

Positive Relationships and Behaviour for Learning Policy

Policy Owner	Director of Education
Approved by	Education Standards Committee
Last reviewed on	June 2026
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1 Introduction

- 1.1 At Creative Education Trust, we strive to build a learning community where staff, students and families work together to successfully nurture and develop the potential of all. As a family of schools, all our academies share a common purpose: to make a difference every day to the lives of the young people and communities that we serve. However, all our academies also have their own unique identity, which we deliberately foster. For this reason, this policy should be read in conjunction with each academy's individual approach to promoting positive relationships and behaviour for learning, which is included in the appendix to this overarching policy document.
- 1.2 This policy is based on legislation and advice from the Department for Education (DfE), which is clearly referenced at appropriate points within this documentation. In particular, the trust acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of students with special educational needs (SEND). The trust believes that students with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies.



2 Relationship to other Trust Policies

- Anti Bullying Policy
- Suspensions and Permanent Exclusion Policy
- SEND Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Teaching, Learning and Curriculum Policy
- Equality, Diversity and Inclusion Policy
- PSHE and SRE Policy
- Restrictive Interventions Policy

3 Principles and Purpose

- 3.1 Creative Education Trust's approach to behaviour for learning is centred around building the relationships that promote positive behaviour and learning. Using the principles of Therapeutic Thinking as a framework, our academies are developing whole establishment approaches that foster positive relationships, thus creating a calm, safe and supportive environment, free from disruption, in which students can thrive, both in and out of the classroom, and reach their full potential. Therapeutic Thinking is a relational and evidence-based approach which recognises that behaviour is a form of communication. Through understanding students' experiences, emotions and individual needs, staff create positive relationships, supportive environments and appropriate adaptations that promote emotional wellbeing, self-regulation and inclusion. The approach focuses on developing internal discipline through teaching, reflection and restoration, rather than relying on punishment or behaviour suppression.

This approach complements our trust ethos and supports our shared trust values of Ambition, Equity and Opportunity:

Positive Relationships and Behaviour for Learning Policy – Our Values in Action		
Ambition	Equity	Opportunity
We have high expectations – our students deserve this. As a result, we expect all our students to: • Have positive attitudes and demonstrate a commitment to their education and school. • Behave with consistently high levels of respect and regard for all members of our learning	We have clear rules, routines and systems, to ensure good relationships and behaviour, so that all our students can learn safely and without disruption. However, we realise that positive relationships and behaviour need to be explicitly taught, and that some of our students will need more support to reach that standard than others.	We expect our teachers to deliver an effective curriculum during lessons, employing appropriate pedagogy that is inclusive, whilst maintaining high expectations. This is so that our students can develop their knowledge and understanding and be able to apply it when they leave school, wherever they work or study.



community • Be polite and have good manners • Wear their uniform smartly and with pride.		
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4 Roles and Responsibilities

- 4.1 All members of the CET family have a responsibility for promoting and maintaining positive relationships and behaviour in our schools and academies. Our specific roles are outlined as follows:

4.2 Trustees/ Education Directors

Our trustees, in consultation with the central team of Education Directors, set our vision, values and strategic direction. This is usually via agreed trust wide policies, including this Promoting Positive Relationships and Behaviour for Learning policy. They review these regularly to ensure that our students receive the best possible provision. CET's Education Directors provide support and challenge to school staff ensure that the trust's policies are embedded, and that the quality of relationships and behaviour is regularly and effectively monitored.

4.3 Headteachers/Principals and Senior Leaders

The Headteacher or Principal, and other senior leaders, are responsible for developing and maintaining a positive learning community that embeds the values of the trust. In practice this means:

- 4.3.1 Ensuring that there are clear policies for routines, rewards and consequences that promote positive relationships and behaviour, including good attendance, both during lessons and at other times.
- 4.3.2 Providing induction, ongoing training and, if required, further support for all staff and students, which makes known the routines, rewards and consequences and which helps to ensure that they are always applied.
- 4.3.3 Ensuring that the policy promotes equity for all students and addresses individual needs. Where there are underlying causal factors for unacceptable behaviour, the headteacher or principal, supported by senior leaders, are ultimately responsible for ensuring that these are considered when deciding which actions to take in response.
- 4.3.4 Supporting the practical day-to-day aspects of the policy's implementation by being visible; responding to and investigating serious instances of unacceptable behaviour; ensuring all relevant information about individual students is shared within and between teams; and communicating effectively with parents, outside agencies and other key stakeholders, as appropriate.
- 4.3.5 Ensuring that suspensions and permanent exclusions are issued in a manner that is compliant with the relevant statutory guidance and as a 'last resort', and that appropriate arrangements are made for the re-integration of students further to periods of suspension.
- 4.3.6 Making all staff aware of the statutory guidance contained or alluded to within the relevant sections of *Keeping Children Safe in Education*, so that they can adequately safeguard students when responding to allegations of child-on-child abuse, sexual harassment, sexual violence,



or when students report bullying.

- 4.3.7 Scrutinising and reporting, using the agreed processes, data in relation to routines, rewards and consequences to ensure that they remain effective. This includes keeping written records of all significant behaviour and safeguarding incidents, using the trust's MIS system and CPOMS, as well as ensuring that individuals and groups are closely monitored to allow for early intervention, and reviewing both the support provided to individual students and the impact of this.
- 4.3.8 Prioritising the explicit teaching to students about the school's behaviour routines, rewards and consequences, including the rationale for each, and providing a relevant PSHE programme.

4.4 Staff

Staff will model leadership and act as positive ambassadors of the school and the trust, acting, always, in line with this and other policies through their professional behaviour and conduct. In practice this means that all staff will ensure that they are:

- Modelling the behaviours that they wish to see, engaging with students in a polite, calm and respectful manner
- Encouraging the development of social, emotional and behavioural skills by highlighting and promoting positive behaviour
- Always doing their best to 'de-escalate' situations when a student behaves in an unacceptable manner, both inside and outside of the classroom, by applying this policy fairly and attempting to repair relationships with a student before their next lesson
- Seek to understand any underlying issue, including SEND, or contextual challenges that may help explain – if not excuse – unacceptable behaviour
- Ensuring that students have 'thinking time' in between warnings so that they have a chance to adjust their behaviour
- Helping students to understand the reasons for any consequences they are given – either at the time they are given or afterwards
- Reporting, using the agreed processes, any safeguarding, wellbeing and/or relationship and behaviour concerns.

Additionally, all staff will endeavour to develop positive relationships with students which, according to role, may include:

- Greeting students in the morning/at the start of lessons and, if appropriate, undertaking supervisory or other 'duties'
- Establishing clear routines and communicating expectations of behaviour
- Preparing lessons that ensure all students can access the curriculum appropriately
- Responding to – and, where possible – minimising the likelihood of - low-level disruption, in line with the school's policies and procedures. For example, getting to know students well, developing an understanding of potential 'triggers' for any unhelpful behaviour and using this knowledge to plan the best ways to support individuals to better manage their behaviour
- Providing support programmes for identified individuals so that they learn how to better manage their behaviour



- Communicating with parents regarding concerns and, where appropriate, providing or signposting advice and/or support for families.

4.5 **Students**

Students are ambassadors of our schools even when off site. They are expected to follow the school's behaviour rules and routines; to listen to and follow instructions by staff and accept and learn from any consequences that they receive. This extends to any arrangements put in place to support them in forming positive relationships and improving their behaviour for learning.

4.6 **Parents**

Parents play a key part in ensuring that their children are successful at school. Sending their child to the school implies an acceptance of, and support for, the school's policies by parents, including the Positive Relationships and Behaviour for Learning Policy. Parents should inform leaders about any known or potential special educational needs, or personal issues, that may result in their child displaying unacceptable behaviour. Parents may be asked to attend meetings with staff to discuss their child's behaviour, including after a suspension at the point at which their child is re-admitted in school.



5. Policy Detail

5.1 Our Core Expectations

In line with our shared values and ethos, all CET schools consistently promote both our high expectations, and provide any necessary support, to ensure that all students have the best opportunity to thrive both in and out of the classroom.

5.2 As a result, all CET schools will prioritise:

- Agreeing a shared set of values that communicate expectations for relationships and behaviour, and which help all members of the learning community understand how they can work and succeed together
- Having clear and simple routines, rewards and consequences which link directly to the school or academy's values, and which foster high standards of behaviour and a calm and safe environment
- Providing training and support to staff on managing behaviour through the continuing professional development cycle
- Considering poor behaviour in relation to SEND and other relevant circumstances, making reasonable adjustments to these policies, where appropriate, to ensure that this policy is always applied fairly and in accordance with the key trust principle of equity
- Regularly and deliberately teaching students about both acceptable and unacceptable behaviours, both in wider society, and at school
- Planning a well sequenced curriculum with a view to ensuring that students are always engaged in purposeful learning.

5.3 Routines and Consequences

- 5.3.1 All of our staff and students have a right to work in a school where they can learn and are treated with courtesy and respect. Likewise, expectations and boundaries are a necessary and normal part of our society. They support emotional, psychological, and physical safety, as well as providing points of reference for what we expect of ourselves and each other.
- 5.3.2 For this reason, a cornerstone of all of our schools and academies' behaviour for learning processes is a system of agreed routines, during both lesson times and social times, and 'consequences' or ways of dealing with unacceptable behaviours.
- 5.3.3 In line with the trust's values, and in response to our commitment to Therapeutic Thinking, our 'consequences' are not designed to be punitive but are either developmental and restorative, helping the student to understand the impact of their behaviour, or protective, preventing the student from behaving in these ways until they receive the support they need to help them to make better decisions.
- 5.3.4 Staff can apply agreed consequences to students at any time that the student is in school, or when out of school if the student is:



- taking part in an activity organized by the school or trust
- travelling to and from the school
- wearing school uniform
- in some way identifiable as a member of the school
- engaging in activities that could have repercussions for the orderly running and/or reputation of the school
- on the balance of probability, acting in such a way as to be a threat to one or more members of the school community.

5.4 Rewards

The positive reinforcement of good relationships and behaviour is a powerful tool for establishing a strong learning community. For this reason, all our schools detail the rewards students can receive, and how these link to the school values (see appendix). They may include, but are not limited to:

- Verbal and written praise
- Points systems
- Letters or phone calls home
- Special responsibilities/privileges, especially where the position actively supports the creation of a positive learning community, as well as the personal development of the young person concerned
- Celebration events, including, but not limited to, reward trips, assemblies and presentation evenings.

5.5 Detentions

These may be set before, during or after school, on any school day or Staff Training (INSET) Day. If students are detained during the lunch break, they will still be given reasonable time to eat, drink and use the toilet. Please note that parental consent is not required for a detention to take place, although staff will always endeavour to give notice on the day or day before the detention. Where appropriate, staff will also always take into consideration any special needs a student may have, that might, for example, impact upon their ability to travel home safely after serving a detention.

5.6 Removal from the Classroom

Some of our schools and academies use a removal system, but this should only be in response to serious or persistent breaches of this policy during lesson times where initial teacher de-escalation and other restorative responses have not been successful. This offers students important 'time-out' and allows other students the opportunity to learn without disruption.

- 5.6.1 Staff will seek to minimise the amount of time that the student who has been removed from a lesson spends outside of the classroom. Wherever it is considered likely that the student can be re-integrated into the lesson after a brief conversation, then staff will seek to do this. Otherwise, staff will try to re-integrate the student back into a subsequent lesson later during the day and as swiftly as the student's ongoing behaviour permits. Brief periods of time educated outside of the classroom may be a supportive intervention rather than a 'punishment.' Where this intervention is not effective – or where the initial unacceptable behaviour was particularly serious or repeated – a student may be required to serve an internal suspension, as an alternative to



an external suspension from school. This may start, and end, at a time later than the normal school day.

- 5.6.2 Students who are removed from lessons will usually continue to follow the normal curriculum. If this is not possible, they will be provided with appropriate work for their age and ability which is in line with the mainstream curriculum. In addition to completing work during the period of removal, students will also be supported with their behaviour, by being helped to consider how they can behave differently in the future. Sometimes, staff may consider that this behaviour support work must take priority over curriculum learning. Where this is the case, arrangements will be made to ensure that the student can catch up the missed learning, in the same way as for other absences.
- 5.6.3 Parents, carers and guardians will be informed of the removal on the same day.
- 5.6.4 Details about how removal systems, if appropriate, work in this school are set out in the appendix to this policy.
- 5.6.5 Students will not be removed from lessons for arriving late, or for truanting, other than in exceptional circumstances, such as when their behaviour is dysregulated and they are likely to disrupt learning should they join the relevant lesson.



6. Suspension and Permanent Exclusions

All students have a right to an education and to be protected from a life of underachievement and social exclusion. This does not, however, mean that our schools can always avoid suspending a student or placing them in a specialist educational setting. Used in the right way, a suspension can be followed by actions that are restorative or interventions that help the student to avoid carrying out the unacceptable behaviours again.

- 6.1 Suspensions and permanent exclusions will only be used as a last resort and when all other approaches and interventions, as outlined in the DfE's *Behaviour for Schools* document (2024) have been attempted. Accordingly, students who engage in persistent disruptive behaviour will usually receive an internal exclusion as an alternative to a suspension. Where a headteacher or principal decides that a suspension is necessary, they will explain within the suspension letter why an internal exclusion was not used as the consequence for persistent disruptive behaviour. Staff will actively seek to prevent suspensions through proactive approaches to relationships and behaviour, including using systems and procedures to identify and support students whose behaviour is causing serious concern. A range of possible strategies, including off-site directions and the use of alternative provision, that staff might use to support students so that they can remain at the school are outlined in the appendix to this policy. All CET schools have adopted approaches to managed moves, re-directions and alternative provision which are in line with the DfE's revised guidance on exclusions and suspensions (July 2026)
- 6.2 Where a fixed term suspension or permanent exclusion is being considered, the headteacher or principal will ensure that there is a full investigation, which will include:
 - 6.2.1 Evidence being collected (from students involved, other witnesses, staff and CCTV etc.).
 - 6.2.2 The school's SEND team being consulted about any recognised SEND that may have caused/contributed to the behaviour.
 - 6.2.3 The pastoral/safeguarding team being consulted about any known issues that may be affecting the student, as well as the level of support that has been provided.
 - 6.2.4 Only when all the above steps have been taken, and the information provided has been reviewed in line with the relevant statutory guidance, will the headteacher or principal decide what action will be taken. Typically, students who engage in persistent disruptive behaviour will be internally excluded rather than externally suspended. When the headteacher or principal decides to issue an external suspension instead, they will explain the rationale for this in their letter to parents, as well as any behaviour support previously provided to the student.
 - 6.2.5 Suspensions and permanent exclusion will never be used because a student has SEND, or for poor academic performance, lateness or truancy, a breach of



the uniform rules, or the behaviour of the student's parents, carers or guardians, including their failure to attend a reintegration and/or accept a managed move.

- 6.2.6 Where a suspension will mean that a student with SEND serves 10 days or more of suspension during an academic year, **or** where a decision whether to permanently exclude **any** student is being made, leaders **must** consult CET's Director of Inclusion before the final decision is taken. The Director of Inclusion's role in the consultation is to support leaders to ensure that statutory responsibilities, including those regarding equity are considered proactively before leaders make local decisions. In exceptional circumstances, the Director of Inclusion may direct that the permanent exclusion does not proceed.
- 6.2.7 On returning from suspension, the student and their parents will attend a reintegration meeting. This will include a focus on the support staff will provide the student to correct their behaviour, and how this support, and its impact, will be monitored. For details of the different kinds of support that may be available, please see the appendix to this policy.
- 6.2.8 Should a student serve three suspensions, in any given term, or more than three during any given academic year, the student and their parents will be discussed at a professionals' meeting such as a Team Around The Child meeting. Parents will then be invited to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward.
- 6.2.9 Where a student has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the student and their parents to such a meeting to see what can be done to support the student. Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.
- 6.3.0 There may be occasions when a student may be required to stay off-site temporarily for safeguarding reasons. This will usually be where an allegation that has been made requires students to be separated and the risk cannot be safely managed on site. This is not a disciplinary sanction, or a suspension or a permanent exclusion. For more detailed information, please see the CET Suspensions and Permanent Exclusions Policy.

7. Adapting Consequences for Students with SEND

- 7.1 Any consequences given will always be in line with this policy. They will also be fair, reasonable, proportionate and in accordance with the Equalities Act, 2010. As part of this, staff recognise that students' behaviour may be impacted by a special educational need and/or a disability (SEND).
- 7.2 This means that staff will try to anticipate, as far as possible, all likely triggers of misbehaviour and, where appropriate, put in place support plans for identified students to prevent issues from occurring. Where necessary, support and advice will be sought from relevant external agencies, including the Local Authority. Staff will always work with the student's family to create a plan.
- 7.3 Plans might include specific strategies, such as rewards, visual cues, interventions or calm-down areas, where students can go to regain control of their emotions. These plans will be shared with teachers so that they know how to support individual



students in their learning and behaviour. Staff will regularly review these plans, working collaboratively with the student and their parents, to ensure they remain appropriate.

- 7.4 When incidents of unacceptable behaviour arise, staff will also consider them in relation to a student's SEND and the consequence system may be adapted to cater to the specific needs of that student.
- 7.5 Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case by-case basis by senior staff; not every incident of misbehaviour will be connected to an additional and/or unmet need.
- 7.6 When considering a behavioural sanction for a student with SEND, staff will consider the following:
- Whether the student was able to understand the agreed expectation or instruction
 - Whether the student was unable to act differently at the time as a result of their SEND or mental health need, or a need not having been met by staff
 - Whether the student is likely to behave aggressively due to their SEND

If the answer to any of these questions is yes, senior staff at the school or academy will then assess if it is appropriate to use a consequence at all, and, if so, whether any reasonable adjustments need to be made.

8. What are reasonable adjustments?

- 8.1 Any variations to our policies will always consider the specific circumstances and requirements of the student concerned. In practice, however, this might mean: modifying the consequence, for example internal suspension with the SEND team, as opposed to mainstream internal suspension or external suspension; to provide a more appropriate work environment; to support with school work; to create a more familiar structure to the working day, for example pausing the usual behaviour processes whilst the student completes interventions or coaching to build confidence/understanding of the expected behaviours.
- 8.2 It should be noted, however, that, whilst staff will always consider the impact that their actions will have on the student with SEND, they also need to consider the safety and well-being of all other members of the school community learning community as a whole.
- 8.3 For this reason, staff will work with relevant external agencies, including the local authority, when they identify a student who is at risk of suspension/nearing the threshold for permanent exclusion, to identify any further support that could be put in place.
- 8.4 Should a student in receipt of an Education Health Care Plan (EHCP) be at risk of permanent exclusion, then an Emergency Review of that plan will be called at the earliest opportunity.
- 8.5 Uniform: effective teaching and learning starts with a smart and tidy appearance as it helps to instil discipline and pride, reducing the risk of distraction in lessons. The uniform expectations, and support available to families, is outlined in the appendix to this policy. Individual academy uniforms should be worn by all students. Prohibited items can be confiscated. Likewise, students may be lent correct uniform or placed in



isolation with appropriate work until uniform issues are resolved.

- 8.6 Visiting the toilet during lessons: students are encouraged to visit the toilet during social times and lesson changeover periods. If staff allow a student to visit the toilet during lesson times, the student may be asked to leave their switched-off mobile device in a tray on the teacher's desk. The student will be able to collect their mobile device immediately on return to the classroom. This is to minimise the ability of students to use their mobile phones in an unsupervised manner, which can represent a safeguarding risk.
- 8.7 Social media and unacceptable online behaviour: The misuse of social media, or the undertaking of unacceptable on-line behaviour in general, may fall under the remit of this policy in the case of:
- damage being caused to the reputation of one or more members of the school community, or to the school as a whole
 - use that may harass, bully or discriminate
 - the posting of demonstrably false or misleading statements.

8.8 **Physical Restraint**

Staff have a legal power to use physical restraint – sometimes known as ‘positive handling’, ‘restrictive interventions’ or ‘reasonable force’ - where necessary, including to avoid a student:

- causing injury to themselves or others
 - committing a criminal offence
 - causing serious damage to property
 - causing significant disorder
- 8.8.1 The trust's Restrictive Intervention Policy sets out our approach. Incidents of physical restraint will always be used as a last resort when all appropriate de-escalation techniques have failed and will be applied using the minimum amount of force and for the shortest amount of time possible. It will never be used as a punishment. All incidents of reasonable force will be recorded and reported to parents, usually on the same day. The headteacher/principal will ensure that there are sufficient staff who are trained in how to safely restrict a student's movement should that be required.
- 8.8.2 Where it is known that a student's behaviour could present a significant risk of injury to themselves, other people, or property, staff will complete a risk assessment, in conversation with safeguarding and SEND colleagues, to determine if the student requires a positive handling plan to be put in place, and how that might best be avoided.
- 8.8.3 These plans will be developed in the student's best interests and agreed by the parents and the child concerned wherever possible. They will be reviewed regularly with any support plans and/or if the needs of the student change.

8.9 **Drugs**

The school operates a robust approach on drugs for the health and safety of all staff, students and visitors. The policy on drugs applies to all schools and to school related activities whether on or off site. This includes the journey to and from school. The word ‘drugs’ used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

- 8.9.1 The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as



part of the PSHE programme and academies will also involve outside agencies such as drugs education charities.

- 8.9.2 Any student found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction may include suspension or permanent exclusion from school. Sometimes, it will also be necessary to involve the police, and/or social care/substance abuse support services.
- 8.9.3 Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.
- 8.9.4 Usually the school will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child, which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

8.10 **Searching and Confiscation**

Searching, screening and confiscation will be conducted in line with the DfE's latest guidance. Although this list should not be treated as exhaustive, banned items include:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco and cigarette paper
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- 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 to damage to property.

As long as it is reasonable in the circumstances, staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item. If a prohibited item is confiscated (including clothing and/or jewellery), and presuming it does not need to be retained, as per DfE guidance, it can only be collected by a parent. Staff cannot look after items for students and individual schools cannot be held responsible for lost or stolen articles. We therefore strongly encourage students not to bring valuable or banned items into school.

- 8.10.1 In the interests of the health, wellbeing and safety of our community, all students will have relevant PSHE education on issues such as drugs and alcohol. Any student found to be involved in a banned item incident, including on the way to and from school, will face appropriate consequences under this policy. Such incidents, except in exceptional circumstances, could lead to suspension and, under some circumstances, a permanent exclusion.
- 8.10.2 When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to students and staff. The student to be searched will be told why they are being searched and informed as to how and where the search will take place. The student will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the student understands the reason for the search and how it will be conducted so that their agreement is informed.



- 8.10.3 A student's possessions can only be searched in the presence of the student 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 for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the student present and an additional member of staff present as a witness to the search for safeguarding purposes.
- 8.10.4 The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a student. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a student was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.
- 8.10.5 Only staff members authorised by the headteacher/principal may carry out searches without consent.
- 8.10.6 The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 8.10.7 Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Head of Safeguarding/the school's Designated Safeguarding Lead.
- 8.10.8 School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.
- 8.10.9 Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.
- 8.11 **Police Searches/ questioning and the requirement for an appropriate adult to be present**
- 8.11.1 The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of having committed an offence.
- 8.11.2 The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a student about an offence they may suspect. This communication will be recorded on CPOMS.
- 8.11.3 If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in the best interests of the child they



should ask to speak with a supervisor or contact 101 to escalate their concerns.

8.11.4 The appropriate adult' means, in the case of a child under the age of 18:

- the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation
- a social worker of a local authority
- Failing these, some other responsible adult aged 18 or over who is not a police officer.

9. Monitoring, Review and Accountability

Leaders and trustees will monitor behaviour and associated data to identify patterns, emerging risks or training needs.



Appendix 1

AMBITION- EQUITY – OPPORTUNITY			
Purpose	Policy Checklist	Relevant Guidance	Equality, Diversity and Inclusion
To foster positive relationships, high standards of behaviour, and a calm and safe environment, within which all members of our community can thrive and reach their full potential.	Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour. Having a clear and simple ‘rewards, routines and consequences’ policy. Providing training and support to staff on managing relationships and fostering positive behaviour. Planning (via Team Around the Child meetings or similar), implementing and reviewing pastoral intervention packages, in line with need. Planning a strong curriculum (mainstream and all Alternative Provision), including explicitly teaching students about positive relationships and behaviour	Behaviour In Schools – Advice for Headteachers and school staff (DfE, February 2024) Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE, July 2026). Searching, Screening and Confiscation Advice for Schools (DfE, July 2022) Restrictive Interventions in Schools (DfE, December 2025) Keeping Children Safe in Education (2025).	The trust believes that students with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies. This means making appropriate reasonable adjustments to this policy.



	and how they catch up work after absence.		
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Appendix 2 – Positive Relationships and Behaviour for Learning Thistley Hough Academy

Rationale

At Thistley Hough Academy, we believe that excellent behaviour is not only a requirement for great progress, but an entitlement for every student. Every young person has the right to access high-quality teaching and learning in a calm, safe and purposeful environment where disruption is minimised and achievement is valued.

We recognise that positive behaviour is fundamental to academic success, emotional wellbeing and personal development. Our Behaviour for Learning Policy is designed to establish clear expectations, consistent routines and a culture where students are encouraged and supported to make positive choices.

The Academy is a vibrant and inclusive community that celebrates the achievements, diversity and contributions of all students. We believe that strong relationships, mutual respect and a shared commitment to high standards are the foundations of a successful school.

Our culture is built upon the core values of:

Respect

Respect for ourselves, others, learning and the wider community.

Responsibility

Taking ownership of our actions, behaviour, choices and learning.

Resilience

Demonstrating perseverance, determination and the ability to overcome challenges positively.

These values underpin every interaction, conversation and decision across the Academy.

Whilst we maintain exceptionally high expectations, we also recognise that behaviour is a form of communication. Through our Therapeutic Thinking approach, staff seek to understand the need behind behaviours whilst ensuring that students are held accountable for their actions. We believe that effective behaviour support combines clear boundaries, consistency, restorative practice and strong relationships.

Staff will challenge behaviour that falls below expectations. However, we also recognise that young people make mistakes and require guidance, support and opportunities to learn from them. Through reflection, restoration and support, students are encouraged to develop the self-regulation skills necessary to become successful young adults.

Parents and carers are vital partners in this process. We believe that strong relationships between home and school significantly improve outcomes for young people and therefore ask all parents and carers to work alongside us in supporting our expectations, routines and values.



Expectations

At Thistley Hough Academy we uphold the values of Respect, Responsibility and Resilience in every aspect of our school community.

Students are expected to be positive contributors to academy life and demonstrate behaviour that promotes a safe, respectful and inclusive environment for all.

THA students demonstrate Responsibility by:

- Arriving at school and lessons on time.
- Wearing the academy uniform correctly every day.
- Bringing all required equipment.
- Completing classwork and homework to the highest standard.
- Taking ownership of their behaviour and learning.
- Using available support appropriately.
- Following academy routines consistently.

THA students demonstrate Respect by:

- Following staff instructions first time.
- Listening actively and attentively.
- Speaking politely and appropriately.
- Respecting differences, beliefs and opinions.
- Taking pride in the academy environment.
- Respecting personal space and property.
- Representing the academy positively both on and off site.

THA students demonstrate Resilience by:

- Persevering when learning becomes challenging.
- Learning from mistakes.
- Accepting support and guidance.
- Responding positively to feedback.
- Managing disagreements appropriately.
- Remaining focused and committed to their learning goals.



Support and Therapeutic Thinking

At Thistley Hough Academy, we believe that all students can be successful when the right support is in place.

We are committed to a Therapeutic Thinking approach, recognising that behaviour is often a communication of an unmet need. Whilst students remain accountable for their actions, staff seek to understand the factors influencing behaviour and support students in developing more positive responses.

This approach is embedded throughout our academy through:

- Positive relationships.
- Consistent classroom routines.
- Restorative practice.
- Success4SEND provision.
- Pastoral mentoring.
- Emotional regulation support.
- Reintegration programmes.
- Early intervention strategies.
- Partnership working with families.

Support may include:

- Form Tutor intervention.
- Head of Year support.
- Behaviour mentoring.
- Report cards.
- Behaviour support plans.
- Reintegration Team support.
- External agency involvement.
- SEND interventions.

Where a student experiences behavioural difficulties, staff will seek to identify barriers and implement support before concerns escalate.



Celebrating Success in the Classroom

At Thistley Hough Academy, we believe that recognition is one of the most powerful tools in developing positive behaviour.

Our rewards culture is designed to celebrate success, effort, improvement and positive contributions to academy life.

Students may receive recognition through:

- Golden Tickets.
- Positive points.
- Positive phone calls home.
- Postcards home.
- Certificates.
- Principal Awards.
- Reward events.
- Reward trips.
- Termly celebrations.

Golden Tickets

Golden Tickets are awarded to students who consistently demonstrate Respect, Responsibility and Resilience.

Students may earn Golden Tickets for:

- Exceptional effort.
- Academic excellence.
- Outstanding classwork.
- Improvement in behaviour.
- Excellent attendance.
- Positive contribution to academy life.
- Kindness and compassion.
- Leadership.
- Representing the academy positively.
- Going above and beyond expectations.

There is no limit to the number of Golden Tickets a student can earn.



Students may exchange Golden Tickets for rewards through their Head of Year or enter them into academy prize draws for larger rewards.

Through this recognition system we actively promote a culture where success is visible, valued and celebrated.

Behaviour for Learning in the Classroom

Learning time is precious and should never be disrupted by poor behaviour.

Students are expected to:

- Arrive promptly.
- Be equipped.
- Follow instructions first time.
- Engage positively with learning.
- Allow others to learn.
- Demonstrate respect towards staff and peers.

The classroom behaviour system ensures consistency across the academy.

R1 – Remind

A verbal reminder of expectations.

R2 – Warning

A second reminder that behaviour must improve.

Staff should consider:

- De-escalation strategies, such as providing take-up time or having a calm, private conversation.
- Adaptive teaching strategies, such as breaking tasks into smaller steps or providing additional scaffolding.

R3 – Restorative Intervention

A restorative conversation may be facilitated by an appropriate member of staff.

Students will be encouraged to:

- Reflect on their behaviour.
- Consider the impact on others.



- Accept responsibility.
- Reset expectations.

Unsuccessful R3

If the student does not engage positively, or behaviour continues to disrupt learning, they will be directed to Reflect for the remainder of the lesson.

Where appropriate, decisions will be triaged according to the student's emotional presentation, behaviour, SEND profile and individual circumstances.

Students in Reflect will:

- Continue learning.
- Reflect on behaviour.
- Complete restorative work.
- Prepare for successful reintegration into lessons.



Classroom Intervention and Communication

To promote positive behaviour and maintain high standards in the classroom, a clear process of intervention and communication is followed when concerns arise.

At Thistley Hough Academy, we believe that early intervention is the most effective way to prevent behavioural concerns from escalating. Staff are expected to address concerns promptly, consistently and professionally whilst maintaining positive relationships with students and their families.

Where a student is experiencing difficulties in lessons, staff will seek to identify possible barriers to success and work collaboratively to implement appropriate support strategies. This may include classroom interventions, restorative conversations, mentoring, reasonable adjustments or targeted pastoral support.

If a student receives two removals from lessons within a two-week period, the class teacher will make contact with parents or carers. This communication is intended to:

- Inform parents of the concerns.
- Reinforce academy expectations.
- Share strategies being implemented in school.
- Establish effective school-home communication.
- Seek parental support in addressing concerns.

If behavioural concerns persist, responsibility will move to the Head of Department who may implement additional interventions, classroom support or subject-specific strategies.

Where concerns continue despite intervention, the wider pastoral team will become involved and parents or carers may be invited into school for a meeting. The purpose of this meeting will be to review concerns, discuss support strategies and establish a clear plan moving forward.

Parents and carers will be informed of significant incidents, removals and consequences through Arbor, SMS text messages, email communication or telephone calls.

Reasonable Adjustments

Thistley Hough Academy is committed to ensuring that all students are able to access education successfully.

Reasonable adjustments will be made, where appropriate, for students with Special Educational Needs and Disabilities (SEND), Education Health and Care Plans (EHCPs), medical conditions or other identified additional needs.

Behaviour expectations remain consistent for all students. However, responses to behaviour may be adapted to take account of individual needs and circumstances.

All staff have access to student information and support documents and are expected to familiarise themselves with the needs of students they teach.



A graduated response and triage system is in place through the SEND, SEMH and Safeguarding Teams to ensure appropriate support is available when required.

Before more serious sanctions are applied, leaders will consider:

- The student's identified needs.
- Existing reasonable adjustments.
- Previous interventions.
- Safeguarding considerations.
- Individual circumstances.
- Advice from specialists and support services.

The Academy recognises that equality does not always mean treating everybody identically. Rather, it means ensuring that all students can successfully access learning whilst maintaining high expectations for behaviour and conduct.

Success4SEND Intervention – Information and Expectations

At Thistley Hough Academy, we recognise that some students require additional support to successfully engage with learning and regulate their emotions.

The Success4SEND provision forms an important part of our inclusive approach to behaviour support and enables students to access targeted intervention whilst maintaining access to mainstream education.

Support available through Success4SEND may include:

- Access to the Success Room.
- Use of a Success4SEND Pass.
- Sensory regulation opportunities.
- Mentoring and pastoral support.
- Emotional regulation interventions.
- Additional support from SEND team.

The Success Room provides a calm, safe and sensory-friendly environment supervised by the SEND Team.

The purpose of the provision is to help students:

- Emotionally regulate.
- Develop coping strategies.
- Increase resilience.
- Successfully return to learning.



- Build independence and self-management skills.

Students may be issued with a Success4SEND Pass which enables them to access the Success Room for a five-minute regulation break, up to twice daily unless otherwise agreed by the SEND Team.

All students with identified SEND needs will have a **Pupil Passport**.

Pupil Passports provide staff with detailed information regarding:

- Student strengths.
- Areas of need.
- Successful classroom strategies.
- Individual triggers.
- Effective communication methods.
- Reasonable adjustments.

Pupil Passports will be reviewed and updated termly in partnership with students, parents/carers and relevant professionals. All staff are expected to implement the strategies outlined within the passport to ensure students can access learning successfully.

Where behaviour is linked to an identified or emerging need, staff will seek to understand the underlying cause of the behaviour and implement support before considering more serious consequences.

Whole School Expectations and Sanctions

The Behaviour for Learning Policy cannot detail every possible situation. The expectations and consequences outlined within this policy provide the framework through which behaviour will be managed.

The Principal and Vice Principals reserve the right to respond to behaviour which compromises:

- Learning.
- Safety.
- Respect.
- Inclusion.
- The smooth operation of the Academy.

Students are expected to conduct themselves appropriately at all times whilst under the supervision of the Academy, including:

- Before school.
- During lessons.



- During social times.
- On educational visits.
- Travelling to and from school.
- Within the local community whilst in uniform.
- Online where actions impact members of the Academy community.

Attendance and Punctuality

Excellent attendance and punctuality are fundamental to success.

Regular attendance enables students to access learning consistently, develop positive routines and maximise their opportunities for achievement.

Students are expected to attend regularly and arrive punctually both to school and lessons.

Students arriving after **8:30am without a valid reason** may receive a same-day 30-minute detention with the Attendance Team.

Students who regularly arrive late may receive additional intervention and support from the Attendance Team and their Head of Year.

Where a student accumulates more than **30 minutes of lateness to lessons during one school week**, they will be expected to attend a 30-minute detention with their Head of Year. This meeting will focus on improving punctuality, reviewing routines and identifying strategies for improvement.

The Academy will work closely with students and families to identify and remove barriers to attendance and punctuality at the earliest opportunity.

HUSH Mobile Phone Pouch System

To support a calm, focused and distraction-free learning environment, Thistley Hough Academy operates a phone-free school environment through the use of HUSH Mobile Phone Pouches.

Research and educational experience demonstrate that unrestricted access to mobile phones can negatively impact concentration, engagement, social interaction and emotional wellbeing. Through implementing a phone-free school environment, we aim to:

- Maximise learning time.
- Improve concentration and engagement.
- Reduce distractions during lessons.
- Promote positive social interaction.
- Support students' emotional wellbeing.
- Encourage healthy relationships with technology.



- Create a calm, safe and purposeful learning environment.

All students who bring a mobile phone onto the Academy site are required to use their allocated HUSH pouch.

On arrival each day, students must place their mobile phone into their allocated HUSH pouch and securely lock it. The pouch must remain locked and in the student's possession throughout the school day. Phones may only be unlocked once students have left the Academy site using the designated unlocking stations.

Mobile phones, smart watches, headphones, earbuds, tablets and any other communication or electronic devices must not be seen, heard or used anywhere on the Academy site, including during lesson changeovers, breaktimes and lunchtime.

If a student is found using, displaying or attempting to access a mobile phone or other prohibited electronic device during the school day, they will receive a consequence in line with the Academy's Behaviour for Learning Policy. Students will be required to hand in the device immediately. Any confiscated device will be secured by the Academy and stored in a secure location. The device will only be returned to a parent/carer and must be collected from the Academy at an agreed time.

Students are expected to comply with any reasonable request from a member of staff to hand over a device or present their HUSH pouch for inspection if there is reason to believe it has been tampered with or is not being used correctly.

The HUSH pouch remains the responsibility of the student. Students must bring their allocated HUSH pouch to school each day if they bring a mobile phone onto site. If a HUSH pouch is lost, damaged, deliberately tampered with or defaced, the replacement cost will be the responsibility of the parent/carer and payment must be made through Arbor Pay.

Refusal to hand over a mobile phone or electronic device, refusal to use the HUSH pouch correctly, deliberate tampering with the pouch, or repeated breaches of the Academy's mobile phone expectations will be treated as defiance and may result in further consequences, including suspension.

The HUSH mobile phone pouch system supports our commitment to creating a positive learning environment where students are fully engaged in their education, free from unnecessary distractions and able to build positive relationships with both peers and staff.

Uniform and Personal Presentation

Students are expected to wear their Academy uniform correctly at all times. Uniform must be worn without variation and students must not wear non-uniform items. This includes, but is not limited to, jeans, leggings, sportswear, patterned scarves, trainers and noticeable make-up.

Students who attend the Academy wearing incorrect uniform will be required to work in Reflect until the issue is resolved. Parents/carers will be contacted and asked to provide the correct uniform. Where uniform concerns remain unresolved over several days, students may be required to continue their learning in the internal isolation provision until they meet



the Academy's uniform expectations. The Academy will work with parents/carers to resolve any ongoing concerns and may provide support where appropriate.

Students are expected to represent the Academy positively at all times. This expectation applies whilst on the Academy site, travelling to and from the Academy, attending educational visits, participating in Academy events and when using social media or other online platforms. Students must conduct themselves in a manner that reflects the Academy's values and expectations and must not bring the Academy into disrepute.

Failure to meet these expectations may result in consequences being applied in line with the Academy's Behaviour for Learning Policy.

Items Not Permitted on Site

Non-Uniform Items

Non-uniform items, including hooded sweatshirts and any other clothing or accessories that do not form part of the Academy uniform, will be confiscated on sight and collected by the Head of Year. Parents or carers may collect confiscated items at the end of the school day if required.

Unhealthy Foods and Drinks

Fizzy drinks, energy drinks, chewing gum, multipacks of food (such as cookies, doughnuts and biscuits), large cartons of juice and excessive quantities of unhealthy foods are not permitted on site.

Such items will be confiscated and will not be returned. Staff will record the incident on Arbor to ensure clear communication with parents and carers.

Dangerous Items

Dangerous items that may cause harm or present a risk to the safety and wellbeing of others are strictly prohibited. This includes, but is not limited to:

- Illegal drugs.
- Alcohol.
- Knives.
- Offensive weapons.
- Fireworks.
- Vapes and vaping paraphernalia.
- Objects intended for use as weapons.
- Any item that may reasonably be considered dangerous.

Any dangerous item found on site will be confiscated immediately and passed directly to the Principal. A full investigation will take place and appropriate sanctions will be considered.



Depending on the severity of the incident, this may include suspension, permanent exclusion and/or referral to external agencies, including the Police.

The possession, use or supply of illegal drugs, alcohol, knives or offensive weapons fundamentally undermines the safety and wellbeing of the Academy community and may result in Permanent Exclusion.

This list is not exhaustive and staff may exercise professional judgement when deciding whether an item compromises safety, learning, respect or the smooth running of the Academy.

Where a student hesitates to hand over a prohibited item, refuses to surrender an item, or attempts to negotiate its retention, an additional consequence may be applied.

Searching Students

Where staff have reasonable grounds to believe that a student may be in possession of a prohibited or dangerous item, an appropriate search may be conducted in accordance with the Academy's Behaviour for Learning Policy and Department for Education guidance.

The Academy will act swiftly where concerns exist regarding the safety and wellbeing of students, staff or visitors. Every effort will be made to address concerns sensitively whilst maintaining the safety of the wider school community.

Whenever possible, students will first be given the opportunity to voluntarily hand over any prohibited item before a search takes place.

If concerns remain, students may be asked to present their belongings for inspection. Searches will normally be conducted by two members of staff and, where possible, one of these staff members will be a member of the Senior Leadership Team. Appropriate consideration will be given to the student's age, gender, SEND needs and individual circumstances.

Students may be asked to empty the contents of:

- Bags.
- Coats.
- Blazers.
- Pockets.
- Other possessions.

The student will conduct this process themselves wherever possible. Every effort will be made to preserve the student's dignity, privacy and wellbeing throughout.

In certain circumstances, where there are reasonable grounds to suspect that a student's phone contains evidence of behaviour that is threatening, abusive, harmful or places another member of the Academy community at risk, students may be required to present relevant content to a member of staff. Screenshots or records of evidence may be retained in accordance with safeguarding, behaviour and data protection requirements.



Parental consent is not required before a search is conducted where there are reasonable grounds to do so. The safety and wellbeing of the Academy community must always take precedence, and the Academy will take prompt and proportionate action where there is potential risk of harm.

All searches will be conducted in accordance with current Department for Education guidance, including *Searching, Screening and Confiscation* and *Suspension and Permanent Exclusion* guidance. The Academy will ensure that all decisions are lawful, reasonable, proportionate and appropriate to the circumstances, whilst balancing the needs of the individual student with the safety, welfare and education of the wider school community. Particular consideration will be given to safeguarding, Special Educational Needs and Disabilities (SEND), any reasonable adjustments in place and the rights of all students to learn in a safe and disruption-free environment

Violence

All forms of violence are unacceptable at the Academy. Every member of the Thistley Hough Academy community has the right both to be safe from harm and to feel that they are in a safe environment at all times.

As such, any form of violence, threats of violence or any kind of aggression against a member of the school community may result in a period of suspension or in permanent exclusion from the Academy. This includes play fighting, water fighting, violence as part of a joke, and violence at someone else's suggestion, as well as arranging to participate in a fight, threatening to do so or fighting with another student on or off the premises.

It is expected that any member of the school community who becomes aware that there is a risk that someone else may become violent will report this to a member of the Senior Leadership Team without delay. Every member of the school community has a responsibility for keeping others safe. Any student who has knowledge of a risk and fails to report it, who colludes in, creates a climate for, encourages or participates in violence committed by another person will incur a period of suspension and their actions may result in permanent exclusion from the Academy.

In rare instances, staff members may determine that it is necessary to use physical means to prevent a student from harming themselves or others. Wherever possible, students will be given the opportunity first to decide to remove themselves to a safe space. They will be clearly instructed to do so by staff who will direct them to a safe area and accompany them to it. If a student should refuse to do so or express that they intend to harm someone, staff members will physically guide them to a safe space and supervise them there. They do not need permission from the student or their parent or carer to do so and must give priority to making the situation safe swiftly and calmly.

Sexual harassment

The Academy has a zero-tolerance approach towards sexual harassment and abuse. Knowing that peer on peer abuse is linked to future inequalities, the Academy is committed to a whole school preventative approach that builds into the whole school curriculum information about sexual consent and respectful relationships. Where an allegation of sexual



abuse is made, the Academy will work in partnership with appropriate professional agencies including but not limited to: Children's Social Care, the Police, and where necessary.

Investigation

Where there is reason to believe there has been a serious breach of this behaviour policy, it will be investigated by an appropriate member of staff. This may involve discussing the incident with students, staff and anyone else who may be involved. Accounts may be taken, and other available evidence may be viewed as part of the investigation. Following the investigation, the person conducting it will report to the Principal who will take a decision as to the appropriate sanction.

All investigations will be undertaken swiftly, with initial fact-finding conversations and first accounts being taken within the first 24 hours of a reported incident being received. Conversations may take place and accounts may be taken before parents/carers are informed. Parents and carers are not entitled to be present for a conversation with their child about an incident, but will be informed in full of the incident and the investigation as soon as is possible.

Internal Exclusion (Reflect)

Internal Exclusion is a serious behaviour **consequence** and is used when a student's behaviour demonstrates a significant breach of the Academy's expectations, but where suspension from school is not considered necessary or appropriate at that stage.

Internal Exclusion provides students with an opportunity to reflect on their behaviour, take responsibility for their actions and continue their learning in a structured environment away from their peers.

Internal Exclusion takes place within the Academy's **Reflect Room** and is considered a step prior to suspension. It may be used in response to serious incidents, repeated breaches of the Behaviour for Learning Policy, persistent disruption to learning, refusal to meet expectations whilst in Reflect, or where additional time is required for reflection and restorative work.

Students may be placed in Internal Exclusion for either a **half day** or a **full day**, depending on the nature and severity of the incident.

Whilst completing an Internal Exclusion, students will:

- Continue to access their education and complete work provided by their teachers.
- Remain supervised by Academy staff at all times.
- Be expected to work in silence and follow all instructions.
- Complete any restorative or reflection activities set by staff.
- Engage positively with support and guidance provided.
- Demonstrate the Academy values of Respect, Responsibility and Resilience.



Students completing an Internal Exclusion will not access social times with the wider school community. This means they will not mix with other students during breaktime or lunchtime and will remain within the Reflect provision throughout the day.

Students will still have the opportunity to purchase food and refreshments from the Academy canteen. Arrangements will be made for food to be ordered and delivered to the Reflect Room so that students can access breaktime refreshments and lunch without leaving the provision.

At the conclusion of an Internal Exclusion, students will be expected to participate in a restorative conversation with an appropriate member of staff. Where appropriate, parents or carers may also be contacted to discuss the incident and any additional support required.

The purpose of Internal Exclusion is not simply to provide a consequence for poor behaviour, but to give students an opportunity to reflect, restore relationships and successfully reintegrate into lessons whilst maintaining the high standards and expectations of Thistley Hough Academy. It forms an important part of the Academy's graduated approach to behaviour, helping to prevent further escalation and reduce the likelihood of suspension.

Suspension

Suspension is a serious disciplinary measure and will only be used where it is lawful, reasonable, proportionate and where other strategies have been unsuccessful or are not appropriate due to the seriousness of the incident.

Suspension is always regarded as a last resort and is implemented when it is necessary to protect the safety, wellbeing and education of others.

Only the Principal has the authority to suspend or permanently exclude a student from the Academy.

Prior to any suspension, a thorough investigation will take place. This will include consideration of:

- Available evidence.
- Student accounts.
- Safeguarding concerns.
- SEND needs.
- Reasonable adjustments.
- Previous interventions.
- The impact on the wider Academy community.

Decisions will be made on the balance of probabilities and in accordance with current Department for Education guidance.

Examples of behaviours that may result in suspension include:



- Physical violence or aggressive behaviour.
- Threatening behaviour.
- Persistent defiance.
- Bullying or intimidation.
- Discriminatory behaviour.
- Serious misuse of social media.
- Refusal to comply with reasonable staff instructions.
- Possession or use of prohibited items.
- Serious disruption to examinations.
- Bringing the Academy into disrepute.
- Persistent breaches of the Behaviour Policy.

This list is not exhaustive, and all decisions will be based upon the specific circumstances of each case.

Reintegration Following Suspension

Following every suspension, students will participate in a structured reintegration process.

Parents or carers will be invited to attend a reintegration meeting before the student returns to lessons.

Students who receive multiple suspensions will be supported through our **Reintegration Team**.

The Reintegration Team will provide opportunities for:

- Self-reflection.
- Restorative conversations.
- Therapeutic Thinking interventions.
- Emotional literacy work.
- Behaviour mentoring.
- Attendance support.
- Resilience building.
- Regulation strategies.
- Personalised behaviour support plans.

The purpose of this intervention is to help students understand the impact of their behaviour, develop positive strategies and successfully re-engage with learning.



Reintegration is viewed as an opportunity for reflection, growth, restoration and a fresh start rather than a punishment.

Permanent Exclusion

Permanent Exclusion is the most serious sanction available and will only be used in exceptional circumstances where allowing a student to remain in the Academy would seriously harm the education, safety or welfare of others.

A single exceptionally serious breach of the Behaviour Policy, including but not limited to:

- Possession, use or supply of illegal drugs on site.
- Possession or use of alcohol on site.
- Possession of knives or offensive weapons on site.
- Possession of imitation weapons.
- Serious physical assault.
- Serious actual or threatened violence.
- Serious discriminatory abuse.
- Malicious allegations against staff.
- Behaviour creating significant risk to others.
- Behaviour causing serious damage to the reputation or safe operation of the Academy.

The possession of dangerous items such as knives, drugs, alcohol or weapons fundamentally undermines the safety of the school community and places students, staff and visitors at significant risk.

The safety and wellbeing of the wider school community will always remain a primary consideration when determining whether Permanent Exclusion is appropriate.

Permanent Exclusion may also be considered where a range of interventions, support strategies and reasonable adjustments have been implemented but have not secured sustained improvement.

Persistent breaches of the Behaviour Policy

Where a graduated range of interventions, support strategies and reasonable adjustments have been implemented but have not resulted in sustained improvement.

In all cases, the academy will carefully consider the individual circumstances of the student, including safeguarding responsibilities, SEND, reasonable adjustments and the impact on the wider academy community before making a decision. Decisions will always be made in accordance with current statutory guidance and the Equality Act 2010.



Redirection and Alternative Provision

A Redirection is a supportive intervention that may be used where it is considered to be in a student's best interests and will assist them in successfully engaging with education. It forms part of the academy's graduated approach to behaviour support, inclusion and early intervention and is intended to provide targeted support rather than act as a sanction.

Redirection may be used to prevent behaviour from escalating to the point where suspension or permanent exclusion becomes necessary.

A Redirection is not a suspension or permanent exclusion. It provides students with access to suitable educational provision away from the academy for a defined period, whilst maintaining their entitlement to education and receiving support to address barriers affecting their behaviour, attendance or engagement.

The decision to implement a Redirection will only be made by the Principal, following careful consideration of:

- the student's individual circumstances;
- previous interventions and their impact;
- safeguarding considerations;
- Special Educational Needs and Disabilities (SEND) and any reasonable adjustments;
- the views of the student and their parents or carers; and
- whether a Redirection is likely to improve outcomes for the student.

Where appropriate, the academy will consult with parents/carers, the Local Authority, social workers, the Virtual School Head, SEND professionals and other relevant agencies to ensure that any placement is appropriate, regularly reviewed and capable of meeting the student's educational, social and emotional needs.

Planning, Support and Review

All Redirections will:

- have clearly defined objectives and intended outcomes;
- provide access to suitable, safe and high-quality educational provision;
- offer targeted support to address identified barriers to success;
- be time-limited with agreed review points;
- include a clear plan for reintegration to mainstream education where appropriate; and
- be reviewed regularly with the student, parents/carers and relevant professionals.



Parents or carers will receive written confirmation outlining:

- the reasons for the Redirection;
- the educational provision being accessed;
- the intended duration of the placement;
- arrangements for monitoring and review; and
- their right to request that the Governing Board reviews the decision.

Reintegration and Transition

The primary purpose of a Redirection is to provide students with a period of targeted support and intervention that enables them to re-engage positively with education and make a successful return to mainstream learning.

At each review meeting, the academy will consider:

- the progress the student has made towards their agreed outcomes;
- whether the student is ready to return to Thistley Hough Academy;
- whether additional time within the alternative provision would be beneficial; or
- whether alternative educational arrangements should be explored in the student's best interests.

Where a student returns to the academy, an individual transition and reintegration plan will be implemented to support a successful return to lessons. This may include pastoral support, mentoring, restorative work, SEND interventions, reasonable adjustments, personalised targets or other tailored support strategies designed to promote long-term success.

Equality, Inclusion and Student Support

When considering a Redirection, the academy will always ensure that decisions are lawful, reasonable and proportionate, and are made with the student's individual needs and best interests at the centre of decision-making.

Particular consideration will be given to students with SEND, those with an Education, Health and Care Plan (EHCP), students supported by Children's Social Care and any other students identified as vulnerable. The academy will work collaboratively with families and external professionals where appropriate to ensure that suitable support is in place, reasonable adjustments are made where necessary, and that all decisions are taken in accordance with the Equality Act 2010 and current Department for Education guidance.

Physical Intervention

In very rare and exceptional circumstances, it may be necessary for staff to use physical intervention to prevent a student from causing harm to themselves, another person or



significant damage to property. Physical intervention will only ever be used as a last resort and where all reasonable attempts to de-escalate the situation have been unsuccessful.

Physical intervention may only be undertaken by appropriately trained members of staff and will always be reasonable, proportionate and necessary to the circumstances. The primary purpose of any physical intervention is to maintain the safety and wellbeing of all students, staff and visitors and to prevent serious harm.

Examples of situations where physical intervention may be necessary include:

- Preventing a student from physically harming themselves.
- Preventing a student from physically harming another person.
- Preventing serious damage to property.
- Preventing a student from leaving a safe environment where doing so may place them or others at risk.
- Preventing disorder that presents an immediate risk to the safety and wellbeing of members of the Academy community.

Wherever possible, staff will use verbal de-escalation strategies, restorative approaches and therapeutic techniques before considering physical intervention. Students will be given every opportunity to regulate their behaviour and make positive choices.

Following any incident involving physical intervention:

- Parents or carers will be informed as soon as reasonably practicable.
- The incident will be recorded in accordance with Academy procedures.
- Appropriate debrief and restorative support will be provided to the student and staff involved.
- The incident will be reviewed by senior leaders to ensure that the intervention was necessary, reasonable and proportionate.

The Academy follows current Department for Education guidance regarding the use of reasonable force and will always seek to protect the dignity, welfare and rights of all students whilst maintaining a safe learning environment. Physical intervention is never used as a punishment and will only be used where there is no safer alternative available.

Parental Concern Escalation Process

To ensure that parental concerns are addressed promptly, appropriately, and effectively, all queries should follow the academy's structured escalation process. Initially, pastoral concerns should be directed to the student's Form Tutor, who serves as the first point of contact for general wellbeing and behaviour-related matters. Subject-specific concerns should be raised with the relevant class teacher. If the issue cannot be resolved at this level, it should be escalated to either the student's Head of Year for pastoral matters or the Head of Department for academic issues.



Should further support be required, the concern will be passed to the Assistant Principal for Behaviour and Rewards, who will work with staff and parents to seek a resolution. In cases where the issue remains unresolved or requires additional oversight, it may then be referred to the Vice Principal for Culture and Ethos. This process ensures a consistent, fair, and timely response to all parental concerns.

Discretion

No behaviour policy can cover every eventuality.

The Principal reserves the right to exercise professional discretion when applying this policy, ensuring that decisions remain lawful, reasonable, proportionate and made in the best interests of both the individual student and the wider Academy community.

All decisions will take into account safeguarding responsibilities, Special Educational Needs and Disabilities (SEND), Equality Act 2010 duties, Department for Education guidance and the Academy's commitment to maintaining a safe, respectful learning environment.