



BEHAVIOUR POLICY AND RELATIONAL PRINCIPLES

Approval Date	May 2026
Policy Owner	School Improvement Director
Adopted by Trust Board	Ratified by the Trust Board May 2026
Review Date	December 2026

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 a 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 improve on 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-judgemental 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.

CONTENTS

Section	Description	Page No.
1.	Aims	5
2.	Scope and Application	7
3.	Regulatory Framework	7
4.	Publication and Availability	9
5.	Definitions	9
6.	Responsibility Statement and Allocation of Tasks	9
7.	Promoting High Expectations of Good Behaviour	11
8.	Responding to Unacceptable Behaviour	11
9.	Minor Breaches of Discipline / This Policy	12
10.	Serious and / or Persistent Breaches of Discipline / This Policy	12
11.	Suspected Criminal Behaviour	14
12.	Removal from the Classroom	14
13.	Intervention, Support and Reintegration	15
14.	The Role of Parents	16
15.	The Role of Pupils	16
16.	Additional Needs	17
17.	Safeguarding and Child-on-Child Abuse	17
18.	Malicious Allegations	18
19.	Use of Reasonable Force	18
20.	Searching Pupils	19
21.	Staff Training	19
22.	Risk Assessment	20
23.	Record Keeping	20
Appendices		
1.	School Behaviour Expectations and Routines	22
2.	Removal from the Classroom	23
3.	Rewards and Consequences	24
4.	Investigations of Incidents and Alternative Action	26
5.	Use of Reasonable Force	30
6.	Searching, Screening and Confiscation	31

1. Aims

1.1 This is the Behaviour Policy of **Reach South Academy Trust**.

1.2 The aims of this policy are as follows:

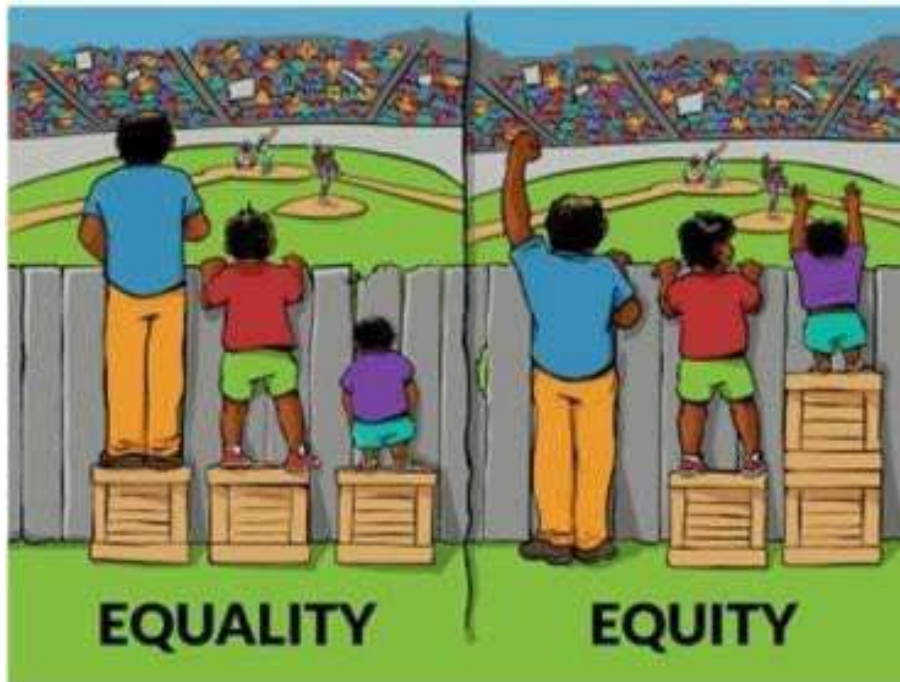
- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through 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 is able to 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.

1.3 **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 supporting 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 to 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 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 Trust's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the Academy to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

- 1.5 Although this policy is necessarily detailed, it is important to the Academy that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The Academy Trust welcomes feedback on how we can continue to improve our policies.

2. Scope and Application

- 2.1 This policy applies to the whole Academy including the Early Years Foundation Stage (EYFS)].
- 2.2 This policy (together with • Statement of Behaviour Principles and all other Academy policies on behaviour and discipline) applies to all pupils at each RSAT Academy and at all times when a pupil is:
- in or at the Academy (to include any period of remote education);
 - representing the Academy or wearing school uniform;
 - travelling to or from the Academy;
 - on Academy organised trips;
 - associated with the Academy at any time.
- 2.3 This policy shall also apply to pupils at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:
- affect the health, safety or well-being of a member of the Academy's community or a member of the public;
 - have repercussions for the orderly running of the Academy; or
 - bring the Academy into disrepute.

3. Regulatory Framework

- 3.1 This policy has been prepared to meet the Academy's responsibilities under:
- Education Act 2002, as amended by the Education Act 2011;
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;
 - The Education and Inspections Act 2006;
 - The Education Act 1996;
 - 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;
 - Education (Independent School Standards) Regulations 2014;
 - Statutory framework for the Early Years Foundation Stage (DfE, September 2021)
 - Education and Skills Act 2008;
 - Children Act 1989;
 - Childcare Act 2006;
 - Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
 - Human Rights Act 1998; and
 - Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

- Keeping children safe in education (DfE, September 2024) (**KCSIE**);
- Working together to safeguard children (DfE, July 2018 updated 23rd Feb '24);
- Information sharing advice for safeguarding practitioners (DfE, July 2018)
- Behaviour in schools: advice for Headteachers and school staff 2022 (DfE September 2022);
- Preventing and tackling bullying, advice for Headteachers, staff and governing bodies (DfE, July 2017)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, September 2022/updated Sept '23) (**Suspension and Permanent Exclusion Guidance**);
- Use of reasonable force (DfE, July 2013);
- Searching, screening and confiscation (DfE, July 2022);
- Alternative provision (DfE, January 2013) (**AP Guidance**);
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020);
- Mental health and behaviour in schools (DfE, November 2018);
- Equality Act 2010: advice for schools (DfE, June 2018);
- Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019);
- Guidance for appropriate adults (Home Office, April 2003);
- Relationships education, relationships and sex education and health education (DfE, June 2019); and
- The designated teacher for looked-after and previously looked-after children (DfE, February 2018)

3.3 The following policies, procedures and resource materials are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

- Anti-bullying policy
- Policy on smoking, alcohol and the misuse of drugs and substances
- School uniform policy
- Statement of behaviour principles
- Sixth form code of conduct
- Acceptable use policy for pupils
- Online safety policy
- Safeguarding and child protection policy and procedures
- Child-on-child abuse policy
- Risk assessment policy for pupil welfare
- Special educational needs and learning difficulties policy
- Staff code of conduct
- Use of reasonable force and physical restraint policy
- Relationships education and / or Relationships and sex education policy
- Positive Relationships Policy 2022

4. Publication and Availability

- 4.1 This policy is published on the Reach South Academy Trust website.
- 4.2 This policy is available in hard copy on request.
- 4.3 Each RSAT Academy Behaviour policy is available in on each school's website and Parents will be reminded of this on an annual basis.
- 4.4 This policy can be made available in large print or other accessible format if required].

5. Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - References to the **Proprietor** are references to Reach South Academy Trust, the **Academy Trust**
 - References to **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).
 - References to **school days** mean Monday to Friday, when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

6. Responsibility Statement and Allocation of Tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
 - eliminate discrimination and other conduct that is prohibited by the Act;
 - advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 6.3 Any consequence imposed on a pupil will be legal and proportionate. The consequence will be reasonable in all the circumstances and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.4 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:

6.5 School leaders will:

- 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;
- Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- Make sure all new staff are inducted clearly into the School'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 school;
- Consider any appropriate training which is required for staff to meet their duties and functions within the Behaviour Policy;
- Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at times affect a pupils' behaviour;
- 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 wellbeing.

6.6 School staff will:

- play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
- uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;
- challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts;
- communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;
- consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

6.7 In order to achieve this, the Proprietor 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	RSAT Inclusion Team	As a minimum annually, ideally termly, and as required
Keeping the policy up to date and compliant with the law and best practice	Proprietor	As a minimum annually, ideally termly, and as required
Reviewing induction and ongoing training for staff	Headteacher of each Academy School	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action	Headteacher of each Academy School	As a minimum annually, ideally termly, and as required

taken in response and evaluating effectiveness		
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the policy	Academy	As a minimum annually, ideally termly, and as required
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Proprietor	As a minimum annually, and as required
Overall responsibility for content and implementation	Proprietor	As a minimum annually.

7. Promoting High Expectations of Good Behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the Academy's curriculum, PSHE, relationships education / relationships and sex education programme[s] and the Academy's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). Illustrative of the ways in which the Academy teaches the behaviour curriculum are set out in [Appendix 1](#). This will also include induction to school systems and routines on joining the Academy and re-induction after removal from the classroom, time spent at off-site provision or in Pupil Support Units and following suspension.
- 7.2 The Academy understands that rewards can be the most effective means of motivating pupils. The ways in which the Academy may reward good behaviour are set out in [Appendix 3](#).
- 7.3 The Academy recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the Academy to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, has suffered early trauma and/or ACES, or is experiencing significant challenges at home.

8. Responding to Unacceptable Behaviour

- 8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the Academy's Behaviour Policy.
- 8.2 The first priority will be to ensure the safety of pupils and de-escalation techniques

can be used to prevent further behaviour issues arising.

- 8.3 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.

9. Minor Breaches of Discipline / This Policy

- 9.1 The Academy adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the Academy at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
- 9.2 The Academy has pastoral support systems in place to assist pupils in managing their behaviour. A range of consequences are available for those who breach the Academy's policies on behaviour.
- 9.3 The decision to issue a consequence and the consequence itself must be made on the Academy's premises or whilst the pupil is under the charge of the relevant member of staff.
- 9.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level consequences may be given following such processes (see [Appendix 3](#) for details of possible consequences).
- 9.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 9.6 When considering the appropriate consequence, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, consequences applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the Academy's community as a whole.

10. Serious and / or Persistent Breaches of Discipline / This Policy

- 10.1 Allegations, complaints or rumours of serious and / or persistent breaches of discipline should be referred to the Principal/Headteacher.
- 10.2 The decision to issue a consequence and the consequence itself must be made on the Academy's premises or whilst the pupil is under the charge of the relevant member of staff.
- 10.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:
- 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 school policy on smoking, drugs and substances;
 - actual or attempted theft, blackmail, intimidation, cyber-based bullying or

- prejudice based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator;
 - physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling)
 - 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");
 - 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);
 - abuse in intimate personal relationships between child/young people (Child on Child abuse);
 - sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
 - consensual and non-consensual sharing of nudes and semi-nude images and / or videos;
 - behaviour in contravention of the Academy's policies on the acceptable use of technologies or online safety;
 - supply or possession of pornography;
 - behaviour which may constitute a criminal offence, such as:
 - possession or use of firearms, knives or other weapons;
 - vandalism, defacement and / or destruction of school property
 - persistent breaches of discipline or attitudes or behaviour which are inconsistent with the Academy's ethos;
 - other misconduct which affects the 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;
 - other misconduct specifically provided for in the Academy's various policies on behaviour.
- 10.4 The Academy aims to operate within the principles of fairness and 'natural justice'. A decision to exclude a pupil permanently will only be taken:
- in response to a serious breach and / or persistent breaches of the Academy's Behaviour Policy and
 - where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.
- 10.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in [Appendix 4](#).
- 10.6 Complainants will be taken seriously and the Academy will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the Academy. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.
- 10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in [Appendix 4](#).

- 10.8 Appendix 3 Appendix 1 sets out a non-exhaustive list of possible consequences which may be imposed for serious and / or persistent breaches of discipline / 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 The Academy will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the Academy (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.
- 11.3 Where a report is made to the Police, 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 or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.
- 11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the Academy may decide to continue its investigation and impose consequences.
- 11.5 The Academy will follow its safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

12. Removal from the Classroom

- 12.1 This section must be read alongside Appendix 2 below.
- 12.2 The Academy will only remove a pupil from the classroom for serious disciplinary reasons, as a formal consequence under this policy. 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).
- 12.3 Removal from the classroom will only happen for the following reasons:
- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
 - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
 - to allow the pupil to regain calm in a safe space.
- 12.4 The Academy will consider whether removal from the classroom is proportionate and will take into account the circumstances of each individual case, with parents being notified on the day.
- 12.5 The Academy will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal.

- 12.6 The Principal or Headteacher will maintain overall strategic oversight of the use of removal from the classroom.

13. Intervention, Support and Reintegration

- 13.1 The Academy will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The Academy has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.
- 13.2 The Suspension and Permanent Exclusions Guidance requires a Headteacher to consider the examples of interventions listed below as set out at paragraph 98 of the Behaviour Guidance, as well as considering a direction for off-site education and a managed move before imposing a suspension or permanent exclusion. The range of intervention strategies that the Academy will put in place may include for example, but are not limited to:
- frequent and open engagement with parents, including home visits if deemed necessary;
 - providing mentoring and coaching;
 - short-term behaviour report cards or longer-term behaviour plans;
 - Pupil Support Units; and
 - 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.
- 13.3 Where the Academy has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.
- 13.4 Where the Academy has a Pupil Support Unit, there are planned interventions for individual pupils in place of mainstream lessons. The Pupil Support Unit is used for planned interventions for behavioural and pastoral reasons and /or a final preventative measure to support pupils at risk of exclusion.
- 13.5 Following any incident requiring consequence, 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. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.
- 13.6 The Academy will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom, time at a Pupil Support Unit, time at an alternative site under an off-site direction or suspension.

14. The Role of Parents

- 14.1 The Academy seeks to work in partnership with Parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the Parents' obligations to the Academy to support the Academy's policies on behaviour.
- 14.2 The Academy recognises that communication the Academy policy to all members of the school community, including parents, is an important way of building and maintaining the Academy's culture.
- 14.3 Where a parent has a concern about the management of behaviour, they should raise this directly with the Academy whilst continuing to work in partnership with them.
- 14.4 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately e.g. by the police if they are involved.
- 14.5 Parents will be notified of any pending disciplinary action in accordance with paragraph 9.4.
- 14.6 Parents will also be notified of disciplinary consequences:
- imposed for significant minor breaches of discipline (persistent minor breaches such as demerits / detention); and
 - those imposed for serious breaches of discipline and any rights of review as required and / or within school reports.
- 14.7 Parents will be consulted about the child's conduct and the application of this policy to their child where the Academy considers, in its professional judgement, that these give rise to a significant concern about pupil welfare.
- 14.8 Whenever the Principal/Headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

15. The Role of Pupils

- 15.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards consequence processes. Pupils will be taught they have a duty to follow the school Behaviour Policy and uphold the school rules and should contribute to the school culture.
- 15.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarise them with the school behaviour culture.

16. Additional Needs

- 16.1 Where the Academy has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, the Academy should consider requesting an early annual review or interim / emergency review.
- 16.2 The Academy will, as far as possible, to anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.
- 16.3 The Principal/Headteacher and proprietor must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- 16.4 Whilst an exclusion may still be an appropriate consequence, the Principal/Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- 16.5 The Academy will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Staff should seek advice from the Principal/Headteacher if they are unsure about how to manage a pupil's behaviour where this is related to a disability.
- 16.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Principal / Headteacher / SENCO/RSAT Inclusion Team and further action in accordance with the Academy's Special educational needs and disability policy will be considered.
- 16.7 Where a suspension or permanent exclusion is being considered, the Academy will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

17. Safeguarding and child-on-child abuse

- 17.1 Some behaviour by one pupil towards another may be of such a nature that safeguarding concerns are raised. The Academy will adopt a zero-tolerance approach to abuse to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:
- bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);
 - 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);
 - sexual violence and / or sexual harassment;
 - causing somebody to engage in sexual activity without consent
 - upskirting and / or attempts to commit upskirting;

- consensual and non-consensual sharing nudes and semi-nudes and or videos (also known as sexting or youth produced sexual imagery); and
- initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

- 17.2 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.
- 17.3 Technology is a significant component in many safeguarding and wellbeing 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.
- 17.4 In line with the Academy's aims and culture of openness and encouragement to report, the Academy's policy and procedures with regard to child-on-child abuse are set out in the Academy's Safeguarding and child protection policy and procedures, Child-on-child abuse policy. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and child protection policy and procedures will take priority).

18. Malicious Allegations

- 18.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil needs help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Principal/Headteacher will also consider whether to take disciplinary action against the pupil in accordance with this policy.
- 18.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.
- 18.3 The Academy will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

19. Use of Reasonable Force

- 19.1 Corporal punishment is not used at the Academy and force must never be used as any form of consequence.
- 19.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable

force will be used as set out in Appendix 5 and the Academy's Use of reasonable force and physical restraint policy. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

20. Searching Pupils

- 20.1 Academy staff may search a pupil and their possessions for any item if the pupil agrees. The member of staff must 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 agree⁶.
- 20.2 The Academy will follow its safeguarding and child protection policy and procedures at all times if a safeguarding concern arising as a result of any actions connected with a search of a pupil.
- 20.3 If a pupil is not willing to co-operate with the search, the Academy will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL, Principal or Headteacher or appropriate member of pastoral staff.
- 20.4 If a pupil refuses to co-operate with a search, the Principal/Headteacher, and staff authorised by the Principal / Headteacher, may use reasonable force to search a pupils' possessions. Where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see Appendix 5 for further details in this respect). Reasonable force cannot be used to search for items that are banned by the Academy.
- 20.5 If a pupil continues to refuse to co-operate, their behaviours may be addressed in line with the Academy's behavior policy where this appropriate, in a consistent, fair and proportionate way.

21. Staff Training

- 21.1 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:
- how staff can support pupils in meeting high standards of behaviour
 - how staff can ensure that this policy and consequences is applied in a way that is consistent, fair, proportionate and predictable way
 - where applicable to reflect the need of particular pupils.
- 21.2 The level and frequency of training depends on the role of the individual member of staff.
- 21.3 The Academy maintains written records of all staff training.

22. Risk Assessment

- 22.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 22.2 The format of risk assessment may vary and may be included as part of the Academy's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, behaviour plans, as appropriate). Regardless of the form used, the Academy's approach to promoting pupil welfare will be systematic and pupil focused.
- 22.3 The Headteacher has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.
- 22.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to a member of the SLT/Pastoral team who have / has been properly trained in, and tasked with, carrying out the particular assessment.

23. Record Keeping

- 23.1 All records created in accordance with this policy are managed in accordance with Academy policies that apply to the retention and destruction of records.
- 23.2 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 appropriate skilled staff.
- 23.3 The Academy will keep a separate record for allegations and concerns reported in respect of:
- sexual harassment or sexual violence;
 - bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / bi-phobic / transphobic bullying, use of derogatory language and racist incidents.
- 23.4 The Academy will keep a record of any search by a member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in the academy's safeguarding reporting system.
- 23.5 The Academy will keep a separate record of consequences imposed for serious misbehaviour. The record will include:
- the name and year group of the pupil concerned;
 - the nature and date of the offence;
 - the consequence imposed and reason for it; and
 - the name of the person imposing the consequence
 - [identifying whether these are relating to boarding].
- 23.6 This record will be reviewed regularly by the Deputy/Principal / Headteacher so that patterns in behaviour can be identified and managed appropriately. This will also

help if / when responding to any complaints about the way a case has been handled by the Academy.

23.7 This record will be review by the Proprietor / LGB will in order to evaluate all data recorded in order to meet their / its obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).

23.8 The records created in accordance 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.

Appendix 1: School Behaviour Expectations and Routines



Stoke Damerel Primary School Behaviour Policy

An Inclusive and Supportive Approach for All Learners to Thrive

At Stoke Damerel Primary, we believe that every child has the right to feel safe, valued, and supported in an environment where they can reach their full potential. Our Behaviour Policy is underpinned by the principles of respect, kindness, and inclusion, with appropriate support for all children including those with special educational needs and disabilities (SEND) and those who are neurodivergent.

This policy considers the guidance SEND Code of Practice (2015) and aims to promote positive behaviour while also providing the necessary adjustments for children who require additional support. We are committed to creating a positive school culture where all children, including those with neurodivergent traits, are respected and provided with the necessary support to succeed.

Aims of the Behaviour Policy

- To promote a safe, respectful, and supportive learning environment for all children.
- To ensure all children, including those with SEND or neurodivergent traits, are treated with fairness and understanding.
- To provide clear expectations and positive reinforcement to encourage appropriate behaviour.
- To implement reasonable adjustments and support strategies for children with neurodivergent conditions (such as autism spectrum disorder, ADHD, dyslexia, etc.).
- To provide clear processes for managing challenging behaviour with sensitivity and consistency, while minimising the risk of harm to themselves and others.
- To encourage positive communication and relationships between staff, pupils, and parents/carers.

Behaviour Expectations

We expect all pupils to:

- Treat others with kindness and respect.
- Follow instructions from staff and adhere to the rules of the school and community.
- Engage in their learning and contribute positively to the classroom environment.
- Respect the school's property and the property of others.
- Use calm and appropriate language and behaviour in all settings.

For children with neurodivergent needs, we acknowledge that behavioural responses may be influenced by their specific conditions. As such, adaptations to support these children in meeting these expectations will be considered on a case-by-case basis.

Positive Behaviour Support Strategies

We use a proactive approach to behaviour management, focusing on positive reinforcement and support for all children, particularly those with SEND or neurodivergent conditions. This includes:

- **Clear Visual Cues:** For children who struggle with verbal instructions, we provide visual prompts, including visual timetables, charts, and reminders.
- **Individualised Support Plans:** Where necessary, Individual Education Plans (IEPs) or Behaviour Support Plans (BSPs) will be created to address specific needs and ensure the right accommodations are made.
- **Use of Specific Strategies:** For children with autism, ADHD, or other neurodivergent conditions, we may use tailored strategies such as sensory breaks, structured routines, social stories, or augmentative communication tools.
- **Reward Systems:** Positive reinforcement through reward charts or praise for desired behaviours can be particularly motivating for some children.
- **Restorative Approaches:** We focus on helping children understand the impact of their behaviour and encourage them to make amends through restorative practices and natural consequences where possible.

Reasonable Adjustments and Additional Support for Neurodivergent Children

In line with the SEND Code of Practice, we will make reasonable adjustments to support neurodivergent children, which may include:

- **Sensory Needs:** Creating a sensory-friendly environment or providing sensory breaks to help children regulate their emotions and sensory input.
- **Communication Support:** Offering alternative communication methods, such as visual aids, sign language, or communication boards, for children with speech or language difficulties.
- **Social and Emotional Support:** Providing targeted interventions for social skills and emotional regulation, such as 1:1 support, mentoring, or small group work.
- **Time and Space:** Allowing additional time for tasks, breaks, or quiet spaces when needed to help children focus and de-escalate when they feel overwhelmed.
- **Behavioural Adjustments:** Understanding that challenging behaviour may be a form of communication and adapting our responses accordingly to support the child in a way that prevents escalation.

Managing Challenging Behaviour

When managing challenging behaviour, we will always:

- **De-escalate where possible:** Staff will use strategies such as calm language, distraction, and redirection to avoid escalation.
- **Provide time-out areas:** Some children may benefit from a quiet or designated space to regulate their emotions before re-engaging in class activities.

- **Involve external agencies when necessary:** For children with significant behavioural needs, we may involve specialists such as educational psychologists, speech and language therapists, or occupational therapists to help create specific intervention plans.
- **Parent and carer involvement:** We will ensure parents/carers are informed regularly regarding their child's behaviour, needs, and progress. We will work together to implement consistent strategies both at school and at home where appropriate.
- **Ensure the safety of the children and staff:** Remove the child/children/staff member from the situation to ensure they are safe from harm.

The Role of Staff

All staff are expected to:

- Model positive behaviours, including respectful communication and calm problem-solving.
 - Seek to understand and accommodate individual learning and behavioural needs, particularly for neurodivergent children.
 - Use consistent language and expectations for behaviour, whilst being flexible and responsive to each child's needs.
 - Work in partnership with parents, carers, and external professionals to ensure that the appropriate support is in place for all pupils
-

Behaviour Reward System:

At Stoke Damerel, we believe in celebrating positive behaviour and encouraging ALL pupils to consistently make good choices. Our behaviour reward system is designed to promote positive actions, build self-esteem, and motivate children to adhere to school expectations in a fun and engaging way. All children deserve recognition of their efforts and contribution to our school community.

This system acknowledges the efforts of all pupils, however, those who may need additional support due to SEND or neurodivergent conditions, can also be rewarded and celebrated through the use of their behaviour support plan.

How the System Works: See Appendix 1 for a Summary Table

- **Gold Level (Excellent Behaviour)** All pupils can progress to Gold each day. This represents consistently fantastic behaviour and effort in all areas of their day.
 - **Reward:** At the end of the day, children who achieve gold will earn a small reward, such as:

- A golden Sticker
 - A golden ticket
 - 5 dojos
 - Special privileges (e.g. chosen first for role) Positive praise from staff.
 - Positive praise from staff
- **Silver Level (Consistently good Behaviour)** All pupils can progress to Silver each day. This represents consistently good behaviour and effort in areas of their day.
 - **Reward:** At the end of the day, children who progress to Silver will earn a small reward, such as:
 - Positive praise from staff
 - A Silver Sticker
 - 3 Dojos
 - Positive praise from staff
- **Green Level (Good Behaviour)**
 - All pupils start each day on **green**. This represents expected, positive behaviour, including kindness, respect, responsibility, effort in their learning and considerate classroom conduct.
 - **Reward:** At the end of the day, children who remain on green will earn a small reward, such as:
 - Positive praise from staff.
 - Stickers, Dojos, or tokens.
- **Name off green (Minor Behaviour Incident)**
 - If a pupil's behaviour is slightly below expectations and they have been asked twice to change their behaviour without doing so (e.g., minor disruption, not following instructions), they will move from Green to the board. This is a reminder to improve their behaviour and make better choices.
 - **Support:** The child will be given the opportunity to reflect on their actions. A brief, supportive conversation with a staff member will occur, and the pupil will be encouraged to return to green by demonstrating improved behaviour.
- **Amber (Minor Behaviour Incident continued)**
 - If a pupil's behaviour is continuing below expectations (e.g., minor disruption, not following instructions), they will move from the board to

Amber. This is a reminder to improve their behaviour and make different choices.

- **Support:** The child will be given the opportunity to reflect on their actions. A brief 5 minute timeout will occur to allow time away from peers to calm and reflect before their return. On return to the classroom, the pupil will return to green by demonstrating improved behaviour.

- **Red Level (Significant Behaviour Incident)**

- If a pupil's behaviour disrupts the learning environment significantly (e.g., verbal aggression, physical altercations, continued disruption), they will be moved to **red**. This indicates a serious need to address the behaviour and reflect on the consequences of their actions.
- **Consequences:** The pupil will be required to attend a lunchtime reflection period, take part in restorative conversations, or, if necessary, have an extended break from the class. Parents are informed.
- **Support:** Following any incident, the pupil will be supported in understanding the impact of their behaviour and will work on a behaviour modification plan if necessary.
- **Restoration:** Once the pupil has reflected on their behaviour and returned to positive actions, they can move back green, demonstrating that they understand the expectations.
-

If a child is on **Red** more than twice in a half term, then a report card is issued, and parents are informed. Report cards generally run for 1- 2 weeks but are reviewed daily by a member of SLT. A report card provides a child with a visual reminder and regular feedback on their behaviour. Parents see the report card daily. Targets are set by class teacher in conjunction with SLT. Being on a report card sadly means that the child is not allowed out at break or lunch, may not be able to attend trips and enrichment opportunities and may not be able to attend school-based clubs. See Appendix 3 for Report Card Template

Special Considerations for Neurodivergent Children:

- **Individualised Support:** Neurodivergent pupils may need specific support to succeed within the reward system. For example, visual reminders, clear communication, or extra time to process information may be used to support their understanding and participation.
- **Flexible Approaches:** We understand that children with neurodivergent conditions (e.g., autism, ADHD) may respond differently to the system. If a pupil struggles with the structure of the reward system, we will adapt it, making it more personalised to the individual's needs; This maybe through the development of a Behaviour Support Plan.
- **Positive Reinforcement:** For children who may find traditional reward systems challenging, staff will focus on reinforcing small successes and progress. Positive reinforcement will be provided immediately to encourage good choices.

Rewards and Incentives: Each child's success within the system will be recognised, and rewards can include:

- **Individual Rewards:**
 - Words of praise
 - Dojos, Stickers, certificates, or small prizes (e.g., pencils, erasers).
 - Star of the week
 - Super star cup

- **Celebration of good behaviour:**
 - At the end of an extended period, pupils who have consistently remained on green or above, will be invited to an extended playtime to recognise and reward their positive behaviour throughout the period.
 - Our hope it that ALL children attend this event, however in the event that they are not able to do so, they will continue to complete their normal tasks in their classroom.
 - For children with SEND, neurodivergent conditions or those with individual behaviour support plans, it may be supportive to work towards attending this celebration event as part of their own reward chart or they may have a more individualised celebration that is appropriate.

Consequences and Restoration

While our primary focus is on positive reinforcement, we recognise that consequences are sometimes necessary when behaviour is not in line with school expectations. However, we are mindful that:

- For children with SEND or neurodivergent conditions, consequences must be reasonable and proportionate to the child's needs and level of understanding, this is at the discretion of the SENDCO and the Headteacher.
- We aim to provide support that addresses the root cause of the behaviour.
- Consequences may include discussions, time for reflection, or loss of privileges, but these will always be implemented with empathy and understanding.
- High expectations are for every child- as such we have a zero-tolerance approach to the most harmful behaviours- deliberate physical or verbal violence towards others.

Consequences for Physical or Verbal Assault

Incident Type	Initial Response	Restoration	Support Considerations
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Low-Level Verbal Assault (e.g., name-calling, teasing, mocking, deliberate and persistent invasion personal space)	- Immediate de-escalation by staff (calm language, distraction). - Once pupil is calm, discussion with the pupil to understand the situation and their feelings.	- Verbal warning. - Reflection time or a restorative conversation (swearing will always go to Reflection time).	- For neurodivergent children, sensory needs or communication difficulties should be considered. Use visual aids or social stories to support understanding.
Verbal Aggression/Threats (e.g., threatening harm or making aggressive remarks)	- Staff to intervene immediately to ensure safety- using calm language and diversion techniques. - Time-out for pupil to cool down. - Discussion with pupil and reflection on the impact of their words.	- Amber Time-out (5-10 minutes). - Restorative conversation with involved pupils.	- Assess if the verbal aggression is a form of communication for unmet needs. - Attempt to meet the unmet need before returning to class.
Minor Physical Aggression/Serious Verbal Assault (e.g., pushing, shoving, grabbing, non-injurious contact, spitting, swearing, prejudice-based remarks (Racist, homophobic etc.))	- Ensure safety of all pupils involved. - Aggressor supported to calm the situation – stand between the two parties, remove those around the aggressor. - Discussion about alternative ways to resolve conflict.	- Short-term removal from classroom/playground or activity. - Red Lunchtime Reflection and restorative discussion followed by an apology to the victim. - Incident logged on Arbor & Parents informed	- Consider any sensory sensitivities or impulsivity that could have influenced the action. - Develop a behaviour plan to prevent future incidents. - Look at the set up and adapt the structure of the lesson/social time for the individual.
Serious Physical Assault (e.g., hitting, kicking, or causing injury)	- Immediate separation of the involved pupils. - First aid provided if necessary. - Incident reported to senior staff – Senior staff to attend the incident or pupils involved taken to senior leader.	- Internal exclusion for a period (half-day or full-day). - Behaviour review meeting with pupil, staff, and parents. - Alternative lunchtime provision. - Incident logged on Arbor & Parents informed	- Thorough investigation to understand underlying causes (e.g., sensory overload, communication breakdown). - Consider tailored interventions (e.g., anger management, sensory support).
Physical or Verbal Assault on Staff or Peers	- Immediate safety measures (ensure no further harm). - Involvement of senior leadership. - Timeout for pupil to cool down. - Clear communication with parents.	- Internal exclusion or Suspension(depending on severity). - Restorative justice process with staff and involved pupils. - lunchtime provision review - Incident logged on Arbor & Parents informed	- Any neurodivergent conditions or support needs that may have contributed to the incident should be evaluated. - Provide additional support for managing emotions and conflict.
Repeated Aggression or Assault	- Investigation of patterns in behaviour. - Review of individual behaviour support plan (IBSP) or Educational	- Risk assessment and behaviour modification plan. - Involvement of outside professionals (e.g., EP,	- Regular reviews of behaviour plans. - Intensive support for emotional regulation and social skills

	Health Care Plan (EHCP) - parents and school. - Increased support and intervention (e.g., external agencies).	Specialist). - Longer-term suspension or exclusion (if necessary) with a review of support strategies. - Incident logged on Arbor & Parents informed	development. - Involvement of external agencies as needed (e.g., social skills groups, therapy).
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Key Principles for Sanction Application:

1. **Proportionality:** Sanctions will always be proportionate to the severity of the assault, while considering the individual needs and circumstances of the child.
2. **Individualised Support:** Children with SEND or neurodivergent conditions may require additional support strategies, including those tailored to sensory, emotional, or communication needs.
3. **Restorative Approach:** Restorative justice practices will be used where appropriate to ensure that pupils understand the impact of their behaviour and work towards repairing relationships.
4. **Parental Involvement:** Parents or carers will be informed and involved in discussions where appropriate, ensuring consistent approaches to behaviour both at school and at home.
5. **Review and Reflection:** All sanctions, particularly those that involve exclusion, will be reviewed regularly to ensure they are effective and fair, with adjustments made based on feedback from pupils, parents, and staff.

Implementing a Behaviour Support Plan

Implementing a Behaviour Support Plan (BSP) is an essential tool for supporting students who may experience difficulties in managing their behaviour. This tailored approach allows educators to understand the specific needs of the child, identify triggers for disruptive behaviour, and provide targeted strategies to promote positive change. By setting clear, achievable goals and providing consistent support, a BSP fosters an inclusive learning environment where all students can thrive. It ensures that interventions are proactive, personalised, and evidence-based, increasing the likelihood of long-term success in both academic and social aspects of a child's development.

This individualised approach not only supports the child in question but also benefits the wider school community by promoting understanding and reducing disruptions, ultimately contributing to a more positive and productive school culture.

See Appendix 2 for BSP Template

Internal Exclusions, Suspensions or External Exclusions

Internal Exclusion typically involves isolating the student in a separate room or area where they can continue their work in a more controlled environment, supervised by a member of staff. This is seen as a way to address disruptive behaviour without sending the child home. Internal exclusion is aimed at keeping the child in the school environment and allowing them to reflect on their actions. During an internal exclusion, the child will enter and leave school through the main reception area. This is recorded on Arbor and parents are informed in advance.

Suspension from school, which is for a fixed-term, involves a child being removed from the school for a set period, often due to more serious or repeated behaviour issues. This may allow the child time to regulate and for adaptations to be made in school to ensure a successful reintegration for the child.

Parent's will be contacted as soon a child's behaviour has escalated to the point where internal exclusion or suspension is necessary. A suspension will be followed by a formal letter. Internal Exclusions Suspensions are recorded on Arbor.

At the end of an internal exclusion or suspension, the child and parent/carers will attend a reintegration meeting to review the schools' expectations and discuss any adaptations needed to enable the child to be successful.

Permanent exclusion is a last resort. In this case, we follow strict procedures in line with the Department for Education's guidance. We are committed to exhausting all avenues before any permanent exclusion, however at times, this is necessary to ensure the safety of the children and staff at Stoke Damerel Primary Academy.

Behaviour outside of school

At our school, we expect all students to always demonstrate respectful and responsible behaviour, both inside and outside of school, especially when wearing their uniform. When in uniform, students are ambassadors of the school and should uphold the values of respect, kindness, and inclusion. This includes behaving responsibly while traveling to and from school, in the local community, and during extracurricular activities. Any inappropriate behaviour outside of school hours may be subject to school consequences, as it can impact the reputation of our school and the well-being of others.

Monitoring and Review

This policy will be regularly reviewed to ensure its effectiveness and that it continues to meet the needs of all children, including those with SEND and neurodivergent conditions. Feedback from staff, pupils, and parents will be considered during the review process.

Conclusion

Stoke Damerel Primary is committed to fostering an inclusive environment where every child can succeed, irrespective of their background or individual needs. By understanding the needs of neurodivergent children and making reasonable adjustments to support them, we aim to create a

school culture of respect, inclusion, and positive behaviour for all.

Appendix 2: Removal from the Classroom

- 1 Removal of a pupil from the classroom is a formal consequence imposed for serious disciplinary reasons, which allows for the continuation of the pupil's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.
- 2 Removal from the classroom will only be used for the following reasons:
 - to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
 - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
 - to allow the pupil to regain calm in a safe space.
- 3 The Academy's arrangements for removal from the classroom are detailed by each individual school whereby the Academy set out the details of its arrangements including the appropriate length of time for removal from the classroom (noting pupils should not be removed from class for prolonged periods of time without the explicit agreement of the Principal/Headteacher); the identification of an appropriate location stocked suitable resources and supervised by suitably trained staff and the reintegration process of the pupil when appropriate and safe to do so.
- 4 It will be the responsibility of the Principal/Headteacher to maintain overall strategic oversight of the school's arrangements for any removals.
- 5 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.
6. When dealing with the removal of a pupil from the classroom each case will be dealt with on its own individual facts and circumstances. The Principal/Headteacher and teachers will:
 - consider whether any assessment of underlying factors of disruptive behaviour is needed.
 - inform parents of the removal from the classroom on the same day.
 - 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.
 - ensure that pupils are never locked in the room of their removal except in limited exceptional situations.
 - 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. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

1. Introduction

- 1.1 Examples of the rewards and consequence the Academy ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and consequences may be used insofar as they comply with good education practice, and promote good behaviour and compliance with the Academy's Policies on behaviour.
- 1.2 Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and consequences imposed.
- 1.3 Where a particular reward or consequence is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different consequence imposed, where it is appropriate to do so.

2. Rewards

- 2.1 Each Academy will include examples of good behaviour / rewards used at the Academy.

3. Consequences

- 3.1 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should at the same time if necessary.
- 3.2 Each Academy will include examples of misbehaviour / details of the consequences used at the Academy, with an explanation.
- 3.3 *Examples of consequences may include:*
 - *a verbal reprimand and reminder of the expectations of behaviour*
 - *the setting of written tasks such as an account of their behaviour*
 - *loss of privileges e.g. the loss of prized responsibility*
 - *detention*
 - *school based community service, such as tidying a classroom*
 - *regular reporting including early morning reporting; scheduled uniform checks; or being placed 'on report' for behaviour monitoring;*
 - *removal from the classroom;*
 - *suspension; and*
 - *in the most serious of circumstances, permanent exclusion.]*
- 3.4 Alternative arrangements for consequences can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.
- 3.5 The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.
- 3.6 In considering whether a consequence is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

3.7 It will also consider any special circumstances relevant to its imposition including:

- the pupil's age.
- any special educational needs or disability they may have.

4. Suspension and Permanent Exclusion from School

4.1 Only the Principal/Headteacher has the power to impose a suspension or permanent exclusion from school. An 'Acting Head' who has been formally appointed to this position while the Principal/Headteacher is on extended leave, or the post is vacant, will also have this power.

4.2 Suspension and permanent exclusion from school can take the form of:

- Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or
- permanent exclusion.

4.3 Permanent exclusion from school will only be imposed for:

- a serious breach or breaches and / or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

4.4 **The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times.** This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

4.5 The Principal/Headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion which has not yet been formally reviewed by the LGB at a meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

Appendix 3: Rewards and Consequences

Behaviour System – Easy Summary

What's the policy for?

To help everyone feel safe, respected, and ready to learn. It explains how pupils should behave and how staff will support them.

What's expected from pupils?

- We are gentle- we don't hurt others
- We are kind and helpful
- We listen
- We are honest- we don't cover up the truth
- We work hard- we don't waste our own or others' time
- We look after property

How does the reward system work?

Everyone starts the day on **Green**. You can move up or down depending on your behaviour:

Level	What It Means	Reward or Action	Support
 Green	You've met expectations and behaved well.	Praise, stickers, Dojos	Universal supports- movement breaks, fidget toys, praise, active learning, clear expectations
 Silver	You've done really well today!	Silver sticker, 3 Dojos	Universal supports- movement breaks, fidget toys, praise, active learning, clear expectations
 Gold	You've been amazing!	Golden ticket, 5 Dojos, special privileges	Universal supports- movement breaks, fidget toys, praise, active learning, clear expectations
 Name on board	You've been reminded to change your behaviour but haven't.	Reminder and chance to improve	A quick chat with an adult Chance to improve and go back to green
 Amber	Your behaviour still isn't improving.	Timeout and reflection	5-minute timeout to calm down

			Chance to improve and go back to green
● Red	Your behaviour has caused a big problem (e.g., fighting or continued disruption to learning).	Reflection time, parents informed	Help to understand what went wrong A plan to improve behaviour

What if someone needs extra help?

Some pupils might find behaviour harder to control because of things like autism, ADHD, or other needs.

The school will:

- Use different ways to help them understand and manage their behaviour.
- Give support like visual reminders or extra time to calm
- Adapt the system to suit the child if needed, this will be a **behaviour support plan**
- Celebrate the child successes- we know they are trying so hard!

What's a Behaviour Support Plan?

It's a personal plan for pupils who need extra help. It includes:

- What they're good at.
- What helps them behave well.
- What triggers tricky behaviour.
- How staff can support them.

Celebrating Good Behaviour

If you stay on Green or above for a long time:

- You'll be invited to a special playtime
- If you can't join, you'll do normal tasks in class
- If you are on a behaviour support plan, you might have your own celebration- and that's okay!

What happens if behaviour doesn't improve?

If you're on **Red** more than twice in a half term:

- You may get a **report card** to track behaviour for 1-2 weeks- this may lead to a **behaviour support plan**

- Parents see it daily
 - You might miss break, lunch, trips, or clubs
-

Consequences

Sometimes consequences are needed, but:

- They will be fair and kind
 - Staff will help you understand what happened and how to do it better next time
 - Serious behaviour (like hurting others or disrupting learning) is not allowed
-

What about Serious Behaviour?

If someone is aggressive or hurts others, or continuously stops the learning of others:

- Staff will keep everyone safe.
 - There will be a calm conversation to understand what happened.
 - Parents will be told.
 - You might be removed from class or suspended.
-

What if behaviour is very serious?

- **Internal exclusion:** working in a separate space.
 - **Suspension:** staying home for a short time.
 - **Permanent exclusion:** You will not be able to attend SDPA permanently- this is only used if nothing else works.
-

Breakfast & After School Club

- You'll be expected to follow the same rules that we use in school.
 - If you make a poor choice or become dysregulated, adults will talk to you. If they need to talk to you for the same reason again, then they may ask you have some 'time out' to calm and reflect.
 - If your behaviour is repeatedly poor and doesn't improve, we may need to talk to your adults and even ask them to collect you early.
 - If this happens often then you may not be able to attend for a time or on a permanent basis.
-

Break and Lunch Time

- At break and lunch time you will need to follow the school rules
 - ✓ We are gentle- we don't hurt others
 - ✓ We are kind and helpful
 - ✓ We listen
 - ✓ We are honest- we don't cover up the truth
 - ✓ We work hard- we don't waste our own or others' time
 - ✓ We look after property
 - If you make a poor choice or become dysregulated, adults will talk to you.
 - If they need to talk to you for the same reason again, then they may ask you have some 'time out' to calm and reflect.
 - If you continue to make poor choices, be dysregulated and your behaviour doesn't improve, we may need to send you inside to talk a teacher or to take a break away from the playground.
 - The teacher may need to tell your adults and make a better plan for you for break and lunchtime- this may mean joining a small, structured group or going home for lunch.
-

Behaviour Outside School

When you are out in the community or in public, especially when in uniform, you need to act respectfully and kindly to others and their property. When we play Online, we need to talk to others kindly and respectfully too. Poor behaviour outside school can still lead to consequences in school. We may talk to your adults if we are worried about your behaviour outside of school.

At Stoke Damerel, we believe in helping you grow into the best version of yourself. When we all work together—teachers, families, and you—we can make school a place where you feel safe, supported, and proud of who you are. We're here to help you learn, make good choices, and shine every day.

Appendix 4: Investigations of Incidents and Alternative Action

1. Investigations

- 1.1 The Principal/Headteacher may investigate incidents which potentially give rise to a breach of the Academy's policies on behaviour and discipline, or they may appoint a member of staff (usually a member of the Senior Leadership Team) 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 pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events. Where pupils are at risk of disciplinary action, they will usually be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed.
- 1.4 Pupils who are clearly only witnesses and not at risk of disciplinary action may be interviewed without an additional member of staff being present.
- 1.5 Parents do *not* need to be notified in advance that interviews are taking place, and their consent is not required (although they may be invited to attend an interview in the case of potentially serious breaches, where the Academy deems it appropriate to do so).
- 1.6 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.
- 1.7 CCTV footage may be viewed and pupils' desks, lockers and / or personal belongings may be searched during the course of an investigation. See Appendix 6 of this policy for the Academy's policy on searching and confiscation.
- 1.8 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will take into account 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 designated safeguarding lead (or a deputy) will take a leading role on decisions.
- 1.9 Where the Principal/Headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the Academy, the investigating member of staff will fully report the outcome of their investigation to the Principal / Headteacher to enable an informed decision to be made.

2. Removal from the Classroom / Suspension Pending Further Investigation / Enquiries

- 2.1 Where the incident is serious and / or complex and it has not been possible to complete the full investigation and / or conduct all enquiries 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 and / or enquiries are made (for example, consideration of a managed move). During this time the pupil is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be taken into account by the Principal/Headteacher when determining the final consequence.

- 2.2 Alternatively, where it is not appropriate for the pupil to remain on the Academy's premises while the investigation continues / enquiries are made, the pupil may be formally suspended from the Academy for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete further investigation / enquiries.
- 2.3 Before a suspension pending further investigation / enquiries is imposed, the Principal/Headteacher must be satisfied that a prima facie case has already been established in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.
- 2.4 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Exclusion Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).
- 2.5 Once the investigation / enquiries are complete, the Principal/Headteacher will be in a position to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the Parents confirming the further suspension or permanent exclusion.

3. Decision

- 3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).
- 3.2 Pupils' behaviour and discipline records will be taken into account, together with the pupils' background, and any special educational needs and / or disabilities they may have. The Academy will follow its special educational needs and learning difficulties policy and Equality policy, where these are relevant.
- 3.3 All disciplinary consequences imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, taking into account the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.
- 3.4 Disciplinary consequences will be recorded in the pupil's behaviour and discipline record.
- 3.5 The Academy will usually notify the Parents of disciplinary consequences imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

4. Off-site Directions

- 4.1 The Academy has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary consequence for misconduct.
- 4.2 The off-site direction may be to a Pupil Referral Unit (**PRU**), and Alternative Provision (**AP**), or another academy / school (or unit therein).
- 4.3 Parental consent is **not** required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the Academy.
- 4.4 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 SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the Academy or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.
- 4.5 A 'personalised plan for intervention' will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.
- 4.6 The off-site placement will be regularly reviewed, and Parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefiting from it.
- 4.7 During the period of an off-site direction by the Academy to another school / academy, the pupil must be dual registered which means that they will be registered at both the Academy and the school / academy to which the pupil is directed off-site.
- 4.8 The Academy will follow the Alternative Provision Guidance when exercising this power.

5. Managed Moves

- 5.1 A 'managed move' can be used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school / academy following a trial period (Please refer to your LA guidance on managed Moves, as this may differ between authorities). It is designed to give pupils who are **at risk of** permanent exclusion a fresh start in another school / academy without a permanent exclusion on their educational record.
- 5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and Parents will be consulted while this is being explored.
- 5.3 If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.

- 5.4 A planned managed move will only happen when it is in the pupil's best interests. During the trial period, the pupil will be dual registered at both the Academy and the new school / academy. If the managed move breaks down during the trial period, the new school / academy will terminate the trial period and delete the pupil's name from the register. The pupil will then return to the Academy.
- 5.5 For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the Behaviour Policy for which permanent exclusion is deemed by the Principal/Headteacher to be the only appropriate consequence, where the Academy would not be prepared to accept the pupil back at the Academy if the managed move broke down during a trial period.
- 5.6 The Academy will agree a fixed period for the trial period at the outset, after which the new school / academy will be expected to give permission to the Academy for the pupil's name to be deleted from the Academy's roll, at which time the transfer becomes permanent.

Appendix 5: Use of Reasonable Force

1. Any use of reasonable force will be in accordance with the DfE guidance **Use of reasonable force** (DfE, July 2013)
2. Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - committing a criminal offence
 - injuring themselves or others
 - causing damage to property, including their own
 - 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.
3. In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom, where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used in any other way or and never as a form of consequence.
4. In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 below).
5. In these circumstances, "reasonable" means using no more force than is needed.
6. In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The Academy will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
7. Where reasonable force is used by a member of staff, the Principal/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 force.

Appendix 6: Searching, Screening and Confiscation

1. All Academies have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
2. The Academy's policy on searching and confiscation has regard to the DfE guidance **Searching, screening and confiscation: advice for schools** (DfE, July 2022).

3. Prohibited Items

- 3.1 The following are 'prohibited items' by law under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
 - Knives or weapons, alcohol, illegal drugs and stolen items;
 - Tobacco and cigarette papers, fireworks and pornographic images;
 - Any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence; or
 - to cause personal injury to, or damage to the property of, any person (including the pupil); and
- 3.2 In addition to the above, each Academy has prohibited or restricted the use of the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:
 - mobile phones;
 - laptops
 - tablets
 - hand-held electronic games;
 - other electronic devices
 - vaping devices/e-cigarettes

Where use is restricted rather than universally prohibited, this should be clearly set out (e.g. only used at lunchtimes, switched off and kept out of sight in a bag at all other times).

- 3.3 Pupils must not have these items in their possession or use them in a way which is restricted on the Academy's premises, or at any time when they are in the lawful charge and control of Academy staff (e.g. on educational visits).
- 3.4 Pupils may be searched for any item which is prohibited, or its use restricted by the Academy (as set out above) with their agreement (note that the Academy will never use force to search for these items: see paragraph 4.3 below).

4. Searching Pupils

- 4.1 Under common law, school staff have the power to search for any item if a pupil agrees. 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.
- 4.2 When exercising these powers, the school must consider the age and needs to pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 4.3 If a pupil refuses to co-operate with a search for an item prohibited by law as listed in section 3.1 above, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the Academy has prohibited, as set out in 3.4 above.
- 4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.
- 4.6 If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.
- 4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Principal / Headteacher / DSL and / or pastoral member staff will be sought. During this time the pupil should be supervised and kept away from other pupils.
- 4.8 Searches will be carried out on the school 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 settings⁷.
- 4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 - search of outer clothing
 - search of the school property (e.g. pupils' lockers or desks, bed, studies or dormitories)
 - search of personal property (e.g. bag or pencil case).
- 4.10 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 where 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 in the time available it is not reasonably practicable to summon another member of staff.

- 4.11 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.
- 4.12 Where the Principal/Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the pupil will be provided with a consequence in line with the school's Behaviour Policy to ensure consistency of approach.

5. Strip Searching

- 5.1 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 under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- 5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should always advocate for pupil wellbeing.
- 5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 5.4 To ensure a pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.
- 5.5 Except where there is an immediate risk of harm, parents will be informed before a strip search takes place, where reasonably possible. Parents will always be notified after a strip search has taken place

6. After a Search

- 6.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- 6.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

7. Recording Searches

- 7.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above items banned by the school rules in section 3.2 above and all searches conducted by police officers will be recorded in the school's safeguarding reporting

system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

7.2 Records of the search will include:

- the date, time, and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search.

7.3 The school 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.

8. Screening

- 8.1** The Academy may impose a requirement that pupils undergo screening for the detection of weapons.
- 8.2** Screening will take the form of a walk through or handheld metal detector to scan all pupils for weapons before they enter the Academy premises.
- 8.3** If a pupil has a disability, the Academy will make any reasonable adjustments to the screening process as required.
- 8.4** 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.]

9. Confiscation

- 9.1** Under the Academy's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 9.2** Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to Academy discipline.

10. Searching Electronic Devices

- 10.1** An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances 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 the Academy's policies on behaviour, 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.

- 10.2 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.
- 10.3 Subject to 8.4 below and the requirements set out in KCSIE 2022 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 Academy discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence
- 10.4 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.
- 10.5 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 sexting as set out in the Safeguarding and child protection policy / consult the advice set out in the Searching screening and confiscation advice (for schools) and UKCIS sexting advice.
- 10.6 The school will comply with data protection law in relation to any search of an electronic device.

11. Disposal of Confiscated Items

- 11.1 **Alcohol:** Alcohol which has been confiscated will be destroyed.
- 11.2 **Controlled drugs:** Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Principal/Headteacher or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 11.3 **Other substances:** Substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.
- 11.4 **Stolen items:** Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Principal/Headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retraining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.
- 11.5 **Tobacco or cigarette papers:** Tobacco or cigarette papers will be destroyed.
- 11.6 **Fireworks:** Fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Principal/Headteacher or other authorised member of staff which may include donation to an appropriate charity.
- 11.7 **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 has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

- 11.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. 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.
- 11.9 **Article used to commit an offence or to cause personal injury or damage to property:** Such articles may, at the discretion of the Principal/Headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and when it is safe to return the item.
- 11.10 **Weapons or items which are evidence of an offence:** Such items will be passed to the police as soon as possible.
- 11.11 **An item prohibited [or it's use restricted by] the Academy:** Such items may, at the discretion of the Principal/Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account 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 school.
- 11.12 Where staff confiscate a mobile phone that has been used to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Principal/Headteacher considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 11.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the phone will be confiscated and must be collected by a Parent.
- 11.13 **Electronic devices:** If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the Academy's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto Academy premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

12. Communication with Parents

- 12.1 There is no legal requirement for the Academy to inform Parents before a search for prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.
- 12.2 Parents should always be informed of any search for a 'prohibited item' listed above that has taken place and the outcome of the search as soon as practicable. A member

of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any consequences applied.

- 12.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- 12.4 We will keep a record of all searches carried out, in accordance with paragraph 7 above, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.
- 12.5 Complaints about searching or confiscation will be dealt with through the Academy's published Complaints policy and procedures.
- 12.6 The Academy will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the Academy does not accept responsibility for loss or damage to property.

POLICY HISTORY

Date	Summary of change	Contact	Policy Implementation Date	Review Date
December 2024	Policy Review	Director of Inclusion	December 2024	December 2025
May 2026	Policy review date extension to December 2026 approved by the Trust Board.	School Improvement Director	May 2026	December 2026