keeping Children Safe in Education.

Bullying, discriminatory behaviour and child-on-child abuse will be taken seriously. Staff must not dismiss harmful sexual behaviour, harassment, prejudice-based incidents or abusive conduct as ordinary banter or routine misbehaviour.

Incidents will be recorded, investigated and responded to in line with safeguarding, anti-bullying and equality procedures. Support should be considered for affected pupils as well as appropriate intervention and accountability for those responsible.

20. Searching, confiscation and prohibited items

The school distinguishes between prohibited items identified in law and additional items banned under Thomas Hall School rules. Searching, screening, confiscation, retention and disposal will follow current statutory guidance, safeguarding requirements and the school's searching and confiscation procedure.

Items prohibited by law

These include knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; and any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property. The school will also act where an item or image creates a safeguarding concern, including youth-produced sexual imagery, in accordance with safeguarding procedures.

Additional items banned by Thomas Hall School

The following items are banned on the school site or during school activities unless their possession or use has been expressly authorised by the school:

- mobile phones not handed in or used contrary to the school's phone procedure;
- smart watches;
- music devices, including headphones and speakers;
- tobacco products, vapes and related items, including e-cigarettes, vape liquid and lighters;
- high-caaffeine energy drinks;
- hats, scarves, hoodies and balaclavas worn contrary to uniform expectations;
- jewellery that does not align with uniform expectations;
- water guns and water balloons;

- racist, hateful, offensive or otherwise inappropriate material; and
- any other unauthorised item that the school reasonably judges may disrupt learning, undermine safety or breach published school rules.

Confiscation and searching

All staff may confiscate an item where they are lawfully entitled to do so under the school's behaviour policy. A search may be conducted only by an authorised member of the pastoral team, behaviour team or senior leadership team and must follow the statutory requirements concerning the member of staff conducting the search, any witness, the pupil's sex, safeguarding, reasonable adjustments and the type of item sought.

Bag searches should take place in a suitable unoccupied room. Searches using a handheld detection wand may take place elsewhere where this can be done safely, respectfully and without unnecessary disruption. Staff should seek cooperation where practicable, preserve the pupil's dignity and use no more intrusion than is necessary.

After a search, staff must record the action and outcome on CPOMS and notify the designated safeguarding lead where required. Items will be retained, returned, disposed of or passed to the police in accordance with statutory guidance, safeguarding needs and the school's procedure.

Possession of weapons, illegal drugs or another serious or dangerous item may result in suspension and may require safeguarding or police action. Possession of lower-level school-banned items may result in the Reflection Room or Internal Isolation, depending on the circumstances and as determined by senior leadership. A pupil's refusal to cooperate will be considered separately and responded to proportionately. Where a pupil refuses a lawful search, staff should not use force except where this is permitted by law and is reasonable in the circumstances. The refusal must be recorded on CPOMS and reported to a member of the senior leadership team. The school will assess the level of risk presented, consider any safeguarding concerns and determine appropriate consequences in line with the behaviour policy. A refusal to cooperate with a reasonable request to search may itself be treated as a disciplinary matter, and pupils may be directed to remain under supervision, be removed from lessons, placed in Internal Isolation, suspended, or referred to the police where there are reasonable grounds to suspect possession of a prohibited item.

21. Reasonable force

Staff may use reasonable force where lawful and necessary, for example to prevent injury, serious damage or significant disorder. Any use of force must be reasonable, proportionate and consistent with statutory guidance, safeguarding procedures and relevant training.

Reasonable force must never be used as a punishment. Incidents should be recorded and communicated in accordance with Trust and school procedures.

22. Suspension and permanent exclusion

Suspension and permanent exclusion remain available to the Headteacher where behaviour warrants them. They will be used lawfully, reasonably, fairly and proportionately and in accordance with current statutory guidance.

Permanent exclusion is a serious decision and should be considered only within the statutory framework. The current Department for Education statutory guidance on suspension and permanent exclusion, including pupil movement, was updated and took effect on 26 July 2026.

Only the Headteacher, or a formally appointed Acting Headteacher exercising the Headteacher's functions, may suspend or permanently exclude a pupil.

Informal or unofficial exclusions are unlawful. Pupils must not be sent home for disciplinary reasons outside the formal legal process.

23. Behaviour beyond the school site and online

The school may respond to behaviour outside the school premises where it is reasonable to do so, including behaviour while travelling to or from school, representing the school, wearing school uniform, or conduct that threatens another pupil, affects the orderly running of the school or could adversely affect the school's reputation.

Online behaviour may be addressed where it causes harm, threatens members of the community, contributes to bullying or discrimination, or has a material impact on school life.

Safeguarding concerns arising online must be referred through safeguarding procedures.

24. Recording, monitoring and quality assurance

ClassDojo, ClassCharts and other approved school systems will be used to record relevant behaviour, rewards, interventions and outcomes.

Leaders will review information including:

- positive points and recognition;
- C3 removals and Reflection visits;
- Internal Isolation;
- Red Line incidents;
- suspensions and permanent exclusions;
- truancy and lesson avoidance;
- repeat incidents and repeat locations;
- patterns by lesson, time or staff context;
- patterns affecting SEND, disadvantaged pupils and protected groups.

Monitoring is used to identify patterns, improve systems, target support, evaluate consistency and reduce recurrence. Data should be interpreted carefully and alongside professional knowledge of pupils and context.

The key questions are: What is happening? Where? Who is affected? Why? What should we change?

25. Staff consistency and professional development

No behaviour system succeeds unless adults use it consistently. The school will therefore provide induction, training, coaching and quality assurance around behaviour routines and relational practice.

Every adult is expected to:

- meet and greet pupils;
- teach and reinforce Ready, Respectful, Safe;
- recognise positive behaviour;
- use ClassDojo or ClassCharts as agreed for the pupil's phase;

- challenge uniform consistently;
- follow phone procedures;
- use C1-C3 appropriately;
- use Reflection appropriately;
- follow through on actions;
- build positive relationships;
- remain calm and professional;
- seek support when a situation is becoming difficult.

Consistency builds trust. Trust builds belonging. Belonging supports success.

26. Complaints and policy review

Concerns about the application of this policy should normally be raised with the school in the first instance and, where necessary, through the school's published complaints procedure.

This policy will be reviewed at least annually, and sooner where changes to legislation, statutory guidance, Trust policy or school operational arrangements require it.

Appendix A: Behaviour response framework

Stage	Purpose	Typical response	Next step
Positive	Reinforce success	Praise / ClassDojo or ClassCharts positive / recognition	Continue and celebrate
C1	Prompt correction	Calm Ready/Respectful/Safe reminder	Pupil corrects behaviour
C2	Formal warning	Clear warning and expected change	C3 if behaviour continues
C3	Protect learning	Removal to Reflection through agreed system	Reflection and reintegration
Repeated Reflection	Interrupt pattern	Review and consider Internal Isolation	Targeted intervention / plan
Red Line	Immediate serious response	Senior leadership response	Proportionate consequence and support

Appendix B: Ready, Respectful, Safe examples

READY	RESPECTFUL	SAFE
• Be on time	• Use kind, appropriate language	• Walk calmly
• Bring equipment	• Listen to others	• Keep hands and feet to yourself
• Wear uniform with pride	• Respect everyone's learning	• Follow safety instructions
• Listen and follow instructions	• Respect difference	• Report concerns
• Be focused and try your best	• Look after the environment	• Keep phones away
		• Avoid prohibited items

Appendix C: Red Lines

- Verbal abuse
- Physical abuse or assault
- Discriminatory language or behaviour
- Bullying
- Unsafe behaviour
- Prohibited items
- Phone refusal or deliberate unauthorised phone use

Persistent defiance, significant truancy/lesson avoidance, serious vandalism, threats or intimidation may also be treated as Red Line behaviour depending on context and risk.

Red Line status does not remove the need for investigation, safeguarding consideration, SEND consideration, reasonable adjustments or proportionality.

Appendix D: Reflection and reintegration

Reflection prompts

6. What happened?
7. Which of Ready, Respectful or Safe was affected?
8. Who was affected by what happened?
9. What were you thinking or feeling at the time?
10. What could you do differently next time?
11. Is there anything you need to repair?
12. What support will help you return successfully?

Reintegration principles

- Fresh start, without pretending the incident did not happen.
- Clear expectations for the next lesson or part of the day.
- Restoration where relationships have been damaged.
- Targeted support where a pattern or unmet need has been identified.
- Appropriate communication with relevant staff and parents/carers.

Appendix E: Staff non-negotiables

- Meet and greet.
- Use Ready, Respectful, Safe.
- Use ClassDojo or ClassCharts as agreed for the pupil's phase.
- Challenge uniform consistently.
- Follow phone procedures.
- Use C1-C3 consistently.
- Use Reflection appropriately.
- Recognise positive behaviour.
- Build positive relationships.
- Remain calm and professional.
- Follow through.
- Ask for support early.

Appendix F: Prohibited Items List

Prohibited items



THOMAS HALL SCHOOL



Belong



Inspire



Grow

Think BIG

In our school community, **ALL** staff have the authority to seize, retain or dispose of items such as:



Knives or weapons



Alcohol



Illegal drugs and psycho-active substances



Tobacco and vapes (including e-cigarettes, vape liquid and lighters)



Fireworks



Mobile phones



Smart watches



Music devices, including headphones and speakers



Hats, scarves, hoodies and balaclavas



Jewellery (which does not align to the uniform expectations)



Pornographic, offensive and inappropriate images or material



Youth produced sexual imagery



Racist or hateful material



Any unauthorised or banned item



Ready



Respectful



Safe

Appendix G: References and regulatory framework

Source	Document	Link
Thomas Hall School / Reach South Academy Trust	Behaviour Policy and Relational Principles, September 2025	https://www.thomashallschool.org/attachments/download.asp?file=486&type=pdf
Department for Education	Behaviour in schools: advice for headteachers and school staff	https://www.gov.uk/government/publications/behaviour-in-schools--2
Department for Education	School suspensions and permanent exclusions - statutory guidance, updated 26 July 2026	https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions
Department for Education	Keeping children safe in education 2026	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Department for Education	Behaviour in schools: sanctions and exclusions	https://www.gov.uk/school-behaviour-exclusions

Department for Education	Searching, screening and confiscation at school	https://www.gov.uk/government/publications/searching-screening-and-confiscation
Department for Education	Mobile phones in schools	https://www.gov.uk/government/publications/mobile-phones-in-schools
Department for Education	Cost of school uniforms	https://www.gov.uk/government/publications/cost-of-school-uniforms
Department for Education	Working together to improve school attendance	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance