



TWHF Behaviour Policy

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Version	Date	Page document	Change	Origin of change e.g. Change in legislation, Policy review.
7	September 2024		Improved layout to support printing and rebranded.	
8	July 2025	3	1.2 – remove supplementary guidance	Change of wording
8	July 2025	4	2.9 – added	Adverse childhood experiences (ACEs)
8	July 2025	6	5.3 – added	
8	July 2025	7	6.8 - Strengthening Student Voice and Co-Production	Sentence added
8	July 2025	10	7.10 – Harmful Sexual Behaviour	Paragraph added
8	July 2025	11	8.6 - Reintegration meetings list added	Reintegration meetings
8	July 2025	13	Safeguarding sentence added	Off -site directions / Managed moves
8	July 2025	13	12.1 – Change in last paragraph	Neurodiversity-Informed Practice
8	July 2025	14	12.3 – Re written	Considering Whether a Pupil Displaying Challenging Behaviour May Have Unidentified SEND
8	July 2025	15	15 – Training	Staff wellbeing
9	July 2026	6	3 Added wording on manipulated, synthetic and AI-generated images, audio and video.	Policy review
9	July 2026	9	6.5 Added governor/trustee training expectation for behaviour, suspension, permanent exclusion and pupil movement scrutiny.	Policy review
9	July 2026	9	7.5 - Reasonable force and restrictive interventions	DfE guidance update
9	July 2026	10	7.6 - Searching, screening and confiscation	Policy review
9	July 2026	10	7.7 - Mobile phones and personal electronic devices	DfE statutory guidance
9	July 2026	11	7.5 / 16 Added termly review of restraint, seclusion and restrictive intervention data	Policy review

			to identify trends, disproportionality and preventative approaches	
9	July 2026	12-15	8-11 Suspension, permanent exclusion, off-site direction, managed moves and pupil movement updated to align with July 2026 statutory guidance effective from 26 July 2026.	DfE statutory guidance: Suspension and permanent exclusion including pupil movement, July 2026
9	July 2026	12	8.2 / 8.3 - Added definition of exclusion as disciplinary exclusion only, and explicit prohibition on informal or unofficial exclusions and off-rolling.	July 2026 statutory guidance
9	July 2026	12	8.4 - Added safeguarding separation section, clarifying it is not disciplinary exclusion and must be lawful, proportionate, time-limited, recorded and reviewed.	July 2026 statutory guidance
9	July 2026	13	8.5 / 8.6 - Added notification requirements, cancelled exclusion wording, pupil voice, further evidence and sixth-day provision access/travel wording.	July 2026 statutory guidance
9	July 2026	14-15	10-11 - Strengthened off-site direction and managed move requirements, including written information, pupil views, information sharing, review, School Admissions Code and Fair Access Protocol alignment.	July 2026 statutory guidance
9	July 2026	16	8.7 Added examples of reintegration support following suspension or off-site direction, including mentoring, report cards, pastoral check-ins and academic catch-up.	Policy review
9	July 2026	20	16 Added monitoring of repeat suspensions and quality, suitability and effectiveness of alternative provision, including attendance, safeguarding and outcomes.	Policy review
9	July 2026	20-21	16 – 17 Strengthened monitoring of pupil movement and updated statutory guidance references.	DfE guidance review

Section I – Aims and Expectations

- 1.1 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.2 This overarching policy outlines the Trust's core values and expectations regarding student behaviour, emphasising the vital role staff play in promoting positive conduct and responding effectively to behavioural challenges. While this policy provides a consistent framework across the Trust, each school also develops its own statement of behaviour principles to reflect its unique context and community.
- 1.3 It is a primary aim of our Trust that every member of the school community feels valued, respected, and safe. We are a caring community, whose values are built on mutual trust and respect for all.
- 1.4 Relationships are key. The Trust expects every member of the school community to behave in a considerate,

respectful way towards others.

- 1.5 We treat all students fairly and apply this behaviour policy in a consistent way.
- 1.6 We teach our students to care for one another and respect boundaries around their bodies and belongings.
- 1.7 Staff receive training to ensure they are trauma aware and trauma-responsive, so that they have the knowledge and skills to support students effectively.
- 1.8 The effectiveness of this policy can be measured by staff and student wellbeing.
- 1.9 To define what we consider to be unacceptable behaviour, including bullying and discrimination
- 1.10 To outline how pupils are expected to behave

Section 2 – Our understanding of behaviour

- 2.1 For all students to engage with their learning they need to feel safe, secure and listened to.
- 2.2 Adults in schools must have the highest expectations of all students
- 2.3 Students need consistent rules in place which are clear, regularly re-visited and adapted where necessary.
- 2.4 Relationships are at the heart of our approach to behaviour across the Trust.
- 2.5 Staff recognise that behaviour is a form of communication and needs to be actively listened to.
- 2.6 Where students have suffered or are suffering from abuse or neglect, we recognise that they will need additional support when they are distressed and displaying challenging or disruptive behaviour.
- 2.7 Where students have additional needs, we recognise that these may include support with managing behaviour
- 2.8 For staff to respond effectively to challenging or disruptive behaviour, they need to understand what the behaviour is telling them about the child and their needs.
- 2.9 The Trust recognises that adverse childhood experiences (ACEs) can significantly affect student behaviour, emotional regulation and relationships. All schools are expected to adopt consistent routines, relational de-escalation, and clear repair and restore processes.

Section 3 – Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- non-completion of classwork or homework

- Not having the correct equipment for lessons
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual 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.

Creating, sharing or distributing manipulated, synthetic or AI-generated images, audio or video intended to harm, intimidate, bully, harass, humiliate, mislead or impersonate another person.

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, vaping devices
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Section 4 – Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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

Details of each school's approach to preventing and addressing bullying are set out in their anti-bullying policy.

Section 5 – Anti-bullying

We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create barriers to learning and can have serious consequences for the mental health and wellbeing of our students.

- 2.1 We promote positive relationships to help prevent bullying in the first instance and require all members of our community to work with the school to prevent bullying.
- 2.2 The Trust and each school within it does not accept bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and are well-supported, together with their families.
- 2.3 Each school will promote student-led anti-bullying initiatives including, student-designed awareness campaigns, and whole-school engagement during national events such as Anti-Bullying Week. Pupil voice will be central in evaluating the impact of anti-bullying strategies

Section 6 – Roles and responsibilities

6.1 The role of Teacher/Tutor

- a) It is the responsibility of the teacher/tutor to ensure that pupils/students know and understand the school rules and expectations about behaviour.
- b) The teachers/tutors in our schools have high expectations of the children in terms of behaviour, and they strive to promote positive relationships.
- c) The teacher/tutor treats each child fairly, with respect and understanding, while providing a personalised approach to individual behavioural needs
- d) The teachers/tutors are responsible for implementing the behaviour policy and the school's statement of procedures consistently.
- e) The teacher/tutor will work alongside members of the school safeguarding team to ensure that where safeguarding or child protection concerns have been identified, this informs teaching and learning so that adaptations can be made, where required.
- f) The teacher/tutor reports to parents about the progress of each child in their class, in line with the whole-school policy. The teacher/tutor may also contact a parent if there are concerns about the behaviour or welfare of a child.

6.2 The role of the Safeguarding Team

- a) The Designated Safeguarding Lead (DSL) will work in partnership with teachers and tutors to ensure headline information about safeguarding and child protection is shared, on a need to know basis.
- b) The DSL will work collaboratively with teaching staff and tutors to ensure they have the knowledge and understanding to adapt teaching and learning in light of any complex trauma a student may have experienced/be experiencing.

6.3 The role of the Senior Leadership Team or Schools and TWHF

- a) It is the responsibility of the Directors of Education supported by the CEO, under current statutory guidance and Trust expectations to ensure that the Headteachers and staff interpret the school behaviour policy consistently throughout the school, and to report to governors and trustees, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- b) The Headteacher of each setting supports the staff and the Directors of Education by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

6.4 The role of the Headteacher

- a) Reviewing and approving the school statement of procedures
- b) Ensuring that their school environment encourages positive behaviour
- c) Ensuring that staff deal effectively with poor behaviour
- d) Monitoring how staff implement the policy to ensure rewards and sanctions are applied consistently to all groups of students
- e) Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- f) Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- g) Offering appropriate training in 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
- h) Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- i) Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- j) The Headteacher of the school has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher only has the authority to permanently exclude a child.

6.5 The role of Governors (Local Governing Committee)

- a) Local Governors oversee implementation of this policy in their school.
- b) Local Governors and Trustees will scrutinise behaviour, suspension, permanent exclusion and pupil movement data to identify patterns and disproportionality.

6.6 The role of the Board of Trustees

- a) Trustees will seek assurance that the Behaviour Policy is applied consistently, effectively and fairly across all schools within the Trust.

Governors and Trustees will ensure they receive appropriate training on behaviour, suspension, permanent exclusion and pupil movement to enable effective scrutiny and challenge.

6.7 The role of parents

- a) Each school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- b) Each school explains the school values and expectations of behaviour in the school prospectus or welcome documentation, and we expect parents to read these and support them.
- c) We expect parents to support their child's learning, and to co-operate with the school, as set out in each schools' home-school agreement. We try to build a supportive dialogue between the home and the school, and staff inform parents immediately if there are concerns about their child's welfare or behaviour.
- d) If the school has to use reasonable sanctions with a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Headteacher if it is not resolved. If the concern remains, they should follow the TWHF complaints procedure.

6.8 Responsibilities of students / students' code of conduct

In all schools students are expected to:

- a) Behave in an orderly and self-controlled way
- b) Show respect to members of staff, each other and their environment
- c) In class, make it possible for all students to learn
- d) Move calmly around the school
- e) Treat the school buildings and school property with respect
- f) Wear the correct uniform at all times
- g) Accept sanctions when given
- h) Refrain from behaving in a way that brings the school into disrepute, including when outside the school.

Ongoing for support for students will be provided through:

- a) Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- b) Students will be supported to develop an understanding of school's behaviour policy and wider culture.
- c) Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

- d) Extra support and induction will be provided for students who are mid-phase arrivals.

Students will be offered opportunities to contribute to the ongoing development and evaluation of the behaviour policy and wider behaviour culture. The Trust recognises that meaningful student voice promotes a positive culture of respect, engagement and inclusion.

Section 7 – Behaviour systems and responses

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display rules or expectations of behaviour in classrooms
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the school's child protection/safeguarding policies for more information.

7.3 Responding to positive behaviour

Praise and positive reinforcement are used by staff to achieve the Trust's aims. Individual schools will outline how they do this within their Statement of Behaviour Principles. These will include:

- teachers congratulate children.
- teachers give children success points.
- sharing good work with other classes/teachers
- acknowledgement of good behaviour during assembly times.
- sharing good news with parents
- Other celebrations in line with each school's statement of behaviour principles.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the values, routines and expectations of the school's behaviour culture.

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated fairly under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour sanctions in the future.

Sanctions used by each school will be laid out in their Statement of Behaviour Principles. Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force and restrictive interventions

All members of staff, and anyone to whom the Headteacher has given responsibility for pupils, may use reasonable force where it is necessary to prevent pupils from committing an offence, injuring themselves or other, damaging property, or causing disorder.

The Trust recognises that reasonable force and restrictive interventions should be rare, proportionate, necessary and used for the shortest possible time. Staff will always consider whether there is a less restrictive way to achieve the same outcome, taking account of the risks involved, the pupil's welfare, dignity, communication needs, SEND, medical needs, mental health needs and any relevant protected characteristics.

Restrictive interventions may include restraint, immobilisation or seclusion. These must never be used as a punishment. Seclusion is a non-disciplinary intervention used only as a safety measure where a pupil is kept away from other and prevented from leaving because there is an immediate risk of harm.

Where restraint, seclusion or significant reasonable force is used, the incident must be recorded on the school's safeguarding/behaviour recording system as soon as practicable and normally on the same day. Records should include the pupils and staff involved, date, time, location and duration, what led to the incident, preventative or de-escalation strategies used, why the intervention was considered necessary, the type and degree of force or restriction used, any injuries, pupil voice, witness accounts and post-incident support.

Parents/carers will be informed following any significant use of force, restraint or seclusion, unless doing so is likely to place the pupil at risk of significant harm. Where appropriate, the incident will be reviewed by leaders to identify learning, patterns, disproportionality and any adjustments required to reduce the likelihood of recurrence.

Staff who are likely to use reasonable force or restrictive intervention will receive appropriate training in lawful, safe and preventative practice. Schools will consider the use of reasonable force and restrictive intervention data to ensure practice is proportionate, lawful and not disproportionately affecting any pupil group.

Data relating to restraint, seclusion and restrictive interventions will be reviewed termly to identify trends, disproportionality and opportunities to reduce future use through preventative and de-escalation approaches.

7.6 Searching, screening and confiscation

Searching, screening and confiscation will be conducted in line with current DfE guidance. Any prohibited items listed in Section 3 found in a student's possession will be confiscated and will not be returned to the student. Further information is provided in Appendix 1.

7.7 Mobile phones and personal electronic devices

Each school must have a clear mobile phone and personal electronic device procedure, aligned with the Trust behaviour policy and DfE statutory guidance. Unless a school has agreed an individual exception, pupils must not use mobile phones or smart technology during the school day, including lessons, movement between lessons, breaktimes and lunchtimes.

Where devices are brought onto site, each school will set out whether they must be handed in, stored securely, kept switched off and out of sight, or managed through another approved approach. Any reasonable adjustments, including medical, SEND, safeguarding or caring-related exceptions, must be agreed by leaders and recorded clearly.

7.8 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to student for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher/Head of School will make the report.

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

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.

7.11 Approach to sexual harassment and sexual violence

Each school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

The school 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

Harmful Sexual Behaviour (HSB)

Harmful sexual behaviour (HSB) refers to developmentally inappropriate sexual behaviour that is displayed by children and young people and which is abusive or violent. This can range from inappropriate sexual language to sexually coercive behaviour or assault. The Trust recognises that HSB can occur between children of any gender and in a range of settings including online.

All incidents of HSB will be addressed promptly, proportionately and in line with both safeguarding and behaviour procedures. Where HSB has occurred, the school's response will include:

- **Immediate safeguarding and safety planning** for all children involved
- **Consideration of sanctions** in line with the nature, severity and impact of the incident
- **Restorative or protective measures** where appropriate
- **Referral to statutory services** (police, social care) where there is a risk of harm or criminal conduct

Sanctions for HSB may include suspension or permanent exclusion where:

- There is evidence of sexually violent or abusive conduct
- There is a risk to the safety or wellbeing of others in the school community
- The behaviour causes serious harm or distress

All sanctions will be applied alongside a thorough risk assessment and trauma-informed support plan. Each case will be considered individually, with decisions made jointly by safeguarding and senior leadership teams in consultation with parents and external professionals where appropriate.

Please refer to the school's child protection/safeguarding and associated policies for more information.

7.12 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a student 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 school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (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.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection/safeguarding policy for more information on responding to allegations of abuse against staff, other adults or other students.

Section 8 – Suspensions and Permanent Exclusions

This section has been updated to align with the Department for Education's statutory guidance, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, July 2026, effective from 26 July 2026.

8.1 Principles

Suspension and permanent exclusion may be used where warranted as part of creating calm, safe and supportive environments in which pupils and staff can work in safety and are respected.

Permanent exclusion will only be used as a last resort, in responses to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Only the Headteacher may suspend or permanently exclude a pupil on disciplinary grounds. Decisions will be taken on the balance of probabilities and must be lawful, reasonable, proportionate and properly recorded.

A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

8.2 Definition of exclusion

In this policy, “exclusion” means disciplinary exclusion only and includes suspension and permanent exclusion. It does not include lawful arrangements where a pupil is kept apart from others for safeguarding reasons, or where a pupil is directed off site to improve behaviour in accordance with statutory guidance.

8.3 Informal exclusions and off-rolling

The Trust does not permit informal or unofficial exclusions, off-rolling, or sending pupils home without following the formal suspension process. Pupils must not be placed on part-time timetables, alternative provision, off-site arrangements or managed moves for behavioural reasons unless this is lawful, in the pupil's best interests, appropriately recorded, reviewed and compliant with statutory guidance.

8.4 Separation of pupils for safeguarding purposes

In some circumstances, it may be necessary to keep pupils apart for safeguarding reasons, for example while an allegation or risk assessment is being considered. This is not a disciplinary exclusion and must not be used as a sanction. Any decision to separate pupils for safeguarding purposes must be lawful, proportionate, time-limited, recorded, reviewed regularly and informed by safeguarding, SEND, equality and human rights considerations. The DSL and senior leaders will oversee such agreements and ensure the pupils continue to receive appropriate education and support.

8.5 Decision-making, further evidence and pupil voice

Before deciding to suspend or permanently exclude, leaders will consider the pupil's age, needs, previous behaviour, safeguarding context, SEND, disability, mental health needs, reasonable adjustments and whether any unmet need may have contributed to the behaviour.

Before suspending or permanently excluding a pupil with SEND, leaders will consider whether the behaviour was connected to SEND, whether reasonable adjustments were in place, whether unmet need may have contributed, and whether exclusion would be proportionate.

Where further evidence comes to light following an initial suspension, the Headteacher may consider whether a further suspension or permanent exclusion is justified. Any further decision must be made in accordance with statutory guidance, be based on the balance of probabilities, and be lawful, reasonable, proportionate and properly recorded.

The pupil's views will be sought and considered before decisions are finalised about suspension, off-site direction, managed moves, reintegration following suspension, or safeguarding separation, taking account of the pupil's age, understanding, communication needs and SEND.

8.6 Notification, cancellation and sixth-day provision

When the Headteacher suspends or permanently excludes a pupil, the school will notify parents, the local authority and, where relevant, the pupil's social worker and/or Virtual School Head without delay.

Where an exclusion is cancelled before the governing board has considered reinstatements, parents, the governing board, the local authority and, where relevant, the social worker and/or Virtual School Head will also be notified without delay.

Where a suspension or permanent exclusion reaches the point at which alternative provision must be arranged, the school will ensure provision is the place in accordance with statutory guidance. Where sixth-day provision is arranged, the school will consider practical access arrangements, including travel, safeguarding, SEND and welfare needs.

8.7 Reintegration following suspension or off-site direction

- Where a student is suspended or directed to be educated off-site, on return to school both the pupil and parents will be invited to a reintegration meeting.
- Reintegration meetings will include a restorative discussion led by staff, an updated pupil/student plan where appropriate, a wellbeing check-in and commitment to adult support, and opportunities for the pupil to share their perspective and co-create a positive return plan.
- Staff are expected to ensure reintegration represents a fresh start, helps the pupil understand the impact of their behaviour, fosters belonging and builds engagement with learning.
- Staff will work with the pupil to understand what led to the behaviour and establish whether further pastoral, safeguarding, SEND or practical support is required to reduce the likelihood of recurrence.

Reintegration support may include mentoring, report cards, regular pastoral check-ins, personalised targets, academic catch-up support, planned pastoral interventions and scheduled reviews with parents/carers.

Section 9 – Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend a school unless reinstated. The decision to permanently exclude should only be taken in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Permanent exclusion will only be used as a last resort.

The principles, guidance and procedure set out in the current DfE statutory guidance will be followed at all times. This includes notification, challenge and review procedures, statutory timescales, governing board consideration, independent review rights and record keeping.

The governing board or relevant committee will consider suspensions and permanent exclusions in accordance with statutory thresholds, timescales and procedures, including reinstatement decisions and independent review rights.

Where permitted by statutory guidance, meetings may be held via remote access if requested and the statutory criteria are met face-to-face meetings should remain available.

Examples of circumstances that may lead to permanent exclusion

- Serious actual or threatened physical assault against another student or member of staff.
- Sexual abuse or assault.
- Sharing, supplying or possession of an illegal drug.
- Carrying an offensive weapon.
- Making a malicious serious false allegation against a member of staff.
- Placing students, staff or members of the public in significant danger or at risk of significant harm.

- Persistent disruption and defiance, including bullying or repeated discriminatory behaviour.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it has a detrimental effect on the discipline and wellbeing of the school community.

Section 10 – Off-site directions

The school has the power to direct that a student be educated off site with the aim of improving future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct.

The off-site direction may be to a Pupil Referral Unit, Alternative Provision Provider, another school or academy, or another appropriate setting.

Parental consent is not required for an off-site direction, but arrangements must be lawful, proportionate, in the pupil's best interests and compliant with statutory guidance.

Before an off-site direction begins, the school will provide written information to parents and relevant parties, seek and consider the pupil's views where appropriate, share necessary safeguarding, SEND, attendance, behaviour and medical information with the receiving provider, and set out the objectives, timeframe, review arrangements and reintegration planning.

The arrangements will be based on an understanding of the support the pupil needs in order to improve future behaviour, as well as any SEND, safeguarding, health or welfare needs. The expectation is that the pupil will continue to receive suitable full-time education unless otherwise lawful and appropriate.

A personalised plan for intervention will be put in place, setting out the objectives for improvement and attainment, timeframe, assessment and monitoring arrangements, and baseline information against which progress will be measured.

Reviews will consider progress against objectives, attendance, safeguarding, SEND, parent and pupil views, reintegration planning and whether the placement remains appropriate and in the pupil's best interests.

Where a pupil has a social worker or is looked after, the social worker and/or Virtual School Head will be consulted where relevant before an off-site direction is finalised.

At the end of any placement, the school will seek an end-of-placement report and will seek the student's views, where appropriate, about the success of the placement.

Section 11 – Managed moves

A managed move is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school or academy. Managed moves should be voluntary and agreed by all relevant parties, including parents and the admission authority of the new school.

Managed moves should be offered as part of a planned intervention and where the move is in the pupil's best interests. The purpose is to give a pupil who may be at risk of permanent exclusion a fresh start in another school or academy without a permanent exclusion on their educational record.

A pupil must not be suspended, permanently excluded or otherwise penalised solely because a managed move is not agreed.

Managed moves will be arranged in line with statutory guidance, the School Admissions Code and local Fair Access Protocols where relevant.

Before a managed move is finalised, the school will seek and consider the pupil's views, share necessary safeguarding, SEND, attendance, behaviour and medical information with the receiving school and ensure that parents and relevant professionals understand the purpose and expected arrangements.

Where a pupil has a social worker or is looked after, the social worker and/or Virtual School Head will be consulted where relevant before a managed move is finalised.

If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than a trial period before proposed permanent transfer, off-site direction must be used instead.

All managed moves and off-site directions must include oversight from the DSL. A risk assessment will be completed before any move is agreed, and the receiving setting must be appropriately briefed on the pupil's safeguarding and SEND profile.

Section 12 – Responding to misbehaviour from pupils with SEND

12.1 Recognising the impact of SEND on behaviour

The Trust recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Where pupils are identified as neurodivergent (e.g., ADHD, autism spectrum condition), the Trust acknowledges that communication, sensory sensitivities and processing differences may present as behaviours of concern. Staff will use pupil / student profiles and proactive scaffolding to ensure that expectations are appropriately adapted. These adaptations will be developed with the SENCO and parents/carers and reviewed regularly. All schools will outline further strategies that may be adopted in their Statement of Behaviour Principles.

12.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether the student was unable to understand the rule or instruction, unable to act differently at the time as a result of SEND, or likely to behave aggressively due to their particular SEND.

Where the answer to any of these questions is yes, leaders must consider whether applying a sanction would be proportionate, lawful and consistent with the school's duties under the Equality Act 2010 and the Children and Families Act 2014. Where a sanction is still used, reasonable adjustment should be considered and recorded.

Before suspending or permanently excluding a pupil with SEND, leaders will consider whether the behaviour was connected to SEND, whether reasonable adjustments were in place, whether unmet need may have contributed and whether exclusion would be proportionate.

12.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Where a pupil exhibits persistent or concerning behaviour, the school's Special Educational Needs Co-ordinator (SENCO) will assess whether there may be unmet or unidentified special educational needs contributing to the behaviour. This evaluation will be part of a graduated response, beginning with in-school strategies and adjustments to provision.

Initial support will include:

- Classroom-based adaptations and targeted interventions;
- Monitoring and recording of behaviour patterns and responses to support;
- Engagement with parents/carers to gather insights and agree on next steps.

Only where these strategies have been implemented and reviewed, and further concerns remain, will the school consider seeking advice from external professionals such as specialist teachers, educational psychologists, or medical practitioners.

Where acute or complex needs are identified, the school will liaise with appropriate external agencies to develop a coordinated support plan. This plan will be co-produced with parents/carers and reviewed regularly to ensure it remains responsive to the pupil's evolving needs.

12.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about a pupil with an EHC plan's behaviour, it will make contact with the borough or local authority to discuss their issues. If appropriate, the school may request an emergency review of the EHC plan.

Section 13 – Pastoral and multi-agency support

The Trust recognises that behaviour may indicate an unmet pastoral, safeguarding, SEND, health or mental health need. Schools will use behaviour, attendance, safeguarding and pupil voice information to identify patterns and provide timely support. This may include pastoral support, early help, family engagement, external agency advice, reasonable adjustments, risk assessment, individual support planning or review of provision.

Section 14 – Student transition

14.1 Inducting incoming students

Each school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

14.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant school staff at the start of the term or year.

Section 15 – Training

As part of their induction process and continuing professional development, our staff are provided with regular training on managing behaviour. This will take place within individual schools routinely as well as through TWHF and external providers where required. This will include training on:

- Effective behaviour and classroom management
- Individual needs of the students in each school
- How SEND and mental health needs impact behaviour
- The proper use of restraint (Team Teach training where required)

The Trust acknowledges the impact of behaviour incidents on staff wellbeing. Schools will provide staff with access to:

- Behaviour debriefing and reflection following high-level incidents.
- Peer coaching models.
- Ongoing CPD in restorative conversations and conflict resolution.

Headteachers must monitor staff wellbeing and workload related to behaviour management, ensuring appropriate support systems are in place.

Section 16 – Monitoring

Each school will collect and analyse data on behaviour incidents, attendance, suspensions, permanent exclusions, managed moves, off-site directions, safeguarding separations, use of pupil support units, and incidents of searching, screening and confiscation.

Data will be analysed at school level, by age group, individual staff member where relevant, time of day/week/term, protected characteristic, SEND status, disadvantage, looked-after status, social worker involvement and other relevant vulnerability indicators.

Leaders, governors and trustees will monitor patterns in suspensions, permanent exclusions, managed moves, off-site directions and safeguarding separations to ensure decisions are fair, lawful, proportionate and not disproportionately affecting any pupil group.

Monitoring will include pupils who receive repeat suspensions, to ensure that appropriate support, intervention and review have been undertaken and that exclusion is not being used in place of targeted support.

Leaders and Governors will monitor the quality, suitability and effectiveness of alternative provision arranged following suspension or exclusion, including attendance, safeguarding, SEND support and outcomes.

The school will use the results of this analysis to ensure the policy is implemented fairly and that the Trust is meeting its duties under the Equality Act 2010 and related legislation.

This policy will be reviewed annually, or more frequently if needed, by the TWHF leadership team to address findings from regular monitoring and ensure alignment with current government guidance.

Section 17 – Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education and relevant statutory guidance, including:

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, statutory guidance, July 2026, effective from 26 July 2026
- Behaviour In schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- Mobile phones in schools: statutory guidance
- Keeping Children Safe in Education 2026
- The Equality Act 2010 and Equality Act 2010: advice for schools

- Children and Families Act 2014 and the SEND Code of Practice 0 to 25 years
- Working together to improve school attendance
- Mental health and behaviour in schools
- Alternative provision statutory guidance and guidance relating to pupil movement, off-site direction and managed moves.
- Education (Independent School Standards) Regulations 2014
- DfE guidance on what academies, free schools and colleges should publish online.

This policy complies with the Trust's funding agreement and articles of association.

Appendix 1: Searching, Screening and Confiscation

Searching, screening and confiscation will be carried out in accordance with current DfE guidance, safeguarding procedures and this behaviour policy.

Confiscation

- Any prohibited items listed in Section 3 found in a student's possession as a result of a search will be confiscated and will not be returned unless guidance allows otherwise.
- The school may also confiscate any item that is harmful or detrimental to school discipline. These items may be returned after discussion with senior leaders and parents where appropriate.

Searching a student

- Searches will only be carried out by a member of staff authorised by the Headteacher.
- Subject to permitted exceptions, the authorised member of staff carrying out the search will be the same sex as the student and another member of staff will be present as a witness.
- An authorised member of staff of a different sex to the student may carry out a search without another member of staff as a witness only where they reasonably believe there is a risk that serious harm will be caused if the search is not carried out urgently, and it is not reasonably practicable for the search to be carried out by a member of staff of the same sex or with a witness present.
- Before carrying out a search, the authorised member of staff will assess urgency and risk, consider safeguarding, explain why and how the search will take place, give the student the opportunity to ask questions, and seek the student's co-operation.
- If the student refuses to agree to a search, the member of staff may give an appropriate behaviour sanction and seek senior support.
- Reasonable force may be used only to search for prohibited items and only where necessary, proportionate and lawful.
- An authorised member of staff may search outer clothing, pockets, possessions, desks or lockers.

Searching electronic devices

- An electronic device may be confiscated where there is good reason to suspect it has been, or could be, used to cause harm, disrupt teaching or breach the behaviour policy.
- Any search of an electronic device should be conducted in the presence of another member of staff.
- Any data or files will only be erased if there is good reason to suspect they have been, or could be, used to cause harm, disrupt teaching or breach the behaviour policy.

- If the member of staff suspects they may find an indecent image of a child, they must never intentionally view, copy, print, share, store or save such images. The device should be confiscated, the device should not be searched further, and the incident should be referred to the DSL.

Searching students' possessions

- Possessions include any items the student has or appears to have control of, including lockers and bags.
- A student's possessions can be searched for any item if the student agrees. If the student does not agree, staff can still search for prohibited items where lawful.
- An authorised member of staff can search a student's possessions when the student and another member of staff are present, unless there is a serious risk of harm or it is not reasonably practicable.

Recording of searches

All searches will be recorded in CPOMS or the relevant safeguarding/behaviour recording system, and the DSL will be made aware. If any safeguarding risk is found, this will be reported to the DSL immediately.

Informing parents

Parents will always be informed of any search for a prohibited item as listed in section 3. A member of staff will inform parents of what has happened, what has been found, what has been confiscated, if anything and any further actions that the school may take.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed.

If this is the case, staff will follow the schools Safeguarding Policy and speak to the DSL and together they will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

- The authorised member of staff's power to search does not enable them to conduct a strip search. Strip searches on school premises may only be carried out by police officers in accordance with relevant legal requirements.
- Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing against the risk of not recovering the suspected item.
- The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care at all times.
- Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one parent before a strip search takes place and ask whether they would like to attend to act as the appropriate adult.
- Parents will always be informed once a strip search has taken place. The school will keep records of strip searches conducted on school premises and monitor for trends.
- After any strip search, the student will be given appropriate support and the opportunity to express their views about the search and surrounding events.

Screening

- Screening can provide reassurance to students, staff and parents that the school is taking measures to create a calm, safe and supportive environment.
- Screening is the use of a walk-through or hand-held metal detector to scan students for weapons before they enter the school premises.
- If a pupil has a disability, the school will make reasonable adjustments to the screening process as required.
- If a student refuses to be screened, the school will consider why the student is not cooperating and determine whether a search is necessary.