



Tudor Grange Academies Trust

Behaviour Policy

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Contents

1. Trust Vision	3
2. Introduction	3
3. Roles and Responsibilities	5
4. A Taught Behaviour Curriculum.....	8
5. Rewards and Recognition	9
6. Negative Behaviours.....	9
7. Lower-level sanctions	10
8. Higher level sanctions.....	10
9. Support and Intervention	12
10. Mobile phones.....	13
11. Bullying	13
12. Off rolling and elective home education.....	13
13. Confiscation of property / searching pupils	14
14. Restrictive interventions, including the use of reasonable force	16
15. Sexual Violence and Sexual Harassment.....	17
16. Safeguarding separation	18
17. Alternative provision	18

1. Trust Vision

Tudor Grange Academies Trust ('the Trust') strives to build a climate of positive behaviour, where pupils and staff can flourish and feel proud of their work and themselves in a safe, inclusive and respectful learning environment. The Trust believes that behaviour is a form of communication and that all pupils can succeed when supported appropriately. This is achieved through three key underlying themes within both this policy and the schools' localised annexes: a taught behaviour curriculum, support, and sanctions.

A taught behaviour curriculum

A 'taught behaviour curriculum' gives a consistent message of what is recognised as positive behaviour throughout each school in the Trust and ensures all pupils can adhere to and embody the TUDOR Values. Staff recognise and celebrate pupils' positive behaviour in both informal and formal settings.

Support

Support is offered on many levels in all Trust schools. The adopted mindset is that everyone can make a huge contribution to a school's environment and when a pupil makes a wrong decision, the Trust offers support by means of identification and co-planning. The Trust prioritises relational approaches that seek to repair harm, rebuild trust and strengthen relationships. Clear communication and a plan which is designed to enable pupils to thrive are put in place with a focus on recognising and celebrating progress. Support is provided in many ways: pre and post clubs/activities; break and lunch activities; trained and dedicated support staff who do group work and 1:1 work; breakout sessions with internal pathways for support (e.g., counselling); the Thrive programme and the use of external agencies, e.g., social care and Educational Psychologists.

Sanctions

Sanctions are in place to give an opportunity for the pupil and the school to reflect on their behaviour and the choices they have made through our restorative approach. A warning in the classroom or for non-structured time would be the start of a sanction process, this can escalate to sanctions which carry behaviour points. Detentions at different levels, internal suspension, suspension, off-site provision, a managed move and permanent exclusion, are all different levels of the sanction process. The intention in each of the Trust's schools is to avoid progress through these routes by using intervention and support. In each school there will be a graduated response to the management of behaviour and the support pupils are given to adhere to the agreed rules, this is part of a tiered system of support and intervention.

2. Introduction

- 2.1 The Board of the Trust (the Trust Board) has the duty to lay down the broad strategy for maintaining a high standard of pupil behaviour and discipline in the Trust's schools. The Trust and all schools within it are committed to providing a high-quality environment that upholds high expectations for every pupil, while providing the structure and support needed to both promote these values and instill them in our pupils.
- 2.2 The Trust Board expects all schools within the Trust to adhere to this policy and has delegated to each school the responsibility for producing a localised annex for further guidance on areas identified in this policy. This Policy is in line with DfE (Department for Education) Guidance regarding behaviour and discipline.

- 2.3 The Trust is committed to inclusion and equity, including the removal of barriers to success for all pupils, recognising the impact of SEND (Special Educational Needs and Disabilities), trauma and disadvantage, making reasonable adjustments to support pupils, and monitoring behaviour data to address disproportionality.
- 2.4 The Trust expects:
- all pupils to show kindness, respect and courtesy towards teachers and other staff and towards each other.
 - Principals to prevent and deal with all forms of bullying in a timely and efficient manner.
 - Parents and Carers to encourage their children to show respect and support for the school's authority to discipline its pupils.
 - Principals to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school.
 - Staff to model positive behaviour consistently and build strong, respectful relationships.
 - Local Governors and Principals to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
 - That every teacher will be good at managing and improving pupils' behaviour and will be well supported by the senior leadership team at the school to help them achieve this.
- 2.5 The Trust expects each of its school to have a taught behaviour curriculum that outlines behaviour routines suited to their learning environment. Trust schools will ensure all pupils leave school ready to flourish. The Trust believes that pupils will be prepared for their role and place within society should they practise the Trust's core TUDOR Values. These are:
- Tolerance and acceptance: Tolerance is about embracing and celebrating individuality and differences amongst people, showing open-mindedness, and actively engaging in dialogue to better understand each other.
 - Unity: Unity is about individuals and communities coming together for the greater good of all to create a strong and resilient society. It involves both promoting a culture of inclusion but also challenging stereotypes and prejudices so that everyone has a sense of belonging.
 - Democracy: Democracy is an essential component of creating a fair, just, and inclusive society where everyone's voice is heard, and they are treated equally no matter what race, religion, belief, disability, sex, gender or sexual orientation.
 - Opportunity for all: Opportunity for all is about recognising the value of individual liberty, the rights of others and providing equal chances for all individuals to succeed and achieve their potential, regardless of their background or circumstances.
 - Respect for others' beliefs & the law: Respect involves treating others with dignity and consideration. It involves an appreciation of the rights and freedoms of others, including the nine protected characteristics, recognising, and complying with the law and the authority of legal institutions.
- 2.6 This behaviour policy allows for pupils to be disciplined for poor behaviour when:
- Taking part in any school-organised or school-related activity (including trips and visits off site).
 - Travelling to or from school.
 - Wearing school uniform.

- Taking part in social media.
- In some other way identifiable as a pupil at the school.
- Displaying poor behaviour at any other time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school.
 - Poses a threat to another pupil, member of staff or member of the public.
 - Could adversely affect the reputation of the school.

All sanctions used by a Trust school in response to behaviour on the school site may also apply to behaviour in the situations outlined above.

2.7 The behaviour policy has been written considering the following research and documents:

- [Improving Behaviour in schools](#) (EEF, Oct 2021).
- Running the Room (Tom Bennett, 2020).
- Why Don't Pupils Like School? (Daniel Willingham, 2021).
- [Behaviour in schools](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Searching, screening and confiscation: advice for schools](#)
- [Teaching online safety in schools](#)
- [Keeping Children Safe in Education](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Equality Act 2010](#)

2.8 The Trust Behaviour Policy is supported by each schools procedural document, titled '[School Name]'s Behavioural Code of Conduct.

3. Roles and Responsibilities

3.1 Responsibilities of the Trustees of the Trust Board (the Trustees)

- fulfil the requirements of the law in relation to Trustees' responsibilities regarding attendance and discipline in the schools, preparing and communicating the Trustees' statement of principles.

3.2 Responsibilities of Local Governing Bodies (LGBs)

- contribute to the formulation or review of the school's attendance and behaviour policies including the setting out of expectations about pupil behaviour.
- judge the school both by directly observed behaviour as well as third party perceptions about pupil behaviour.
- judge the school on its attendance, particularly the attendance of specific groups.
- take positive steps to attempt to understand the complexities of ensuring high standards of pupil behaviour and attendance and the challenge this presents to the school staff.
- support the Principal and staff in the operation of all attendance and behaviour-related procedures pertaining to the day-to-day running of the school.
- If appropriate, to assist in the monitoring and evaluation of standards of behaviour:

- celebrate positively the standards expected and achieved by our pupils, both within the school, on the board and in the wider community.
- monitor the functioning of the school behaviour policy by analysis of a range of available indicators.
- receive any representations by parents/carers regarding the suspension of their child.
- ensure a fair and consistent application of the policy regarding permanent exclusion.

3.3 Responsibilities of the Principal

- The Principal's role is to establish and maintain a behaviour policy that promotes self-discipline, respect for others and proper regard for authority both in and out of the classroom. The Principal, when determining the behaviour policy, must do so with a view to ensuring that pupils complete any tasks reasonably assigned to them in connection with their education.
- The Principal will determine measures (including the making of rules and provision of disciplinary penalties) to be taken, with a view to:
 - promoting self-discipline and proper regard for authority among pupils;
 - encouraging good behaviour and respect for others, and preventing all forms of bullying among pupils;
 - teach pupils the expectations and routines that are desirable in all aspects of the school, so they become the 'social norm' and performed habitually via the taught behaviour curriculum;
 - ensuring that the standard of behaviour is acceptable; and
 - otherwise regulating the conduct of pupils
 - provide structures and training to support staff in ensuring the policy is consistently and fairly applied;
 - monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
 - reviewing any decision making in line with Equality Act 2010
- The Principal is required to follow the Trustees' statement of principles and have regard to any guidance given by the Trustees.
- The Principal must also determine the standard of behaviour regarded as acceptable, in so far as the Trust have not determined it. The measures can, to such an extent as is reasonable, include measures to regulate the conduct of pupils when they are not on the premises, and are not under the control or charge of a member of school staff. This includes rules governing behaviour to and from the school and on work experience.
- The Principal is required to set out the procedural document, '[School Name]'s Behavioural Code of Conduct, and to consult the LGB before publishing it by making it generally known to staff, pupils and parents/carers. It must be brought to their attention at least once a year.
- Communicate the roles of all stakeholders in relation to the behaviour policy.
- Be highly visible and engage with all stakeholders.
- Ensure new staff have an induction programme that allows them to effectively implement all aspects of the behaviour policy.
- Provide continual professional development for all staff in all areas of behaviour management and pupil support.

- To offer a comprehensive transition programme where all new starters understand the expectations of the school and are explicitly taught expected behaviours.
- Uphold the expectations outlined in the Home School Agreement.

3.4 Responsibilities of Staff

- To contribute to the development of the taught behaviour curriculum.
- To teach and re-teach the taught behaviour curriculum at key points in every academic year.
- know the school's standards of behaviour and promote the TUDOR Values.
- actively teach the school's expected behaviours.
- support the standards of the school publicly.
- apply the lesson expectation system routinely and consistently.
- set an example to pupils by their own behaviour (Adult Code of Conduct).
- know and consistently apply procedures for rewarding good behaviour.
- know and consistently apply procedures for dealing with misbehaviour.
- apply standards in their own classrooms, including any agreed school or departmental routines for classroom conduct.
- be aware of and apply principles of effective classroom practice.
- take responsibility for maintaining standards outside the classroom.
- never ignore poor behaviour, whether within or outside the school, responding appropriately according to circumstances.
- establish positive relationships with pupils.
- use a holistic Thrive approach when working with pupils.
- adhere to the expectations outlined in the school Home School Agreement.
- rigorously and continuously monitor attendance and punctuality.
- address attendance and punctuality concerns and celebrate pupil success.

3.5 Responsibilities of parents/carers

- To accept and support the Trust's Behaviour Policy and the *[School Name]*'s Behavioural Code of Conduct.
- To recognise the school's need to balance the rights of the individual pupil with the effective conduct of the school as a whole.
- To provide direct practical support to ensure that the child abides by the school rules, for example ensuring correct school uniform, daily punctuality, and homework undertaken in line with school policy.
- To actively participate in school behaviour-related procedures specific to their localised Behaviour annex.
- To ensure that your child attends detention as required.
- To inform the school of any personal circumstances which may affect the child's behaviour at the school including any behaviours they are aware of which may pose a risk to a member/member of the school community.
- To take an interest in their child's in-school behaviour, using home-based rewards or sanctions in support where appropriate.

- To agree to matters being referred to other external agencies if recommended by the school.
- To follow the appropriate procedures for contacting the school when it is necessary.
- To monitor pupils' online behaviour to ensure that it meets school expectations.

3.6 Responsibilities of pupils

- Treat all members of the school community with care and respect.
- To engage with the Taught Behaviour Curriculum.
- To uphold behaviour routines both inside and outside of lessons.
- To know what the school means by positive behaviour.
- Meet the school expectations of positive behaviour, around the school and when representing the school (including in the community).
- To set an example to others through their own behaviour.
- To understand that poor behaviour is unacceptable and will have consequences.
- To never ignore poor behaviour by others, whether in the school or in the community, and to inform a member of staff of any occurrences.
- To ensure their online conduct is equally exemplary.
- Adhere to the expectations outlined in the school Home School Agreement
- Maintain excellent levels of attendance and punctuality.

4. A Taught Behaviour Curriculum

- 4.1 All Trust schools will identify the behaviours that pupils are expected to always adhere to: "The Behaviour Curriculum". These expectations and how they are taught will be identified in each school's, "Behavioural Code of Conduct" annex. This work is inspired by Tom Bennett, the retained expert adviser on behaviour to the Department for Education, who believes: 'Behaviour must be taught. The habits and skills that comprise successful class behaviour should be taught to all pupils. It is entirely possible to do for most pupils.' Schools are also encouraged to: 'Teach, rather than tell the pupils what you expect of them. Behaviour should be seen as a curriculum, and it should be assessed, revised and refreshed.'
- 4.2 Pupils who do not adhere to the school's expectations will experience a tiered response that features sanctions alongside targeted intervention and support to ensure that they are able to reflect on their behaviour and work towards meeting the school standards.
- 4.3 It is the responsibility of each school and every member of staff to help shape pupil behaviour. Staff will understand that good behaviour needs teaching. In lessons, the teacher will apply a range of routines to deliver the 'behaviour curriculum' including approaches to lead and guide pupils in the behaviour that they wish to see from the pupils, to allow for excellent learning to take place.
- 4.4 Routines also play a vital role in delivering the taught behaviour curriculum and are used to guide pupils in the type of behaviours and habits we wish to see in the classroom and around the school. Examples include:
- Lesson entry.
 - Lesson exit.
 - Corridor expectations.

- Transitioning between lessons.
- 4.5 Each school in the Trust will identify its expectations regarding uniform, equipment, and mobile phones in its “Behavioural Code of Conduct” Annex.
- 5. Rewards and Recognition**
- 5.1 Rewards are important in celebrating pupil excellence and effort. They are public recognition for where pupils uphold the ethos and values of their school. They are used to celebrate pupil achievement and are an important part of sharing the school’s ethos and maintaining pupil motivation and endeavour.
- 5.2 All Trust schools will have a system where praise is logged; positive behaviour points will be associated with this.
- 5.3 Individualised rewards systems will be outlined in each school’s “Behavioural Code of Conduct”.
- 6. Negative Behaviours**
- 6.1 Pupil behaviour that does not meet the Trust’s high expectations in any of the Trust’s schools will be logged and sanctioned accordingly. Responses to behaviour will be consistent, proportionate, and restorative where appropriate. Escalation will be avoided where possible. Some behaviours come with fixed sanctions, whereas others are determined by the school leadership team following a review of the incident.
- 6.2 Reasonable adjustments are ‘changes made’ to ensure that pupils who require additional support can participate in their education. Where the misbehaviour of pupils is related to a particular need, the school will make reasonable adjustments to enable those pupils to be included within the school community. When considering reasonable adjustments, the school will:
- Seek to restore relationships through restorative and remedial responses; break a cycle of consequences by seeking ways to reconnect pupils with learning.
 - Always consider whether certain pupils are at a substantial disadvantage from types of suspensions i.e., pupils with SEND and difficult family circumstances or pupils who lack access to parental support and guidance.
 - Consider the use of an alternative to a suspension to offer one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a suspension.
- 6.3 All schools operate a progressive approach to behaviour management, allowing pupils the opportunity to reflect on and change their choice of behaviour to prevent any further disruption to learning. In all of the Trust’s schools, each negative behaviour is associated with negative behaviour points, as positive behaviours are associated with positive behaviour points.
- 6.4 Each school will identify what sanctions may be imposed for each negative behaviour. In some cases these will be fixed, whereas in others the sanction will vary depending on several factors such as: severity of incident, intent, repetitiveness.
- 6.5 Some behaviours fall under the category of child-on-child abuse. All staff should refer to the Safeguarding and Child Protection Policy also when dealing with incidents of child-on-child abuse.
- 6.6 A tiered response will be implemented when pupils accumulate negative behaviour points.

- 6.7 The negative behaviours and restorative processes are identified in each school's "Behavioural Code of Conduct" annex.

7. Lower-level sanctions

- 7.1 In the Trust's schools, all sanctions are to be applied fairly and consistently, considering in the decision-making process the Equality Act 2010. None of the school's sanctions will be degrading or humiliating.
- 7.2 Some behaviours require the issue of low-level sanctions. Examples include: verbal reprimands, the setting of written tasks such as writing an account of their poor behaviour, detention, school-based community service, scheduled uniform and other behaviour checks or being placed "on report" for behaviour monitoring.
- 7.3 Detention is one of the sanctions which can be used. Schools have clear legal authority to detain pupils without the consent of parents/carers. Each school will set out its expectations on detentions in their, "Behavioural Code of Conduct" annex.
- 7.4 Staff may also keep pupils after the end of the school day without giving notice to parents/carers to hold a restorative conversation or for the safety of pupils.

8. Higher level sanctions

- 8.1 For the scope of this policy, 'higher level sanctions' are as follows: lesson removal, internal suspension, TATE (Tudor Alternative to Exclusion), suspension, managed move, offsite direction, alternative provision or permanent exclusion.
- 8.2 Any decision making by senior leaders and the Principal will take into consideration the Equality Act 2010.
- 8.3 Removal from the classroom is a higher-level sanction used by the school as a response to misbehaviour. There are three higher level sanctions used within the school that require pupils to be removed from lessons: 'hotspot', internal suspension and TATE. The length of time that a pupil will be removed from lessons depends upon the severity and the repetitiveness of a pupil's behaviour. Parents/carers will be informed as soon as possible of the lesson removal.
- 8.4 Pupils may be removed from classrooms and taken to a designated and agreed place within the school if their poor behaviour continues. This action allows the school to a) restore order and calm following unreasonably high levels of disruption b) enable disruptive pupils to be taken to a place where education can be continued in a managed environment. Pastoral support will be provided to pupils to ensure they will succeed in adhering to the school expectations when they return to lessons.
- 8.5 Internal suspensions may be issued as a sanction for those behaviours identified in each school's "Behavioural Code of Conduct" annex. This action allows the school:
- to restore order and calm following unreasonably high level of disruption.
 - to enable pupils who have exhibited disruptive behaviours to be taken to a place where education can be continued in a managed environment. In internal suspension, leaders will facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to avoid such behaviour in the future. Pastoral support will be provided to pupils to ensure they will succeed in adhering to the school expectations when they return to lessons.

- 8.6 For some behaviours, a TATE may be issued as a sanction. The purpose of TATE is to address the inappropriate behaviours exhibited by the pupil and help the child to understand their suspension from the wider school community in an attempt to restore, repair and rehabilitate. Pupils in TATE will be supported by a Thrive approach. This is intervention which will address the needs of the child and help to equip the child with the tools that they need to avoid further sanctions or repeating the negative behaviours that have been sanctioned. Following a TATE, parents/carers are invited to a reintegration meeting with their child and College Leader to explore what has been learnt over the course of the day and the strategies that will be employed in the future. Unsuccessful reintegration will result in consideration for further temporary suspension from the wider school community, either in TATE or through a suspension.
- 8.7 For serious misbehaviours, or where there are continuing behavioural difficulties for which other sanctions, interventions, and support have been unsuccessful, a suspension or permanent exclusion may be an appropriate disciplinary measure. In some circumstances a lunchtime only suspension may be considered a suitable option. All suspensions and permanent exclusions must be authorised by the Principal and work will be provided for pupils to complete at home if the suspension is for more than one day. See the Trust's [Suspensions and Permanent Exclusions Policy](#) for further detail.
- 8.8 When the decision is made to issue a suspension or permanent exclusion the school will follow DFE guidance. Where a pupil has been given a suspension, parents/carers will be invited to attend a reintegration meeting upon their return to the school. As above, this is designed to be supportive and to prevent further poor behaviour and/or escalation to potential permanent exclusion.
- 8.9 When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal will accept that something happened if it is more likely that it happened than that it did not happen. The Principal will take account of their legal duty of care when sending a pupil home following a suspension.
- 8.10 For the avoidance of doubt, the following issues may breach the Behaviour Policy and may result in a suspension or exclusion:
- Drug or alcohol related incidents
 - Persistent disruptive behaviour
 - Inappropriate or abusive use of social media or online technology, including:
 - creation, possession or sharing of deepfake content (manipulated or artificially generated images, audio or video) of any member of the school or wider community
 - use of deepfake technology to humiliate, bully, threaten or coerce others, create misleading or harmful content, or impersonate staff or pupils
 - Damage
 - Bullying
 - Abuse relating to race, disability, sexual orientation or gender identity
 - Verbal abuse or threatening behaviour against an adult or another pupil
 - Use or threat of an offensive weapon or prohibited item
 - Physical assault against an adult or another pupil
 - Sexual misconduct

- Theft
- Balaclavas or any other item used to conceal identity
- Vapes (Including vaping fluid and other associated materials)

The above is a non-exhaustive list and there may be other serious breaches of the school behaviour policy that could result in a suspension or permanent exclusion.

9. Support and Intervention

- 9.1 All Trust schools recognise the importance of early intervention and support in achieving positive behaviour throughout the school.
- 9.2 Pastoral support processes are implemented with pupils when school sanctions do not act as a deterrent for repeated poor behaviour or once a higher-level sanction has been issued. The 'tiered system of pastoral support' is used to ensure the support is given to the right pupils at the right time.
- 9.3 The 'tier system of pastoral support' will differ between schools depending on their internal resources and external agency availability but they will monitor behaviour points accrued by pupils and use this monitoring as guidance for timings of interventions, responding to patterns that are a cause for concern.
- 9.4 The intervention offered for pupils on each 'tier', as well as any additional intervention offered by each school, is outlined in each school's, "Behavioural Code of Conduct" annex.
- 9.5 Reasonable adjustments are 'changes made' to ensure that pupils who require additional support can participate in their education. Schools must make special educational provision for pupils with SEND and those whose behaviour-related learning difficulties call for it to be made. Schools should be alert to the potentially disproportionate impact of the behaviour policy on vulnerable children. Where the misbehaviour of pupils is related to a particular need, the Principal will make reasonable adjustments to enable those pupils to be included within the school community. Defining 'reasonableness' is important, and school is not required to compromise its standards on behaviour.
- 9.6 When considering reasonable adjustments, Principals should consider whether:
- some children with SEND or from difficult family circumstances are at a substantial disadvantage, for example, they are likely to lack access to parental support and guidance or low expectations at home may manifest in the school.
 - this disadvantage could be addressed, for example by an alternative method of suspension which offers one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a suspension.
 - staff have received appropriate training in the nature of individual pupil needs and how they should treat pupils with these particular needs, including disabilities.
 - appropriate help can be sought to enable the school to make reasonable adjustments.
 - the school has the resources to commit to assist in making reasonable adjustments.
- 9.7 The Trust acknowledges the importance of supporting pupils' emotional wellbeing to support them to achieve. We encourage all stakeholders within the Trust to adopt approaches to engage positively with children and young people. This will actively contribute to the development of healthy and supportive staff-pupil relationships and to the development of pupils having a healthy

sense of self. In the first instance, all professionals interacting with pupils should model mutual respect, encourage individuality, and value the personal success of our pupils in all areas of their lives.

9.8 Within the Trust's schools, we adopt the principles of PACE (Playful, Accepting, Curious and Empathetic).

- **Playfulness** - displaying lightness and a feeling of optimism through your energy, body, face, and voice; exaggerating the expression of emotion in body, face and voice – with sensitivity; showing that you are available through open expressions and gestures; creating opportunities for reciprocal enjoyment to build a sense of camaraderie and trust.
- **Acceptance** - acknowledging the child or young person and their emotional state as being true and valid; reflecting this back to them to communicate your understanding and willingness to accept them and their feelings.
- **Curiosity** - taking a deep interest in understanding the experience of the child or young person and their feelings from their perspective. Being open, non-defensive and non-judgmental and being accepting negative emotions without disconnecting or dysregulating.
- **Empathy** - understanding the perspective of the child or young person in any situation, including if it is painful or conflicted, and staying with this, so that the child or young person feels safe and understood. When children and young people have an unmet need or an overwhelming feeling, their behaviour can become distressing, both for them and the adults supporting them. Their reactions will often be based on their previous experiences and their autonomic nervous system will control their responses, based on their perspective of a situation.

10. Mobile phones

- 10.1 The Trust's schools will follow DfE guidance on [mobile phones in schools](#). Generally, the use of mobile phones throughout the school day, including lessons, the time between lessons, breaktimes and lunchtime will be prohibited. The same will apply to other smart technology with similar functionality to mobile phones, for example the ability to send or receive notifications or messages or the ability to record audio or video. This is to support schools in establishing calm, safe and supportive environments conducive to teaching and keeping children safe.
- 10.2 Schools with a sixth form will consider an appropriate policy for students in years 12 and 13.
- 10.3 Each school will set out its expectations on mobile phones in their, "Behavioural Code of Conduct" annex.

11. Bullying

- 11.1 All schools should refer to the Trust's Anti Bullying Policy.

12. Off rolling and elective home education

- 12.1 Schools are permitted to remove compulsory-school-aged children from roll on the limited grounds set out in regulation 8 of [the Education \(Pupil Registration\) \(England\) Regulations 2006](#) as amended by [the Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#).
- 12.2 Removing a child from the school roll is a very important decision. Children who fall out of the education system are likely to have poor outcomes and may be exposed to an increased risk of

harm. The Trust expects all individual schools to follow the correct procedures to ensure that they do not breach their legal and safeguarding duties.

- 12.3 The Trust does not permit the practice of removing a pupil from 'roll' for behaviour reasons without a formal permanent exclusion, or by encouraging a parent/carer to remove their child from the school roll when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'. Pupils must not be removed from the school roll without authorisation from the Principal or another designated person.
- 12.4 The DfE guidelines ([Elective home education: guidance for local authorities](#)) make it explicit that: "Schools should not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion, they must follow the relevant legislation and have regard to the statutory guidance. If the pupil has a poor attendance record, the school and, if appropriate, local authority should seek to address the issues behind the absenteeism and use the other remedies available to them."
- 12.5 Parents/carers have a legal right to educate their children at home and are not required to have any qualifications or training to provide their children with a suitable education. The [1996 Education Act](#) makes clear that it is a parent's duty to ensure his/her child receives suitable education in accordance with section 7. In addition, the Act provides that, generally, children are to be educated in accordance with the wishes of their parents.

13. Confiscation of property / searching pupils

- 13.1 In all cases, before a search is considered, the pupil should be given the opportunity to hand over the suspected item. If handed over, it will be for the member of staff to decide if a search remains necessary. For any searches undertaken, there will always be two members of staff present (including where searches are undertaken on school premises by police). One of those members of staff will be acting as the appropriate adult (this may include the pupil's parents/carers). The Trust will have regard to the DfE guidance '[Searching, Screening and Confiscation](#)'. The Principal, Senior Leader or any member of staff who has received permission from the Principal, may complete a search. The search will take place in an area defined by the school as a safe environment which safeguards all participants. Before the search takes place, it is imperative that the reason for the search is clearly explained to all present and there are reasonable grounds to suggest the presence of a banned and/or prohibited item. In the event of a search, all should be reported and captured on the school's safeguarding platform (MyConcern), including whether or not an item is found.
- 13.2 Unless it is not reasonably practicable, the member of staff conducting the search must be the same sex as the pupil.
- 13.3 ALL ITEMS of value e.g., laptops, mobile phones as well as dangerous or banned items are brought into the school at the pupil's own risk. They are not covered by the school insurance and the school will not accept responsibility for any loss or damage.
- 13.4 School leaders can search a pupil for any item if the pupil agrees.
- 13.5 Prohibited and banned items not to be brought into the school:

Prohibited Items:

1. knives or weapons (Including mock/replica/fake items).
2. pornographic images.

3. illegal drugs (Including any item associated with drug use).
 4. stolen items.
 5. tobacco and cigarette papers.
 6. vapes (Including vaping fluid and other associated materials).
 7. fireworks (Including any other flammable items).
 8. alcohol.
 9. any article that the 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).
 10. any item that the school rules identify as an item which may be searched for.
 11. balaclavas or any other item used to conceal identity.
- 13.6 Authorised staff have the power to search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item. School staff can seize any prohibited item found as a result of a search. They can also seize any item, for example a mobile phone, they consider harmful or detrimental to school discipline.
- 13.7 The school will inform the police if items 1, 3 or 4 are brought onto the school premises and will hand any items to the police.
- 13.8 Any pupil involved in incidents involving the above items is liable to be permanently excluded. This applies whether in the school, to or from the school or taking part in a school activity. It covers not only the possession of these items but also involvement in the purchase, sale or passing on of these items, even if the item itself is not brought into the school.
- 13.9 If the school suspects criminal behaviour and makes the decision to report to the police, they need only gather enough information to establish facts and this should be fully documented; once reported they should ensure that any further action does not hinder police work. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that a pupil(s) is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal or sexual exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care service.
- 13.10 Authorised staff can also search for any item banned by the school rules as outlined in their "Behavioural Code of Conduct" annex.
- 13.11 Material on electronic devices
- When an electronic device, such as a mobile phone, has been confiscated for good reason by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.
 - In no circumstance should a member of staff search a phone if they suspect that it may contain child nudity. In such circumstances, the member of staff must seek further advice/guidance from the school's DSL (Designated Safeguarding Lead).
 - There is no need to have parental consent to search through a young person's mobile phone.
 - If an electronic device that is prohibited by the school rules has been confiscated, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible. Material that is

suspected to be relevant to an offence should not be deleted before giving the device to the police.

- If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of the school discipline.

- 13.12 On occasion, as agreed by schools, visits from the local police will take place which will involve 'screening'.
- 13.13 Under no circumstances will a 'strip search' take place.
- 13.14 After a search, the pupil will be offered time to discuss the event with a member of senior staff or safeguarding team.

14. Restrictive interventions, including the use of reasonable force

- 14.1 The Trust aims to ensure a safe environment for all pupils and staff and seek to minimise the need for restrictive interventions through proactive prevention and de-escalation strategies. However, where it is lawful and necessary to do so, staff may use restrictive interventions as set out below. For the avoidance of doubt, restrictive interventions are only used for reasons of safety and will never be used as a disciplinary sanction.
- 14.2 All Trust schools will follow the guidance provided by the Department of Education related to the use of restrictive interventions and reasonable force ([Restrictive interventions, including the use of reasonable force](#)).
- 14.3 The term 'restrictive interventions' covers the broad range of actions that involve physical and non-physical actions aimed at restraining pupils in different ways by preventing, restricting or subduing movement of the body, or part of the body. This includes:
- 14.4 Restraint - a non-disciplinary intervention to immobilise a pupil or limit their movement which may or may not include direct physical contact.
- 14.5 Seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevent them from leaving and is used as a safety measure to protect others from harm when a pupil is highly dysregulated and therefore not acting with intent. Seclusion is not the same as removal from the classroom, internal suspension or detentions.
- 14.6 Reasonable force – a physically restrictive intervention
- 14.7 The use of restrictive interventions will be minimised through individual and whole-school approaches at each Trust school. These preventative measures include fostering positive relationships, identifying triggers, and offering support mechanisms within classrooms and communal areas of the school. De-escalation strategies are also used, including effective use of body language and tone of voice, removal of stress-inducing stimuli for pupils (where identifiable), and allowing pupils time and space for emotional self-regulation.
- 14.8 All staff have the power to use reasonable force. 'Reasonable in the circumstances' means using no more force than is needed for the least amount of time. This can be used to prevent pupils from hurting themselves or others, committing a criminal offence, damaging property, or causing disorder. Examples range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. The decision whether or not to physically intervene is down to the professional

judgement of the staff member concerned and should always depend on the individual circumstances. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. The School will provide post-incident support, including treatment for injuries and support for wellbeing, as appropriate.

- 14.9 Safer Handling training is undertaken by identified staff at each TGAT school every year and is used when necessary and proportionate to do so.
- 14.10 The Trust understands that pupils with SEND may react to distressing or confusing situations in ways that put themselves or others at harm, which can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions. The Trust's staff are proactive in seeking to understand and address the unique needs of each pupil by managing triggers. Reasonable adjustments will be made for disabled pupils and pupils with special educational needs, and a behaviour support plan may be put in place to outline these adjustments where needed
- 14.11 Examples when staff may use reasonable force:
- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
 - prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
 - restrain a pupil at risk of harming themselves through physical outbursts.
- 14.12 Authorised staff can use reasonable force to search for prohibited items.
- 14.13 The Trust does not require parental consent to restrain a pupil. Complaints regarding the misuse of restrictive interventions should be managed in line with the Trust's [Feedback, Concerns and Complaints procedure](#). If a concern is raised about a member of staff, it will be handled in line with the Trust's [Abuse Allegations Procedure](#).
- 14.14 All incidents of restrictive intervention and use of reasonable force are recorded and reported to parents/carers. Data is regularly reviewed to identify where approaches are not effective over time, identify areas of learning and development, understand repeat patterns and triggers, and analyse use of restrictive interventions with different groups of pupils.

15. Sexual Violence and Sexual Harassment

- 15.1 One-off incidents may be dealt with under the school's Behaviour Policy.
- 15.2 Appropriate disciplinary measures may be taken by the school. If there is an ongoing police or social care investigation this must not be jeopardised, but the school may still undertake its own disciplinary measures by considering the conduct of the alleged perpetrator(s) as part of their Behaviour Policy and applying appropriate and proportionate consequences based on their own conclusions about what happened on 'the balance of probabilities', unless it is prejudicial or unreasonable to do so. The alleged perpetrator(s) must also be provided with support alongside any disciplinary measures.

- 15.3 In cases of sexual violence, a risk assessment must be implemented immediately and discussed with the Trust's Safeguarding Lead. In cases of sexual harassment, a risk assessment should be considered on a case-by-case basis.
- 15.4 If cases reported to the police result in a conviction or caution, this Behaviour Policy will be followed. This may involve consideration of permanent exclusion.
- 15.5 Rape or assault by penetration is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim, and possible other children at the school. Sexual assault may also lead to consideration of permanent exclusion amongst any other suitable sanctions in keeping with this policy.
- 15.6 Reports of sexual assault and sexual harassment may not lead to a report to the police, or if reported may not be progressed or may result in a 'not guilty' verdict. It is important to note that this does not necessarily mean that the offence did not happen or that the victim lied. Following such an outcome, the school can still apply its own sanctions, up to and including permanent exclusion. All concerns related to sexual violence or sexual harassment should be dealt with as per the Safeguarding and Child Protection Policy.

16. Safeguarding separation

- 16.1 In exceptional safeguarding circumstances, the school may require a pupil to remain away from the school site temporarily where there is a serious and immediate risk that cannot be safely managed on site. This is not a sanction.
- 16.2 All cases of safeguarding separation will be managed in accordance with the Trust's [Suspensions and Permanent Exclusions Policy](#).

17. Alternative provision

- 17.1 Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the school where they are enrolled, and not led by school staff. The Trust supports schools using such provisions to try to prevent suspensions, or to re-engage pupils in their education.
- 17.2 The Trust expects all individual schools to consider carefully what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money. Schools should put the following procedures in place:
- A personalised plan for intervention should be prepared by the school, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
 - Plans should be linked to other relevant information or activities such as Targeted Action Plan (TAP), Pupil Support Plan (PSP) or Education, Health Care Plan (EHCP) for children with special educational needs (SEND).
 - The school must ensure relevant information is shared with any alternative provision provider before a placement begins, including safeguarding information, SEND needs, behaviour history and current support strategies, to support the pupil's safety and success in the placement.

- The school must maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
- The school must maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

Appendix 1

Each Trust school has a procedural document, titled, '*[School Name]*'s Behavioural Code of Conduct identifying:

1. Vision & Values.
2. The Behaviour Curriculum.
3. Uniform Standards.
4. Equipment Expectations.
5. Rewards.
6. Pastoral support and interventions.
7. Behaviour management.
8. Bullying.
9. Parent/carers expectations.
10. Banned and Prohibited Items based on the list at paragraph 12.5 of this policy.