

Behaviour and positive relationships policy

Longspee Academy Primary

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1. Introduction

1.1. Audience

This policy is intended for use by all support, teaching staff and management, parents/carers and pupils of Authentic Education.

1.2. Revision History

Issue	Date	Author	Changes
V0.02	23/03/2026	Kelsey Etheridge	Update to legal framework and section 8.7 to reflect new restrictive intervention guidance. Changes to section 3, 4, 5, 6, 7, 8, 9

2. Legal framework

- 2.1. This policy is in line with guidance from the Department for Education. It provides advice to the principal and staff on developing the academy's positive relationship policy and explains the powers members of staff have.
- 2.2. This policy has due regard to all relevant legislation including, but not limited to, the following:
 - DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
 - DfE (2022) 'Searching, screening and confiscation: guidance for schools'
 - The Equality Act 2010
 - DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
 - DfE (2026) 'Restrictive interventions, including the use of reasonable force, in schools'
 - DfE (2015) 'Supporting pupils at school with medical conditions'
 - DfE(2025) Special Educational Needs and Disability (SEND) Code of Practice.
 - Schedule 1, paragraph 7 & 9 of the Education (Independent School Standards) Regulations 2014

3. Vision, aims and core values

Happy, Safe, Progress

- 3.1. Our vision
 - 3.1.1. We are committed to providing a safe, nurturing, and inclusive environment where every pupil is supported to achieve their individual potential and feels understood, valued, and respected. Our school recognises that pupils have a wide range of social, emotional, and mental health needs, alongside other special educational needs, which can impact their behaviour, engagement, and relationships.
 - 3.1.2. We understand that positive, consistent, and trusting relationships between pupils, staff, and the wider school community are fundamental to supporting regulation, learning, and well-being. Our approach is underpinned by a relational and trauma-informed ethos, where behaviour is viewed as a form of communication and pupils are supported to develop self-awareness, emotional regulation, and social skills over time. Through high levels of support, clear and predictable routines, and a focus on individual strengths, we aim to help every pupil feel safe, build resilience, and successfully engage in their learning and the wider school community.

3.2. Core values

- 3.2.1. We are committed to providing a safe, inclusive, and aspirational environment where every pupil is supported to make social, emotional, and academic progress and is valued as an individual. We recognise that many of our pupils experience social, emotional and mental health needs, alongside other special educational needs, which can impact their ability to self-regulate, engage, and learn.
- 3.2.2. We maintain high expectations for all pupils and understand that emotional regulation is fundamental to readiness to learn. Our approach is rooted in strong, consistent relationships and a shared understanding that behaviour is a form of communication. By supporting pupils to feel safe, regulated, and understood, we enable them to engage more successfully with learning and with others.
- 3.2.3. Our pupil code of conduct defines clear expectations through the principles of **we are kind, safe, and ready to learn** (Happy, Safe, Progress). These expectations are explicitly taught, modelled, and reinforced through positive recognition. Pupils are supported to understand and apply them through small, achievable steps, helping them to make positive choices and experience success.
- 3.2.4. Through consistent routines, high levels of support, and a focus on individual needs, we enable pupils to develop self-regulation, build positive relationships, and access learning more successfully.

3.3. Educational aims

- 3.3.1. We aim to:
- Have all pupils in lessons during learning time
 - Have a safe, secure, orderly and caring learning environment, where all members of the school community respect each other and the school environment
 - Have fairness and equal opportunities for all pupils and for all pupils to feel supported to learn in an inclusive environment
 - Develop a positive learning environment with high expectations, clear routines and boundaries
 - Ensure that pupils feel good about their learning
 - Develop good, healthy citizens who are honest and proud of their school community and beyond
 - Develop a culture of positive achievement where pupils celebrate their own achievements and that of their peers
 - Encourage pupils to take responsibility for their learning and to work towards aspirational goals
 - Ensure that parents and carers are communicated with regarding the behaviour policy

4. Roles and responsibilities

- 4.1. The Local Academy Board is responsible for monitoring this Positive Relationships policy's effectiveness and holding the Principal to account for its implementation.
- 4.2. The Principal is responsible for:
 - Reviewing and approving this policy
 - Ensuring that the Academy environment encourages positive behaviour
 - Ensuring that staff deal effectively with misbehaviour
 - Monitoring how staff implement this policy to ensure rewards outweigh sanctions and are applied consistently to all groups of pupils
 - Ensuring that all staff understand the expectations and the importance of using them as a scaffold to ensure positive discipline
 - Providing new staff with a clear induction into the Academy's positive behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully through a positive rewards system
 - Offering appropriate training in positive behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
 - Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
 - Ensuring that the data from Arbor is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- 4.3. Staff are responsible for:
 - Creating a calm and safe environment for pupils
 - Establishing and maintaining clear boundaries of acceptable pupil behaviour
 - Implementing the Staged Misbehaviour Policy consistently
 - Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
 - Modelling expected positive behaviour and positive relationships and rewarding these
 - Providing a personalised approach to the specific needs of particular pupils as outlined in their Education, Health, Care Plans (EHCPs)
 - Considering their own behaviour on the Academy culture and how they can uphold Academy rules and Expectations
 - Recording behaviour incidents promptly
 - Challenging pupils to meet the Academy's Expectations

4.4. Members of the Senior Leadership Team are responsible for:

- Ensuring adherence to policies and procedures by themselves and all staff
- Supporting the effective, safe and positive running of the school through daily duties
- Working closely with pupils and families of those most at risk of permanent exclusion
- Meeting with pupils and parents following fixed term suspensions
- Having a presence at transitional parts of the day including but not limited to, the start of the day, end of the day, and break times

4.5. Parents and carers should:

- Get to know the Academy's Code of Conduct
- Support their child in adhering to the above
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with appropriate members of staff promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the Academy directly, whilst continuing to work in partnership with the Academy
- Attend parents' evenings to monitor the progress of their child
- Provide any medical evidence to support the school in implementing reasonable adjustments to this policy in line with pupils' medical needs
- Take part in the life of the Academy and its culture

4.6. Pupils will be supported by school staff to understand:

- The expected standard of behaviour
- The rewards they can earn for meeting the expectations, and the consequences if they don't meet the standard
- The pastoral support that is available to them
- Pupils will be supported to develop an understanding of the Academy's behaviour policy and wider culture of British Values. This will be delivered through the Curriculum for Life personal development programme, religious education, assemblies and guest speakers.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy through the Pupil Leadership team and Pupil council.

5. Behaviour expectations and standards

5.1. Our approach

5.1.1. All staff are responsible for establishing and maintaining a positive, safe, and supportive environment. Staff understand and ensure that:

- Pupils require a personalised and equitable approach to meet their individual behavioural needs.
- Behaviour is influenced by pupils' mental health, wellbeing, sensory and emotional needs, as well as levels of stimulation and engagement. Staff consider what behaviour may be communicating.
- Pupils can learn to improve their behaviour over time. Developing new behaviours is a learning process, like acquiring academic skills, and may be more complex for our pupils due to their individual needs.
- Progress in behaviour development may be gradual, and expectations must be realistic and developmentally appropriate.
- Pupils benefit from consistent 'safety cues' throughout the school day, including warm, predictable interactions such as being positively greeted by staff.
- Staff use PACE-informed approaches (playful, accepting, curious, and empathetic) to support pupils in feeling safe and regulated.
- Interactions are calm, consistent, and non-defensive, reducing the likelihood of pupils responding with defensive behaviours (e.g. fight, flight, freeze).
- The school does not use shouting, shaming, or punitive language, recognising the negative impact these can have on pupils' wellbeing. Where staff responses are not optimal, they take responsibility to repair relationships.
- Building strong, trusting relationships is central to practice. Staff take time to understand pupils as individuals, enabling them to feel safe and supported. This may include structured opportunities such as ELSA support and reflective activities, recognising that behaviour is a form of communication.
- Staff adapt expectations to reflect pupils' developmental stage, emotional needs, SEND, and experiences, rather than chronological age alone. This may include providing additional support or removing pupils from overwhelming situations in a calm and non-judgemental way, with access to a regulated adult and a quieter space where needed.
- The quality of our relationships with our learners is crucial (underpinning strategies to support regulation). To foster and enable positive relationships we are committed to educational practices which protect, relate, regulate, reflect and repair (Louise Bomber). This is supported by the use of the PACE approach (Dan Hughes) – Play Acceptance Curiosity Empathy. This is all underpinned by the concept of unconditional regard.

5.2. Mobile Phones and electronic devices

- Pupils may bring mobile phones, smart watches and electronic devices to the Academy but must keep them turned off and give them to staff on arrival to be stored in Reception.
- Pupils may bring mobile phones and electronic devices to the Academy but must turn them off and give them to staff on arrival to be stored in Reception.
- If a phone is used in class, pupils will be asked to give it to a member of staff or take it to Reception themselves.
- In the case of any other inappropriate use of phones, it may be necessary for staff to request parents or carers collect the device.

5.3. Jewellery and valuables

- A pair of studs and a watch are permitted as jewellery. Pupils will be requested to remove any additional items of jewellery. It may be necessary for staff to request parents or carers to collect the jewellery if the pupil refuses to remove it.
- Valuables should not be brought into the Academy.
- Mobile phones, electronic devices and smart watches are brought to the academy at your own risk (for use on transport).
- Confiscated valuables will be stored in a secure location to be collected at the end of the school day. The exception to this rule is where a senior member of staff has given special permission for a student to collect it due to a need for the pupil to be offsite early.

6. Definitions of behaviour

6.1. Behaviour of concern

- 6.1.1. At Longspee Primary, we recognise that all behaviour is a form of communication. Pupils may present with behaviours that indicate unmet needs, difficulties with regulation, or challenges in understanding expectations.
- 6.1.2. Behaviour of concern may include actions which impact on learning, safety, or the wellbeing of others, including but not limited to:
- Difficulty engaging in learning activities, including leaving lessons or not completing work
 - Dysregulated behaviour in classrooms or during less structured times (e.g. corridors, break and lunchtime)
 - Struggles with following routines or expectations (e.g. transitions, boundaries, uniform)
 - Verbal or physical expressions of distress
 - Behaviours that may appear as avoidance, refusal, or disengagement

6.1.3. These behaviours are understood within the context of the pupil's developmental stage, communication needs, and social, emotional and mental health needs, rather than as deliberate or wilful non-compliance.

6.2. **Behaviours that present significant risk**

6.2.1. Some behaviours may present a heightened risk to the safety and wellbeing of the pupil or others. These require an increased level of support, intervention, and response.

6.2.2. These may include, but are not limited to:

- Repeated behaviours that significantly impact the safety or learning of others
- Bullying behaviours, including those linked to difference or vulnerability
- Any form of harmful sexual behaviour, including:
- Any form of sexual abuse or harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Inappropriate physical contact
- Damage to property or the environment
- Taking items that do not belong to them
- Physical aggression towards peers or adults
- Use or possession of substances such as tobacco, vapes, alcohol, or drugs
- Discriminatory language or behaviour (e.g. racist, sexist, homophobic or other prejudice-based behaviours)
- Any form of sexual abuse or harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Racist, sexist, homophobic, misogynistic or discriminatory behaviour
- Fighting
- Physical assault
- Possession of items that could cause harm, including:

- Sharp objects or weapons
- Fireworks
- Inappropriate or explicit material
- Any item that may reasonably be used to cause harm to self or others

6.3. Key Principle

6.3.1. All behaviours are responded to through a relational, trauma-informed approach, with a focus on:

- Understanding underlying need
- Reducing risk and maintaining safety
- Supporting pupils to develop regulation and alternative strategies over time

6.4. **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

6.5. Bullying is:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult to defend against.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- 6.6. Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes or online harassment such as sexting.

7. Promoting helpful behaviours and motivators

- 7.1. We have high expectations of all our learners, and every day is viewed as an opportunity for social, emotional and academic progress. However, we recognise that one of the biggest barriers to achieving this may be the learner's difficulty to self-regulate. It follows therefore that an emotionally regulated learner is more able to make progress due to their readiness to learn and engage.
- 7.2. Our pupil code of conduct (school rules) defines expected behaviour and are based on developing respectful, safe and resilient learners. They are promoted through positive reinforcement and the consistent language of we are kind, safe, and ready to learn (Happy, Safe, Progress).
- 7.3. Pupils are regularly given the opportunity to reflect on what these expectations mean in practice. Expectations are broken down into small, achievable steps to support understanding and success. The use of helpful choices supports pupils to begin to understand which actions and behaviours will help them to feel safe, regulate their emotions, and engage in learning. These are the behaviours staff consistently model, teach, and reinforce. (see appendix B).
- 7.4. As a school we recognise that encouragement, praise, and positive reinforcement teach pupils that appropriate behaviour choices have positive consequences. We use a wide range of approaches to ensure reinforcement is meaningful, consistent, and appropriate to individual needs. Positive reinforcement examples see appendix
- 7.5. Through this approach, we aim to ensure that all pupils experience success, build confidence in their ability to make helpful choices, and develop the skills needed to be kind, safe, and ready to learn.

8. Responding to misbehaviour

- 8.1. We do not believe in sanctions or punishment. Instead, it is important for pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence to support the pupils' understanding of both positive and negative consequences. Consequences must mean something to make a difference going forward, staff adhere to the six principles of repair (Louise Bomber);
- 8.2. Keep stressors low – Keep shame possibilities low – Remain warm, open and engaged

- 8.3. Consider who needs to be involved – Be actively involved so anything completed is in partnership – When the time is right involve the individual who got offended or hurt
- 8.4. The opportunity to reflect and reason can only be successful if we ensure pupils can fully engage. Staff must first support the regulation and relational needs of the pupil. Class teachers have a key role in identifying when their pupils are ready to reflect and then repair with an adult. This is known as 'time with staff members name (key adult)'. This is an opportunity for the adult to teach the pupil. Staff use Zones of Regulation (colours represent emotions) to talk about how the pupil has shifted states.
- 8.5. While some pupils will be able to talk about what Zone they were in and which Zone they are in now, others won't be able to yet. With these pupils, staff reflect on their behalf and commentate on what they see. The staff member will focus the reflection on a 'golden nugget', prioritising the most important point that needs to be taught and considering the pupils capacity to learn. They will carefully consider how best to teach the pupil e.g. thinking time sheet/conversation, comic strip, social stories, role play, video clip, visuals or discussion while on a sensory break.
- 8.6. Throughout the reflection process, staff are mindful that if the pupil switches state at any point they will need to move back through the cycle of regulation and relationship again.
- 8.7. Where developmentally appropriate, we support the pupil to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make the pupil very anxious, and this can cause behaviour to escalate or become habitual.
- 8.8. Examples of how staff pro-actively support pupils to repair include:
 - Visuals, a range of sorry cards, notelets, postcards, plain paper available that allow pupils to be creative in terms of how they say or show they are sorry.
 - Random acts of kindness e.g. printing pictures of the pupil's favourite Pokémon character or football player
 - Payback time e.g. sweep leaves on the playground, Hoover the classroom
 - Increase structure and supervision – staff will need to decide whether this is needed for a time e.g. structuring playtimes for a while. Words such as 'practising' and 'getting stronger' will keep shame levels low.

- 8.9. Staff are continually engaged in dynamic risk assessment of pupils' behaviour to maintain safety and support effective learning. When responding to behaviour, staff use a relational approach centred on regulate, relate, reflect, and repair, ensuring that pupils are supported to return to a calm and safe state.
- 8.10. Where a pupil becomes dysregulated and presents a risk to themselves or others, it may be necessary for them to take time away from the classroom or playground environment. This is a supportive and protective measure, enabling the pupil to regain regulation with the help of a trusted, emotionally available adult before returning to learning activities.
- 8.11. There may be occasions, where it is deemed beneficial to support the pupil, that a member of the senior leadership team authorises an after-school time with an adult (with parental support/consent). After school time would last for a duration of 15 or 30 minutes and will be supported by an adult who has a positive relationship with the pupil (and can include movement/sensory breaks where needed).
- 8.12. The practice of removing rewards already earned bears a strong resemblance to punishment. It is not an acceptable practice for rewards to be revoked. We recognise that punitive behavioural strategies can negatively impact on pupils' mental health (Children & Young People's Mental Health Coalition). We believe 'You cannot teach children to behave better by making them feel worse. When children feel better, they behave better.' Pam Leo, Connection Parenting: Parenting Through Connection Instead of Coercion, Through Love Instead of Fear (2005).
- 8.13. It is also very important that staff review what has happened. Was there anything they could have done differently to support the pupil to manage? Class teams meet for a daily debrief and discuss the events of the day, using ABCC charts to structure their discussion.
- 8.14. Parents and carers are informed when their child has communicated through behaviour that is not safe, kind or ready to learn to support conversations at home and curiosity about any patterns or triggers for behaviour. Class staff are expected to invest in clear communication including regular phone calls and messages via Class Dojo app ensuring they are fully informed of their child's progress and struggles. The purpose of sharing information about a child's behaviour is to provide details of what the child's behaviour has communicated throughout the day so that parents can be attentive to the needs of their child. It is not to recommend punishment.
- 8.15. **Isolations and Suspensions**
 - 8.15.1. Suspensions may be considered if there is an escalation or repeated poor behaviours that fall short of the Academy, or for more serious negative behaviours including but not limited to:

- Premeditated or one-off assault on another pupil
 - Inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic or sexual
 - Threatening behaviour towards a member of staff or pupil
 - Single or repeated incidents of bullying
 - Wilful vandalism to Academy Property
 - Bringing in any item which could possibly cause harm or injury to anyone
- 8.15.2. The Academy is keen to ensure a balance is met between the use of suspensions and the impact on the student's ability to re-engage with their learning. For this reason, the Academy has anticipated that in most cases suspensions will not exceed 5 days for any single incident.
- 8.15.3. The principal retains full authority to vary the length of any fixed term suspension, at any time: however, no student will receive greater than 45 days suspended in any one academic year without being permanently excluded for persistent disruptive behaviour. The DfE Guidance on Exclusions states that where a student has been fixed period suspended for 15 days or more in a term, a Governor disciplinary panel must meet. Please note that the principal also retains the right to permanently exclude a student for persistent disruptive behaviour, even if they have not reached 45 days.
- 8.15.4. Where the Principal is concerned that a student is subject to a large number of suspensions and therefore days lost to learning, or has accumulated a large number of negative points, in any one academic year, it is recognised that the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by this student. In addition, the Academy recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point, the principal would be likely to consider at a permanent exclusion.
- 8.15.5. To help keep everyone safe and able to learn, there may be times when a pupil is supported to work away from their usual classroom environment. This is not a punishment, but a way to help the pupil feel calm, supported, and ready to learn again.
- 8.15.6. During this time, staff will work alongside the pupil using a regulate, relate, reflect, and repair approach. This means helping the pupil to feel calm (regulate), build positive connections (relate), think about what has happened (reflect), and make things right so they can move forward successfully (repair).
- 8.15.7. If a pupil finds it difficult to remain in this supported space, the school will work in partnership with parents/carers to decide the best next steps to ensure

everyone's safety and wellbeing. In some cases, this may include the pupil spending time away from the school site.

- 8.15.8. When the pupil returns, staff will continue to provide support, which may include further time in a calm, structured environment before rejoining their class, ensuring they feel ready and supported to succeed.
- 8.15.9. For further information please refer to the Academy's Exclusion Policy.

8.16. Reintegration back into Academy following a suspension

- 8.16.1. The Academy recognises that reintegration following a suspension is a key moment for support, reflection, and successful re-engagement with learning. Our approach is relational, trauma-informed, and responsive to individual needs, including those associated with SEMH and Autism (including PDA profiles).
- 8.16.2. A reintegration meeting will take place as soon as possible on the pupil's return (ideally within 24 hours), involving the parent/carer and a key member of staff (e.g. Vice Principal). The pupil will be supported to contribute to this process in a way that feels safe and accessible. While many pupils may attend the meeting, this will not be required where it is not in their best interests. In such cases, the Academy will ensure the pupil's voice is captured through alternative approaches, such as:
 - sharing views in advance
 - working with a trusted adult
 - contributing at a different time or in a more informal way
- 8.16.3. The purpose of this process is to:
 - Re-establish a sense of safety, belonging, and connection
 - Explore the pupil's experience, including any underlying needs or triggers
 - Agree supportive, realistic, and flexible expectations for returning to the Academy
- 8.16.4. Adjustments will be made to ensure the process is accessible and supportive, particularly for pupils with Autism or PDA profiles (e.g. reduced demands, flexible structure, trusted adult involvement, or alternative communication methods).
- 8.16.5. During the meeting actions will be agreed, then implemented or reviewed. This will:
 - Focus on understanding and supporting the pupil's needs rather than solely on behaviour
 - Include strategies based on regulate, relate, reflect, and repair
 - Identify reasonable adjustments, co-regulation strategies, and environmental supports
 - Be developed in collaboration with the pupil and their family wherever possible
 - Additional targeted support or interventions may be offered to help the pupil re-engage successfully.

- 8.16.6. Where full-time attendance is not immediately supportive or appropriate, a planned and time-limited phased reintegration may be agreed in partnership with parents/carers and, where appropriate, external professionals. This will be regularly reviewed, with the aim of supporting the pupil to return to full-time education as soon as it is appropriate to do so.
- 8.16.7. The reintegration period will be flexible and personalised. Pupils will be supported to gradually re-engage with learning and wider Academy activities at a pace that is appropriate for them. Decisions about participation will consider the pupil's readiness, wellbeing, and support needs.
- 8.16.8. Where difficulties arise, the Academy will prioritise understanding and support. Responses will focus on adapting provision and reducing barriers, rather than escalation alone.
- 8.16.9. However, where there are ongoing concerns around safety, further actions may be considered in line with statutory guidance and with continued emphasis on support and inclusion.
- 8.16.10. Throughout the reintegration process, the Academy will work in partnership with parents/carers and, where appropriate, external professionals to promote positive outcomes for the pupil.

8.17. **Permanent Exclusions**

- 8.17.1. The Principal reserves the right to permanently exclude a pupil. This decision will only be taken in exceptional circumstances, where all appropriate support strategies and reasonable adjustments have been considered, and where it is deemed that the Academy is no longer able to safely or effectively meet the pupil's needs.
- 8.17.2. Permanent exclusion may be considered following a graduated response to ongoing and significant difficulties, where a range of supportive interventions and behaviour strategies have been implemented and reviewed without sufficient impact. This may include situations where a pupil requires a level of support that significantly exceeds the resources available within the Academy, or where there are ongoing concerns regarding safety and wellbeing.
- 8.17.3. Prior to this, the Academy will typically have implemented a range of measures, which may include verbal, written, and final written warnings, alongside individual support planning. A final written warning indicates that further serious incidents or ongoing concerns may place the pupil at risk of permanent exclusion. Final written warnings will normally remain in place for a period of up to 24 months.
- 8.17.4. Throughout this process, the Academy will work in partnership with parents/carers and, where appropriate, external professionals, to seek to understand and respond to the pupil's needs.

- 8.17.5. Single, more serious incidents, in which the safety of members of the Academy community has been placed at risk. This could be a 'one off' offence. Such incidents include, but are not limited to:
- Making false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board
 - Unprovoked serious act of violence towards any member of the Academy Community
 - Possession of offensive weapons. These include offensive weapons such as manufactured weapons, items adapted to cause injury, or items that are carried with the intent to cause harm.
 - Serious actual or threatened violence against another pupil or a member of staff
 - Sexual abuse or assault
 - Arson
 - Theft of Academy property or a member of the Academy community's property
 - Uses ICT in a way which could be construed as harassment and/or bullying of other members of the Academy community, or an invasion of their privacy
 - Uses audio or visual recordings of members of the Academy community in a way which could be construed as harassment, bullying or an invasion of their privacy
 - Is involved with illegal drugs or alcohol during the Academy day e.g. using or supplying to others
 - Damage to Academy property
 - Swears at, or is personally insolent to a member of staff
 - Is involved in activities which are prejudicial to the health and safety of member(s) of the Academy community
 - Deliberate activation of the fire alarm without good intent
- 8.17.6. These are not exhaustive lists and there may be other situations where the Principal makes the judgement that a permanent exclusion is an appropriate sanction. The Academy will consider police involvement for any of the above offences where appropriate. Permanent exclusions are subject to a formal hearing and appeals panel.
- 8.18. **Restrictive interventions and reasonable force**
- 8.18.1. The DfE guidance (2026) 'Restrictive interventions including use of reasonable force in schools' provides definitions for the terms: restrictive intervention; reasonable force; significant incident; seclusion; and restraint.
- 8.18.2. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have the legal authority to use reasonable force, in specific circumstances to ensure the safety of pupils and others in the Academy.

- 8.18.3. Reasonable force may be used to prevent a pupil:
- causing injury to themselves or others;
 - committing a criminal offence;
 - damaging property; or
 - causing serious disorder.
- 8.18.4. Any use of force must be reasonable, necessary, proportionate, and applied for the shortest time possible.
- 8.18.5. The use of force will always be a last resort, following attempts to de-escalate the situation using appropriate strategies.
- 8.18.6. Force will never be used as a form of punishment.
- 8.18.7. Staff will always consider whether there are less restrictive alternatives being using force and will assess whether intervention is likely to reduce risk or escalate the situation.
- 8.18.8. When using force, staff will consider the individual needs and circumstances of the pupil, including age, size, medical needs, and any special educational needs or disabilities (SEND), including SEMH needs and Autism (including PDA profiles).
- 8.18.9. Staff will act with regard to the pupil's dignity, welfare, and emotional wellbeing, and will communicate clearly and calmly throughout any intervention, where possible.
- 8.18.10. The Academy does not operate a 'no contact' policy and recognises that appropriate physical contact may be necessary and beneficial in a range of situations.
- 8.18.11. Certain practices are strictly prohibited, including any use of force that restricts breathing, affects circulation, or places a pupil at risk of harm.
- 8.18.12. Following any incident involving the use of force, the Academy will ensure that appropriate support is provided to pupils and staff, including opportunities for reflection and restoration.
- 8.18.13. All incidents involving the use of reasonable force will be recorded accurately and promptly and reported to parents in line with statutory requirements.
- 8.18.14. The Academy will ensure that all staff receive appropriate and regular training in de-escalation, behaviour support, and the safe and lawful use of reasonable force. In the rare event of an unforeseen incident – including before training has taken place – staff may act to prevent harm, using on reasonable and proportionate measures. Any such incident will be recorded, reviewed and communicated with parents/carers, and staff will receive guidance and support.
- 8.18.15. The Academy will take proactive steps to minimise the need for the use of force through strong relationships, effective behaviour management and early intervention strategies.

9. Searching, screening and confiscation

9.1. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under this policy.

9.2. **Searches without consent**

- 9.2.1. The Principal and staff authorised by them have a statutory power to search pupils or their possessions, without their consent, where they have reasonable grounds to suspect that the pupil may have a prohibited item.
- 9.2.2. A pupils' possessions (any goods over which the pupil has or appears to have control such as a bag) may be searched. Force should not be used when conducting a search.
- 9.2.3. When a search is required, there will be two members of staff present. The person carrying out the search must be the same sex as the pupils and the pupils' possessions may only be searched in the presence of the pupil themselves and the other member of staff.

9.3. **Searches with consent**

- 9.3.1. Searches will only be carried out by a member of staff who has been authorised to do so by the Principal. The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness.
- 9.3.2. In exceptional circumstances, an authorised member of staff of a different sex can carry out a search without another witness if:
- They reasonably believe there is risk that serious harm will be caused if the search is not carried out urgently; and
 - In the time available, it is not reasonably practicable for the search to be carried out by the same-sex staff or with a witness.
- 9.3.3. Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need
 - Assess whether or not doing the search would put others at risk

- Consider whether the search would pose a safeguarding risk
- Explain to the pupil why they are being searched
- Explain what a search would entail
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

9.4. Searching pupils' possessions

- 9.4.1. Possessions means any items that the pupil has or appears to have control of, including:
- Desks
 - Lockers
 - Bags
 - Blazers
- 9.4.2. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the Academy rules.

9.5. Informing the Designated Safeguarding Lead (DSL)

- 9.5.1. The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
 - If they believe that a search has revealed a safeguarding risk
- 9.5.2. All searches for prohibited items, including incidents where no items were found, will be recorded in the Academy's safeguarding system, My Concern.

9.6. Informing parents

- 9.6.1. Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
 - What was found, if anything
 - What has been confiscated, if anything
 - What action the Academy has taken, including any sanctions that have been applied to their child

9.7. Confiscation

- 9.7.1. Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

- 9.7.2. Academy staff have the power to confiscate any item that is harmful or detrimental to Academy discipline.

10. Incidents of misbehaviour

10.1. **Safety offsite**

- 10.1.1. Prior to any educational visit or off-site activity taking place, a full risk assessment will be completed. The safety and wellbeing of pupils, staff, and the public is of paramount importance.
- 10.1.2. In some circumstances, a risk assessment may indicate that it is not safe or appropriate for a pupil to take part in a specific visit. Where possible, this decision will be discussed in advance with parents/carers. On occasion, a decision may need to be made on the day of the visit (for example, where a pupil presents with significant risk behaviours or heightened dysregulation on arrival at school).
- 10.1.3. Where a pupil is unable to participate, the Academy will, where reasonably practicable, consider appropriate alternative arrangements to support inclusion in learning activities. If difficulties or challenging behaviour arise during an off-site visit, staff will use their training in behaviour support, de-escalation, and relational practice to manage the situation safely and calmly. Staff will maintain communication with the Academy and senior leaders as appropriate to seek guidance and support decision-making.
- 10.1.4. In exceptional circumstances, and where it is necessary to maintain safety and wellbeing, it may be appropriate to return a pupil to school or to adjust participation in the activity. Any such decision will be made with due regard to the pupil's individual needs, risk assessment, and the safety of all involved. The Academy will seek to avoid exclusion from educational visits where possible through reasonable adjustments and additional support.

10.2. **Online Misbehaviour**

- 10.2.1. The Academy recognises that online behaviour can have a significant impact on safety, wellbeing, and relationships within the school community. In line with our relational and restorative approach, responses to online behaviour will focus on helping pupils understand the impact of their actions and repair harm where it has occurred.
- 10.2.2. Where necessary, the Academy may apply consequences in response to online behaviour. These will be proportionate, restorative in nature where possible, and focused on supporting pupils to make better choices in the future. This may include situations where online behaviour:

- Poses a risk to the safety or wellbeing of another pupil or member of the community
- Disrupts the safe and orderly running of the Academy
- Involves bullying, harassment, or behaviour that causes harm to others
- Brings the Academy into disrepute where the pupil is identifiable as a member of the Academy

10.2.3. In responding, staff will consider the context of the behaviour, including any special educational needs or disabilities (SEND), including SEMH needs, and will prioritise supportive, relational, and restorative approaches.

10.2.4. Any formal consequences will only be issued when the pupil is on Academy premises or otherwise under the lawful control of staff (for example, during Academy-organised activities or trips).

10.3. **Suspected Criminal Behaviour**

10.3.1. If a pupil is suspected of criminal behaviour, the Academy will make an initial assessment of whether to report the incident to the police.

10.3.2. When establishing the facts, the Academy will endeavour to preserve any relevant evidence to hand over to the police.

10.3.3. If a decision is made to report the matter to the police, the Principal / Vice Principal will make the report.

10.3.4. The Academy will not interfere with any police action taken. However, the Academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

10.3.5. If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

10.4. **Sexual Harassment and Sexual Violence**

10.4.1. The Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

10.4.2. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

10.4.3. The Academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

10.4.4. The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

10.4.5. Please refer to our safeguarding and child protection policy for more information

10.5. **Malicious Allegations**

- 10.5.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the pupil in accordance with this policy.
- 10.5.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the pupil in accordance with this policy.
- 10.5.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 10.5.4. The Academy will also consider the pastoral needs of staff and pupils accused of misconduct.
- 10.5.5. Please refer to our safeguarding and child protection policy for more information on responding to allegations of abuse against staff or other pupils.

Appendix A: Expectations



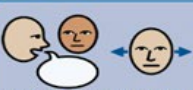
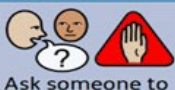
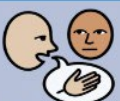
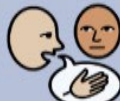
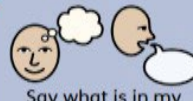
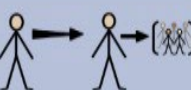
We are **kind** with our words and actions.

We are gentle. We keep ourselves and each other **safe**.



We are explorers. We **learn** about ourselves and the world around us.

Appendix B: Helpful behaviours and motivators

Helpful choices to be kind			
 Greetings and goodbyes	 Ask someone else if they want to play	 Say 'no thank-you'	 Ask someone to stop
 Polite manners	 Offer to help others	 Say or show you are sorry	 personal space
 listen to others	 Share	 wait your turn	 play together
Helpful Choices To Be Safe			
 Ask for permission	 Ask for help	 ok words	 personal space
 stop and think	 say 'not ok'	 walk away	 safe places
 wait your turn	 body scan	 movement break	 Use your toolkit
Helpful choices for learning			
 Ask for permission	 Ask for help	 Say what is in my head	 Say I don't know
 Take a break	 Wait and listen	 Take turns	 Use your toolkit
 Think of others	 Have a go	 hand up	 Use a strategy

Examples of motivators:

- Acknowledgement of appropriate behaviour, effort, and regulation
- Positive messages communicated to parents and carers
- Frequent use of encouraging language, visuals, and non-verbal gestures
- Celebration assemblies where pupils receive certificates for Work of the Week, Zones, and Personal Development
- Sportsmanship and PE certificates, with associated 1:1 PE or football sessions as a celebration reward
- Dojos earned by demonstrating helpful choices, with pupils working towards individual targets and motivating activities (e.g. Minecraft time)
- Daily communication with parents and carers through Class Dojo, including awarding points for helpful choices to be kind, safe and ready to learn (e.g. sharing, asking for help, having a go)
- Regular sharing of achievements via Class Dojo, including photos and brief descriptions of progress (up to four times per week)
- Learning/Golden Learning alerts awarded for examples of learning and effort
- Individual and class rewards tailored to specific class groups, usually linked to accumulated Dojo points
- Access to preferred or enhanced activities beyond the scheduled timetable
- Special responsibilities and privileges that build confidence and belonging
- Principal stickers and Dojo points as immediate recognition of success
- Subtle and individualised praise for pupils who find overt recognition difficult to accept

Appendix D: Suspension/permanent exclusion summary

	Fixed Term Suspension			Permanent Exclusion
	0-5	6-15	16-45	
Governor disciplinary panel	No, unless the parent requests a review of the decision to suspend.	No, unless the parent requests a review of the decision to suspend.	Yes	Yes
Timeline	No legally binding timescale but we aim to meet within 45 days of the suspension.	No legally binding timescale but we aim to meet within 45 days of the suspension.	Within 15 school days of receiving notification of the suspension.	
Parental attendance	Parents/carers can be present and make verbal or written representation, or a combination of both. Pupils are encouraged to make representation where it is appropriate for them to do so.			
If the panel uphold the exclusion.	Recorded on the pupil's educational record.			
If the panel do not uphold the exclusion.	The panel has no power to direct reinstatement. The committee should record their consideration on the pupil's record.	The panel can reinstate the pupil immediately or on a fixed date. Where a pupil has already returned to the academy the committee should record their decision, and the reason for it, on the pupil's educational record.		