Notre Dame Plymouth

Educating Head, Heart and Hands

# Behaviour for Learning and Conduct Policy

## 2026-7

**Named Persons:**
**Mrs A Morgan (Head of School - ND)**
**Category: Statutory**

**Last reviewed: June 2026**

**Next review due by: July 2027**

Notre Dame Plymouth

Educating Head, Heart and Hands

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**Our Mission Statement:**

**Cultivating excellence**

**Growing as people and schools**

**Rooted in the love of Christ**

**Educating for life**

**Introduction to this policy:**

Teaching children and young people to behave well is a vital preparation for adult life. As adults we moderate our own needs and desires in order to fit into and play a full part in wider society. Schools play an important part, as do parents and carers, in such formation, as we cultivate goodness in every pupil.

The Catholic Church teaches that parents are the primary educators of their children. Our role as a school is to work in partnership with families to raise young people who are respectful, compassionate, considerate of others, and in all ways ready to live life to the full. In order to do our job as educators, we rely on the support of parents and carers to ensure that the children we greet each morning are ready to learn. We, as schools, can never replace the vital formative role of parents.

We believe that behaviour is not simply a matter of discipline but is fundamental to the moral and spiritual formation of every young person. Informed by the principles of Catholic Social Teaching including the dignity of the human person, the common good, subsidiarity, and solidarity and rooted in the development of virtue, our approach seeks to nurture habits of the heart and will that lead to human flourishing. Virtues such as wisdom, courage, self-control, and fairness are not only celebrated but intentionally formed through our daily routines, relationships, and expectations. Each behavioural choice becomes an opportunity for growth in virtue, guiding pupils to become people of integrity who live out their God-given vocation in service to others. Our behaviour policy is therefore a framework for formation, helping pupils to grow in character and become faithful stewards of their gifts, builders of community, and witnesses to the Gospel.

In asking for a place in our school, parents and carers agree to support our policies. Our policies apply to all children and young people as an organisation cannot have one rule for some and another for others. As with any human organisation, our work is relational. Relational work is complex,

involving different perspectives and needs. The school will apply this policy as it sees fit within its own context, utilising the freedoms and permissions that it is granted in Law. In the exercise of its legal rights, the school will always seek to reflect its Catholic, Christian identity and mission, rooted in the love of Christ.

**Section 1: Aims**

This policy covers Notre Dame School within the overarching Trust policy for behaviour. It informs all

stakeholders about the approach of our secondary school to ensuring an orderly and safe learning environment in which all can thrive and succeed.

**This policy:**

- Articulates the high expectations that our school has of all pupils for good conduct and behaviour.
- Defines what we consider to be desirable and also unacceptable conduct and behaviour. ● Explains how the school will recognise positive behaviour and sanction poor conduct and behaviour.
- Summarises the roles and responsibilities of different people in our school community regarding behaviour management.

Our approach to behaviour in this policy is grounded in some of the core principles of **Catholic Social Teaching (CST)**:

- **Human Dignity**: Every behavioural issue is an opportunity to affirm the pupil's worth and capacity for change.

- **The Common Good**: Behaviour should promote the flourishing of all, not just the individual. ●

**Solidarity**: We stand with those who struggle and are committed to walking with them.

- **Subsidiarity**: Behavioural concerns are addressed at the most immediate level, empowering pupils to take ownership of their actions.

These principles are embedded in our responses to both positive and negative

behaviour. Inspired by the Gospel, we believe that no pupil is beyond redemption.

- Restorative practices must reflect our belief in **the power of reconciliation** (2 Corinthians 5:18).

- Every pupil must be given opportunities to start again, just as Christ offers us mercy (Luke 15:11–32).

- Behavioural consequences should include **the possibility of grace**, encouraging personal reflection and renewal.

Whenever appropriate, pupils should be supported in restoring damaged relationships and rejoining the school community with dignity. We recognise that due to harm done, the seriousness of an offence, or signs indicating that a pupil will not be reformed, it is sometimes necessary for them to leave our schools in order to have a fresh start elsewhere.

**Section 2: Legislation and statutory requirements**

To ensure absolute legal and regulatory compliance, this policy must be read, interpreted, and implemented in strict alignment with the latest versions of the following statutory guidance frameworks issued by the Department for Education (DfE):

- **Behaviour in Schools: Advice for headteachers and school staff (DfE, 2026)** – Governing our daily practices, removal from classrooms, and school culture.
- **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE, 2026)** – Governing all formal disciplinary exclusions, cancellations, and safeguarding separations.
- **Keeping Children Safe in Education (DfE, 2026)** – Mandating that behaviour management is treated in alignment with child protection, contextual safeguarding, and child-on-child abuse risk assessments.

  **Restrictive interventions, including use of reasonable force, in schools (DfE, 2026)** – Governing physical interventions, restraint prohibitions, and mandatory reporting and recording regulations.

- **Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)** – Governing the legal limits of screening, non-consensual searches, and the handling or disposal of confiscated property.
- **Working together to improve school attendance (DfE, 2024)** – Framing persistent absence as a vital safeguarding indicator requiring supportive intervention.

**3. Behaviour and Conduct**

Conduct reflects a pupil's broader, long-term lifestyle and personal standards as a member of our Catholic school community, encompassing their attendance, citizenship, and personal integrity. Behaviour refers to a pupil's immediate actions, choices, and compliance with daily routines and staff instructions within the school environment.

Plymouth CAST as a Trust expects all schools to deliver the highest possible quality of educational experience for all children and young people. For pupils to make the most of the educational opportunities open to them it is vital that they attend school every day. Positive engagement with school is expected from all members of our community, and the school will seek to remove all barriers that prevent a child from accessing their learning entitlement.

Schools can support the development of virtue in children and young people, but they cannot replace the day to day formation of good behaviour in children by their parents or carers. Parents choose our school for their child's education and are expected to support school staff implementing our rules in ensuring a consistent experience of standards for young people as they grow. Parents and carers play a key part in ensuring that their child attends school every day.

School rules may be different to rules applied at home. Parents and Carers accept school rules, and the school's approach to implementing its rules by virtue of asking for/accepting a place for their child in our school. The school acknowledges the rights of the parent to move their child to a different school if they prefer the rules and educational approaches elsewhere.

Governors have directed the SLT that no individual pupil has the right to disrupt the school life, learning, progress or wellbeing of other pupils; and that school staff have the right to expect full compliance with their instructions by pupils by virtue of the pupil continuing to be a member of the school community.

Governors expect school leaders to secure consistently high standards of behaviour, so that all pupils

are proud of our school, and secure for themselves the very best outcomes from their education. All members of staff have the authority to assist in the securing of good behaviour in our school.

**Section 4: Roles and responsibilities**

**4.1 The Independent Advisory Board (IAB)**

The IAB is responsible for approving this behaviour policy and monitoring its effectiveness, holding the Head of School to account for its implementation.

**4.2 The Head of School**

The Head of School is responsible for implementing and keeping under review this behaviour policy in the school..

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor how staff implement this policy to ensure rewards and sanctions are applied with intelligent consistency. The application of intelligent consistency ensures that the school fulfills its statutory duties under the Equality Act 2010. Treating pupils with equity means taking account of documented individual needs; therefore, identical infractions may result in different pathways of sanction and support based on the pupil's context.

**4.3 Staff**

Staff are called not only to implement the behaviour policy but to witness to the Gospel in their interactions with pupils demonstrating patience, compassion, integrity, and moral leadership rooted in Christ. Staff are responsible for:

- Implementing the behaviour policy with intelligent consistency, making reasonable adjustments to take account of the known needs of identified pupils.
- Maintaining and improving their own relational behaviour management approaches which include trauma-informed and restorative practice.
- Promoting and modelling positive behaviour.
- Wherever possible, de-escalating incidents.
- Providing and supporting a personalised approach to the specific behavioural needs of particular pupils.
- Listening to pupils' perspectives of reported incidents.
- Recording behaviour incidents.
- Keeping parents and carers informed of behaviour concerns.

The Head of School along with the senior leadership team will support staff in responding to behaviour incidents.

**4.4 Parents and Carers**

Parents and Carers are expected to:

- Accept the school's behaviour policy and the disciplinary authority of all school staff.

- Accept and commit to the Home-School agreement for the duration of their child's place in the school.
- Support their child in adhering to the school rules. Parents have chosen our school for the education of their child, and must ensure that their child cooperates with staff, engaging positively and respectfully with our educational processes, for the good of all in our school community.
- Monitor their child's behaviour online, and their use of social media.
- Send their child to school each day punctually, wearing all aspects of the correct uniform, fed, rested, equipped and ready to learn.
- Inform the school promptly of any changes in circumstances that may affect their child's behaviour.
- Attend meetings with school staff, if requested, to discuss their child's behaviour. ● (If their child is suspended from the school), to ensure that the child is not found in a public place during school hours in the first five days of suspension and to attend a reintegration meeting with the school at the end of a suspension. Suspension is a serious consequence, and the child must know this from both the school and the parent/carers.
- Ensure that their child takes responsibility for online behaviour and form their child's understanding of the safe use of technology
- Ensure their child is not carrying items designated by the schools as prohibited to or from school

Parents/Carers have access to behaviour data for their child in real time through ClassCharts and can reinforce the expectations of our schools, fostering consistent approaches to behaviour management. In all communications and interactions with staff, governors, and other families, parents are called to uphold the dignity of every person and to act as role models of courteous and constructive dialogue..

In situations where a pupil's behaviour is deemed unmanageable, unsafe, or significantly disruptive to the learning environment, parents and carers are expected to respond promptly to urgent communication from the school. This may include attending the school at short notice to support staff in resolving the situation, collecting their child early if necessary, or participating in an immediate planning or reintegration meeting. Timely parental cooperation is essential to ensure the safety, dignity, and wellbeing of all members of our school community.

**4.5 Pupils**

Pupils are expected to comply with the school rules at all times by virtue of having a place in our school community. We expect all pupils to be compliant with staff instructions, to be polite and cooperative, to be kind and considerate, and to work hard in pursuit of a successful future.

**Section 5: Pupil behaviour and Conduct for learning**

Clear expectations are vital in ensuring that pupils know and understand the boundaries within which they should operate.

**Committed: Cultivating Excellence and the virtue of Wisdom**

- I arrive on time to tutor and lessons
- I wear the correct uniform and carry the correct equipment
- I show an excellent level of effort without disrupting the learning of any other pupil
- I act positively on feedback and demonstrate a love of learning
- I present work to the highest standards and complete homework on time
- I am a positive, engaged and active member of the school

**Respectful Focus: The virtues of Justice and Courage**

- I am polite, courteous and respectful to everyone in the school community
- I listen to others and respond positively to their perspectives
- I use positive and respectful language
- I show care for the school environment which includes school property, furniture and equipment
- I am respectful to others in the wider community and act as a positive ambassador for the school
- I am an 'upstander' who promotes positive and respectful behaviour

**Safe Focus: the virtue of Self-Discipline**

- I am in the right place at the right time
- I follow all staff instructions immediately to ensure the safety of everyone ● I work with others and staff to resolve issues throughout restorative dialogue and reconciliation
- I take full responsibility for my own behaviour and choices
- I move around the school in a calm manner and remain the right place at the right time
- I represent the school well when traveling to and from school or on school trips

**5.1 Praise, Recognition and Rewards**

Our praise and recognition system is rooted in the understanding that we all have a God-given potential to live life to the full. It is designed as a virtue-based system to celebrate the success of all our pupils as they grow as people. It is underpinned by the belief that the recognition of the deepening of each pupil's character, and their attitude to work is fundamental to establishing and reinforcing appropriate conduct and work patterns.

Virtuous behaviour refers to actions and attitudes that reflect high moral standards and good character. It is grounded in Gospel principles and involves consistently choosing to do what is right, even when it is difficult or when no one is watching. Virtuous behaviour is also evident in being polite to staff and peers, helping others in need, resisting peer pressure to engage in negative behaviour,and contributing positively to the school community. The virtues that make up our reward system are: **Wisdom**: using good judgement in learning and asking thoughtful questions. **Justice**: Treating others fairly and standing up for what is right. **Courage**: Showing bravery in tackling challenging work or social situations to seek what is fair and just. **Self-control**: resisting distractions and temptations to become involved in negative behaviour. **Faith:** demonstrating spiritually. **Hope:** Bringing light into the life of others. **Charity:** recognising the Gospel and acting with Christ-like grace to serve others. Overall, virtuous behaviour reflects a commitment to doing good, fostering positive relationships, and creating a respectful, supportive environment where everyone can thrive.

Verbal praise and positive recognition is used by all staff in our school to routinely create and reinforce positive relationships. pupils are recognised and acknowledged for doing the right things and doing things right. Every pupil is encouraged to be the best version of themselves. Our entire rewards

system is built around, and supports the development of, growth in character and virtue.

**5.2 Achievement Virtue-based positive points**

At the heart of our approach to behaviour is the intentional formation of virtue. In the Catholic tradition, virtue is understood not merely as good behaviour but as the development of habits that lead to moral excellence and human flourishing. We recognise and seek to cultivate the cardinal virtues of **wisdom, courage, self-control, and justice**, alongside the theological virtues of **faith, hope, and charity**. These are nurtured through daily routines, relationships, and reflective practice. Every behavioural choice is an opportunity to grow in virtue, and our praise and sanctions aim to guide pupils towards becoming people of integrity, resilience, and compassion, ready to live out their vocation in service to God and others. Staff are encouraged to notice, identify and affirm pupils not only for compliance or effort but for demonstrable growth in these virtues. In doing so, we seek to celebrate what is good and inspire all pupils to become the best version of themselves in the light of Christ.

Staff recognise growth in virtue, and record this on school systems. Virtue is more than merely positive behaviour; it signifies growth in Christian character. Virtue is the practice of choosing the best possible good in any given situation amidst competing, paradoxical, and often contradictory values. Virtue is an integral goodness affirmed by intentional decisions to act with integrity and compassion in daily relationships with others. Virtue cloaks a life of seeking to do good in ways surprising and expected, always moving on towards an unseen but hopeful end. Virtue is the practice of doing good, consistent in small and big things, through prayer that intends a habit and actions seen by God and others. Virtue infuses choices to act with a sense of compassion for the other, concern for the common good, and expansion of one's capacity to effect good in the world.

Demonstrations of virtuous behaviour are recorded on ClassCharts. Individual progress is reviewed regularly and used as a basis for discussion and recognition. This may include invitations to rewards events throughout the year.

**5.3 First attention to best behaviour**

We recognise the importance of first attention to virtuous behaviour. We believe in the power of praise and recognition as a primary tool to motivate and encourage pupils to make positive contributions to school life.

The school believes in rewarding effort, recognising achievement and encouraging pupils to aspire to exceed our expectations. Rewards are a very powerful tool for staff to use. A pupil, whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact within the community. We aim to recognise and celebrate academic, sporting, social, cultural and the personal achievements of pupils.

This also means that we intentionally focus our energy and attention on recognising and reinforcing the good choices pupils make that reflect the virtues of our Catholic tradition. By celebrating what is good, just, and noble, we encourage pupils to grow in confidence, character, and self-discipline. This proactive approach helps to build a positive culture in which pupils are affirmed for living out Gospel values in both word and action. Staff are encouraged to seek and praise virtue in action, knowing that recognition is a powerful force for moral development and community cohesion.

**Section 6: Management of poor conduct**

Any poor conduct or misbehaviour will be addressed by this policy. There are degrees of seriousness associated with undesirable pupil behaviours. This includes low-level behaviour, such as shouting out or pushing in the corridors. These behaviours will usually be managed by low-level sanctions such as warnings. More serious poor behaviour, such as defiance of instructions given by staff will be taken seriously by the school. When a pupil refuses to follow the legitimate instruction of a member of staff, they place themselves beyond the control of the school, resulting in a serious breach of this policy. A legitimate instruction of a member of staff is an instruction that is lawful and reasonable, and in relation to behaviour, is concerned with maintaining safety and good order in our school.

Conduct viewed by the school as being a serious breach of this behaviour policy will usually result in suspension, or permanent exclusion. Suspensions and permanent exclusions will sometimes be necessary as a last resort. 'Last resort' means that the usual resources and/or approaches available to the school have been tried and failed. It does not mean multiple chances to try again. This is to ensure that other pupils and teaching staff can work in safety and are respected.The management of serious behaviour issues may involve a multi agency approach such as Social Care and the Police. The school will always cooperate with other agencies if requested, in the resolution of serious issues.

**6.1 Definitions and examples**

Poor conduct or misbehaviour is defined as a deliberate breach of the school's behaviour policy. Examples of breaches of the school behaviour policy, whether low-level or serious may include, but are not restricted to:

- Incorrect uniform
- Disruption in corridors between lessons, and at break and lunchtimes.
- Lateness to lessons
- Eating in corridors

..to more serious breaches such as:

- Non-completion of classwork or homework.
- Poor attitude to learning
- Disruption of learning.
- Internal truancy.
- Use of mobile phone or other communication/recording devices on school premises.
- Misuse of any arrangement made for individual pupils.
- Defiance

Please see appendices for further examples.

Serious Incidences of behaviour:

We define particularly serious poor conduct as any significant occurrence or pattern of behaviour that fundamentally breaches the school's core values, poses a risk to the safety and well-being of the school community, places a pupil beyond the control of the school or severely disrupts the classroom. This classification includes, but is not limited to, defiance (where a pupil refuses to follow the legitimate instruction of a member of staff), behaviour necessitating a pupil's removal from lessons, physical assault, targeted bullying or harassment, the possession of prohibited items, significant damage to property, or persistent defiance that undermines the safety and authority within the setting. Such incidents represent a critical escalation from low-level disruption and require an immediate,

formal response to ensure the continued security and integrity of the learning community.

**Internal truancy**, where a pupil is present in school but deliberately avoids attending lessons without permission, is considered a serious breach of the Behaviour Policy. This behaviour disrupts learning, poses safeguarding concerns, and undermines the trust between the pupil and the school. Pupils found to be internally truanting will face sanctions and will be required to catch up on missed work. Repeated internal truancy may lead to parental meetings, monitoring systems, and escalated interventions including parents being called into school with a sense of urgency to support the school in addressing the issue and agreeing on a plan to restore the pupil's engagement and accountability. Parents are expected to work with the school to prevent repeated incidents of internal truancy.

**Child on child abuse:**
Our school recognises that children are capable of abusing their peers. This is known as child-on-child abuse.

School aims to reduce the likelihood of child-on-child abuse through:

- the established ethos of respect, friendship, courtesy and kindness.
- high expectations of behaviour.
- clear consequences for unacceptable behaviour.
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy
- relationships, acceptable behaviour, consent and keeping themselves safe. ● systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed

To ensure full compliance with regulatory standards the school maintains a central record of sanctions imposed for serious misbehaviour. This log serves as a formal audit trail for inspection purposes. Each entry includes:

- The nature of the offence and the date it occurred.
- The name and year group of the pupil(s) involved.
- The specific sanction imposed and the staff member responsible.
- Evidence of any follow-up actions or parental notifications.

This central record is monitored regularly by the Senior Leadership Team and pastoral team to identify trends, ensure the consistent application of policy, and assess the effectiveness of interventions. These records are retained securely in accordance with data protection legislation and are made readily available for regulatory inspection to demonstrate the school's commitment to a safe and transparent disciplinary framework.

**6.2 Managing consequences of poor conduct**

All pupils have the right to make progress in learning and the school cannot permit one child to disrupt the learning of others. In addition, pupils will face consequences if they choose to associate with or encourage pupils who are not behaving in a way that is supportive of a calm and orderly environment.

Staff will model positive behaviour in keeping with our school virtues, and deal with poor behaviour in a consistent, calm and adult manner. Staff have professional responsibility to follow things through with pupils and ensure that incidents of poor behaviour are dealt with as privately as possible. School

leaders and other staff will work with pupils to engage with staff in restorative dialogue to allow for reconciliation and rebuild relationships. Such approaches will only be possible, and effective, with the full cooperation of the pupil, and with the support of parents or carers.

In lessons, the class teacher (whether regular or supply) or LSA will follow the behaviour policy, and sanction those who are preventing their own learning and/or that of the other pupils in the class. Sanctions, which can include restorative approaches to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours which will enable pupils to learn and thrive. Sanctions will aim to take into account individual pupil circumstances (if known).

This may mean that similar behaviours between two separate pupils may be handled differently based on their known context and/or needs. Consistency of approach to young people between staff, parents and carers is the key to ensuring positive behaviour. Staff are expected to recognise and reward more than they sanction.

Schools are required to log separately particular negative behaviours associated with actions against persons with protected characteristics. These may be reported separately as required in law to external authorities.

All staff are required to uphold the virtues which are the cornerstone of a positive culture in school and to follow the guidelines for behaviour recovery in the early stages, including de-escalating and modifying behaviour where they can.

**6.3 Bullying**

The schools are part of the Anti-Bullying Alliance. The schools adopt a **zero-tolerance** of bullying.

The Anti-Bullying Alliance defines bullying as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

The school recognises that there are several forms of bullying and that they can be thought of as bullying if they are done maliciously, deliberately or persistently to hurt or upset or have that effect. Bullying can occur in many ways. For example:

● Physical - Pinching, punching, pushing, kicking and hitting or any use of

violence. ● Verbal - Name calling, sarcasm, persistent teasing, spreading rumours.

● Psychological - Being unfriendly, excluding, tormenting (e.g. hiding books, damage to property, threatening gestures)

● Written - Writing graffiti, insults contained in note passing.

● Online - The use of electronic communication to deliberately upset someone else, typically by sending messages of an intimidating or threatening nature, such as email and messaging apps. This can be sent from individuals and groups.

We recognise that bullying can take place at any age and in any place. Section 89 of the Education and Inspections Act (2006) gives the Head of School the right to regulate students' conduct when they are not on school premises. This can relate to bullying incidents occurring on school or public

transport, outside local shops or in any other public place when students are in school uniform. Bullying can also take place beyond school via social media. The school has limited ability to investigate or act on bullying that takes place beyond school, when the child is under the authority of their parents.

**6.4: Child-on-child abuse and safeguarding**

The school maintains an absolute zero-tolerance stance toward all forms of child-on-child abuse. In strict accordance with Keeping Children Safe in Education (KCSIE), school staff recognize that pupils are capable of abusing their peers and that this abuse can manifest inside school, outside school, and online.

**(a) Scope of Peer Abuse**

Child-on-child abuse includes, but is not limited to:

- Sexual violence and sexual harassment (including sexting, peer-on-peer sexual pressure, and the sharing of consensual or non-consensual youth-produced intimate images or AI-generated deepfakes).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or initiating inappropriate physical challenges.
- Bullying (including cyberbullying, prejudice-based bullying targeting protected characteristics, and emotional exclusion).
- Upskirting (which is a criminal offense under the Voyeurism (Offences) Act 2019). ● Coercive control, criminal exploitation, or initiation/gang rituals.

When an allegation or incident of child-on-child abuse is identified, it will never be treated purely as a isolated behaviour matter. The school will immediately take action:

1. Immediate Escalation to the DSL: The incident must be reported directly to the Designated Safeguarding Lead (DSL) or a Deputy DSL without delay. The DSL will take immediate operational ownership of the safeguarding response.

2. Immediate Safety Risk Assessment: The DSL will conduct a formal, documented risk assessment to evaluate the ongoing vulnerability and safety of the setting. This assessment will establish separate support profiles for both the victim and the alleged perpetrator, ensuring they are kept apart during any investigation.
3. Multi-Agency Referrals: If the DSL has reasonable grounds to believe a child is suffering, or is likely to suffer, significant harm, a formal referral will be made to Local Authority Children's Social Care and/or the Police within 24 hours

While the safeguarding investigation takes legal precedence to ensure child welfare, the Head of School retains the right to implement parallel disciplinary sanctions under this behavior policy.

- The school may utilise a temporary Safeguarding Separation or a formal suspension to remove an alleged perpetrator from the premises while a risk assessment is completed or external police investigations are ongoing.
- Sanctions will never be delayed or dismissed simply because an incident took place online or outside school hours; if peer abuse impacts the well-being or safety of a pupil within our community, the school will exercise its full disciplinary authority to protect the common good.
- Minors who are victims of abuse will never be treated as having "consented" to acts of peer

violence or sexual harassment. The school will provide trauma-informed, restorative support to victims while enforcing clear, robust boundaries for perpetrators to ensure the school remains a sanctuary

**6.5 Safeguarding separation:**

In strict accordance with the DfE Statutory Guidance on Suspension and Permanent Exclusion 2026, a temporary offsite Safeguarding Separation may be implemented. This is a non-disciplinary, protective measure entirely distinct from a behavioral suspension or exclusion. This will be led by the Designated Safeguarding Lead (DSL).

Under these regulations, the school reserves the right to require a pupil to remain off-premises solely to manage essential safeguarding risks (such as allegations of serious harm) and to ensure pupils are kept physically apart while an active safeguarding investigation is being conducted.

**Section 7: Contextual behaviour management**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and expect all staff and volunteers to share this commitment. We recognise that all children, including those with a protected characteristic (including race, religion, sexual orientation, disability) have an equal right to protection from all types of harm or abuse. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

We listen to our pupils and take seriously what they tell us. We will investigate any concerns raised with the school by a pupil. Pupils are aware of the trusted adult(s) they can talk to if they have a concern.

We take seriously false accusations knowingly made against other pupils and/or staff, given our duty of care to all members of our community, and may pursue such instances to the fullest extent possible.

When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the child's welfare. The Trust's Child Protection and Safeguarding policy underpins and guides our safeguarding procedures and protocols. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns.

**7.1 Recognising the impact of SEND on behaviour**

The school recognises that some pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case by case basis by those in authority in each school. When in doubt, the SLT will consult the SENDCO. When dealing with misbehaviour from pupils with SEND, especially where their SEND

affects their behaviour, the Head of 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 plan (EHCP), the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned, and also the resources of the school to serve the needs of individuals over the many.

**7.2 Adapting sanctions for pupils with SEND**

The school is fully committed to "intelligent consistency" in its approach to behaviour. While we maintain high expectations for all pupils, we resolutely recognise our legal duties under the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice. We will always maintain reasonable and proportionate expectations of all of our pupils, ensuring that behaviour directly attributable to identified SEND needs is clearly distinguished from behaviour that is entirely deliberate and chosen.

**(a) Understanding Barriers to Meeting Expectations**

The school recognises that for some pupils, their SEND may be a significant contributing factor to their behaviour. We do not view a pupil's SEND as an automatic justification for behaviour that compromises the safety or learning of others; rather, we recognise it as a potential barrier to meeting expectations that requires specific, proactive support. Our approach focuses on:

- **Identification:** Determining whether a specific behaviour is a manifestation of a pupil's disability or a clear indicator of an unmet need.
- **Explicit Instruction:** Proactively teaching expected behaviours through adapted support, bespoke reasonable adjustments, and intervention strategies (e.g., social stories, visual cues, or sensory regulation breaks) agreed upon by the Senior Leadership Team (SLT) and the SENDCO.

**(b) Reasonable Adjustments in Practice**

Before any disciplinary sanction is applied, particularly serious sanctions such as classroom removal, suspension, or permanent exclusion, school staff must verify whether a reasonable adjustment is required to avoid discrimination. When considering a sanction, staff will evaluate on a case-by-case basis:

1. Whether the pupil was unable to understand the rule or instruction due to their SEND. 2. Whether the pupil was unable to act differently at the time as a direct result of their SEND. 3. Whether any aggression shown is a direct manifestation of their particular SEND.

(Note: All instances of aggression towards staff or peers will be taken seriously to maintain safety, but the SEND need will be structurally considered within the review).

If the answer to any of these questions is ‘yes’, it may be unlawful for the school to apply a standard sanction. The SENCO, Year Leader or Director of Learning will then assess if a sanction remains appropriate and, if so, ensure the following steps are taken**:** Ensuring sanctions are fair and proportionate, taking into account the pupil’s age, developmental stage, and documented needs.

Modifying the delivery of a sanction to ensure it remains accessible (e.g., holding an after-school detention in a quiet, supervised sensory space rather than a large classroom to avoid sensory overload) and applying the the pupil's Individual SEND Support Plan or Pastoral Support Plan to verify that all pre-agreed environmental modifications have been properly applied.

(Note: A ‘reasonable adjustment’ does not exempt a pupil from sanctions for poor behaviour or conduct that is proven to be entirely chosen, deliberate, and unconnected to their specified SEND need).

**(c) Oversight and the Prevention of Discrimination**

In strict accordance with Behaviour in Schools: Advice for headteachers and school staff (DfE, 2026), the Senior Leadership Team and the SENDCO will regularly monitor local behaviour data to ensure pupils with SEND are not disproportionately impacted by the school’s disciplinary framework.

We fulfill our Public Sector Equality Duty by:

- **Anticipating Disadvantage:** Periodically reviewing policy "triggers" that may inadvertently penalise pupils with specific conditions (e.g., ADHD, Autism, or Speech, Language, and Communication Needs).
- **Early Intervention and Triangulation:** Empowering the SENDCO to triangulate information from teaching staff, pastoral teams, Learning Support Assistants (LSAs), and parents/carers to evaluate pupils exhibiting challenging behaviour to determine if they have underlying, unmet needs. Where necessary, the school will seek advice from external specialists (e.g., educational psychologists or medical practitioners) to design targeted support plans.
- **Statutory Reviews:** Before any decision regarding permanent exclusion is made, the Head of School will conduct a formal review alongside the local authority and external agencies to determine if the behaviour was a direct manifestation of the pupil’s disability, confirming that all available resources and reasonable adjustments were completely exhausted.

**7.3. Pupils with an education, health and care plan (EHCP)**

The provisions set out in the EHC plan must be secured and the Head of School will cooperate with the local authority and other bodies. If school staff have a concern about a pupil with an EHC plan’s behaviour, the Head of School or someone delegated by them, such as the SENDCO, will make contact with the local authority to discuss the issues. If appropriate, the Head of School may request an emergency review of the EHC plan.

**7.4. Safeguarding and behaviour management**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The Head of School will consider whether a pupil’s behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school’s safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

**7.5 Dealing with behaviours during lessons**

Staff will deal with any pupils who are not behaving in a consistent, calm and adult manner. Staff will take personal responsibility to follow things through with pupils and ensure that incidents of poor behaviour are dealt with privately. School staff will work with pupils to engage with staff in restorative dialogue seeking reconciliation to rebuild relationships.

In lessons, the class teacher will follow the procedures below with any pupil whose conduct is below our standards and is therefore hindering their own learning and/or that of the other pupils in the class. Teachers will give one clear **warning**, reminding the pupil of expectations. If the behaviour continues, the pupil will be **removed** from the lesson and placed in the removal room or designated removal area. The removal will automatically result in a one-hour after-school detention. This simplified process allows staff to act decisively while maintaining fairness and clarity for pupils.

| | |
|---|---|
| **Warning** | A clear, calm reminder to the pupil that their behaviour is not meeting expectations. |
| **Removal** | Instruction to pupils to leave the lesson and sent to the removal room or designated removal area. |

The automatic consequence of removal from lessons will be a detention to be held after school for one hour.

**Section 8: Stepped consequences**

Pupils who persistently do not meet our expectations will be monitored by the Subject Leader or their Year Leader and/or Director of Outcomes, as appropriate to individual cases. A Behaviour Contract may be used. This is a signed document which is completed collectively and lays out the support available to the pupil to correct their behaviour, as well as the expectations of conduct going forward and the commitment of all parties to achieve this.

Pupils for whom there are significant concerns will be offered appropriate support to manage and modify their behaviour and may be referred to work with our Pastoral Team and/or external professionals. This might include a mentor or an Educational Psychologist, CAMHS, Young Devon counsellor, a school nurse or our local PCSO. pupils requiring more intense support will be raised at our termly Support Panel meeting and a multi-agency process, which may include the EHAT framework, will be adopted. Should a parent not wish for specific support to take place, this will be logged. In the spirit of Catholic education, intelligent consistency enables us to uphold justice and mercy in our care for each pupil.

**8.1 Detentions and removal from normal circulation:**

The school can issue detentions at breaks/lunchtimes and after school. They do not currently set weekend detentions but reserve the right to do so in future. Detentions may be set for behaviours outside of school. We may remove from circulation pupils who fail to meet expectations in lessons or social time during the school day (break and lunch) for a period of time. The period of time will be determined by the school, as it seeks to reduce the negative impact of behaviour on others.

**8.2 Setting detentions**

In accordance with the statutory framework Behaviour in Schools: Advice for headteachers and school staff (DfE, 2026), the Head of School and staff authorised by them hold the legal power to issue detentions to pupils as a disciplinary sanction. Detentions will be scheduled during and at the end of standard school day. Parental consent is not legally required for detentions. However, when scheduling a detention outside normal school hours, authorised staff must ensure the sanction is reasonable, proportionate, and safe. Staff will explicitly consider whether the detention puts the pupil at risk, conflicts with documented young carer responsibilities, or requires reasonable adjustments under the Equality Act 2010 for pupils with Special Educational Needs and Disabilities (SEND) or vulnerable status. All detentions are formally logged and visible via the ClassCharts app. For escalated one-hour or two-hour detentions, the school will provide advance notification to parents/carers via ClassCharts notifications or direct contact to ensure suitable and safe travel arrangements can be made; under the law, parental inconvenience regarding travel does not invalidate the detention. Failure to attend a scheduled detention without a pre-notified, valid reason is treated as defiance and will trigger an automatic escalation path (from 30 minutes to one hour, one hour to two hours, and two hours to a formal internal reset), with all automated notifications and revised instructions issued directly to staff, pupils and parents/carers via ClassCharts.

**8.3 Categories of detentions:**

**Subject detentions:** Subject detentions provide space and time for a pupil to catch up on missing work, or to repair the relationship with a member of staff that they have damaged through their actions or inactions.

**Behaviour detentions:** Behaviour detentions provide space and time for a pupil to reflect on their behaviour for learning or conduct. They respond to behaviour during social or lesson times, including before or after school. Detentions signal to a child that they are not meeting our expectations. Behaviour detentions may run for short periods, such as a break or lunchtime, or for one or two hours for pupils who have been removed from a lesson or have significantly breached the Behaviour Policy in the view of the school. Behaviour detentions can also be used when a pupil is persistently late to school and/or lessons.

**Internal Reset:** Internal seclusions provide a longer period of time for a pupil to reflect, and to be supported in improving their behaviour. pupils will work in the internal reset room and not attend normal timetable lessons.

**External Reset:** External resets provide a greater opportunity for a pupil to reflect, and to modify their behaviour before they are allowed to rejoin the main school community. Where Internal Reset has been used but not had the desired effect or where Reset has not been successfully completed, the Head of School has the legal right to direct a pupil to be educated elsewhere. External resets are time limited to a maximum of five school days. This will be reviewed by SLT daily. pupils will complete the work set. As part of reintegrationing the pupil back into ordinary mainstream classroom there will be a review of the impact of intervention.

**8.4 Removal from Classrooms**

The school treats the removal of a pupil from a classroom as a serious sanction. While removal automatically results in a one-hour after-school detention to address the breach of conduct, the school is committed to ensuring that the period of removal remains a constructive educational experience.

Pupils placed in the Internal Reset room or a designated removal area will be provided with meaningful and continued learning. Staff will ensure that pupils have access to curriculum-aligned work that allows them to maintain their educational progress while separated from their peer group. The environment will be quiet, supervised, and conducive to academic focus.

Removal and internal reset is a time-limited intervention designed to allow for reflection and the restoration of a calm learning environment. The length of time a pupil spends in Reset will be proportional to the incident and will be reviewed daily by the Pastoral Team and SLT to ensure the intervention is successful in enabling the pupil to return to ordinary mainstream provision at the earliest opportunity.

The school will aim to ensure same-day parental contact is made whenever a pupil is removed from a lesson or placed in Internal Reset. This is primarily facilitated through ClassCharts, with follow-up communication from staff as necessary. The school reserves the right to investigate and sanction online or off-site misbehaviour (including conduct occurring on weekends, evenings, or holidays) wherever it impacts the orderly running, safety, or reputation of the school, or poses a targeted threat to any member of the school community.

**8.5 Suspension**

Suspensions are authorised strictly by the Head of School in accordance with the statutory guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE, July 2026) and are used in response to serious or persistent breaches of the Behaviour Policy. Suspensions are an extremely serious sanction and will not be used lightly. Suspensions may be issued for behaviours outside of school, as set out in the scope of this policy above. While a suspension may be used as a proportionate sanction, a permanent exclusion will only ever be issued as an absolute last resort. In line with the statutory framework, the Head of School may cancel a suspension that has not yet commenced, providing immediate notification without delay to the parents, Governing Board/IAB, Local Authority, and, where applicable, the pupil's Social Worker and Virtual School Head. Following any suspension, a mandatory reintegration meeting will be held. While a pupil's return to the classroom is not contingent upon parental attendance, active parental engagement is strongly expected to ensure a successful return. A written record of the meeting will be kept. Governing Board/IAB meetings and Independent Review Panels may be held via remote access if explicitly requested by parents, provided the technology ensures clear, real-time visual and audio participation.

- A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year.
- During the first 5 days of a suspension, the parents/carers are legally responsible for ensuring their child is not present in a public place during school hours. The school will set work to be completed at home.
- From Day 6 of any continuous suspension, the academy is legally required to provide full-time alternative provision education.

A permanent exclusion is an absolute last resort and will only be issued by the Head of School in response to a serious breach, or persistent breaches, of this Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education, safety, or welfare of the pupil or others in the school community. The Head of School possesses the explicit statutory power to cancel any suspension or permanent exclusion that has already begun, provided the governing board review panel has not yet met to consider it. If an exclusion is cancelled, the Head of School will immediately notify the parents/carers, the governing board, and the local authority, stating the exact rationale for

the cancellation. The pupil will be reinstated to their mainstream lessons without delay or penalty, and a supportive reintegration strategy will be established.

In accordance with the *Suspension and Permanent Exclusion guidance (DfE, 2026)*, the Head of School holds the legal power to direct a pupil to study off-site at another educational setting to improve their behaviour. Offsite direction is a time-limited intervention, often involving a temporary placement at another Plymouth CAST academy or an alternative school. It is never a permanent transfer.The school will provide the parents/carers with full written notice of the direction. The placement is subject to mandatory, regular review meetings involving the school, the host setting, the parents, and the pupil to evaluate progress against targets and plan a supported return to mainstream classes.The school strictly outlaws informal, undocumented "trial moves." Any placement change aimed at behavioral modification must follow this formal statutory pathway.

**8.6 Reintegration Process**

Following any suspension, the school will mandate a formal reintegration meeting before the pupil is permitted to return to ordinary mainstream classrooms. The meeting must be attended by the pupil, their parent/carer, and a senior member of school staff. Every effort should be made to ensure that the parent(s) are able to attend this meeting. At this meeting, it is important to look at how home and school can work together to avoid problems in the future. A restorative space will be given to review the impact of the intervention, implement a structured Pastoral Support Plan (PSP), check any necessary SEND reasonable adjustments, and establish clear behaviour targets to ensure a successful return . A parent's failure to attend the reintegration meeting will not be used as a reason to delay or deny the pupil's physical return to school. Where the parent(s) are unable to attend the meeting, they should be informed in writing of the outcome of the meeting.

Consideration should be given prior to the re-integration meeting whether an individual risk assessment is required to ensure the ongoing safety of the pupil and other members of the school community. Where this is deemed necessary the risk assessment/safety plan, including mitigating actions, should be agreed at the re-integration meeting. Where a pupil has been harmed by the action of another careful consideration should be given to any support that they may require to feel safe on the return of the pupil who has caused the harm. Schools should record this support in writing, e.g. via an individual safety plan stored on CPOMS

**8.7 Off Site Direction:**

Offsite Direction refers to the process of a student moving from one school to another through a voluntary process aimed at improving behaviour and engagement. It is not a sanction in itself. 'Home school' refers to students' original school and 'placement school' refers to the new school. Ultimately, we strive to avoid permanently excluding students, therefore, offsite direction is a reasonable adjustment to meet the needs of the student and enables partnership schools to collaboratively support one another. Offsite direction is an agreement between two schools, the parents/carers, and the student to educate a student on dual roll for a fixed-term basis (Circuit Breaker) or potentially permanent basis (Fresh Start).

**8.8 Governing Board Review Panels**

For pupils who persistently choose not to engage with the efforts of staff and/or other professionals to improve their conduct, the Assistant Headteacher in charge of Behaviour or other members of the SLT

may convene a Senior Leadership Panel to meet with the pupil and their parents/carers to complete and sign a Behaviour Contract. A Behaviour Contract is a signed document which is completed collectively and lays out the support available to the pupil to correct their behaviour, as well as the expectations of behaviour going forward and the commitment of all parties to achieve this. For any pupil who breaks their Behaviour Contract and, as such, may jeopardise their place at the school.

The Head of School may convene a Governor Panel/IAB to meet with the pupil and their parents/carers where a pupil is at serious risk of permanent exclusion in a final attempt to encourage them to modify their conduct. Please note, this stage will be followed unless the breach of the Behaviour Policy is severe enough to warrant more immediate action.

**8.9 Permanent Exclusion**

Permanent Exclusion is the most serious sanction available to a school, and will be rarely used. However, a pupil may be permanently excluded for an extremely serious “one off” incident such as serious violence, threat of violence to staff, serious bullying or supplying drugs, or for repeated breaches of the school’s behaviour policy. A permanent exclusion, and associated processes, will be managed in accordance with the current CAST policy on Exclusions. In all instances, the Head of School will take into account the needs of the individual, but also their impact on the learning of others and/or the good order of or safety in the school.

**Section 9: Investigating incidents**

Schools are centres of education, and their employees work towards this end. School staff are primarily focused on the learning and formation of pupils, and are unable to extensively investigate when something goes wrong. The schools do not have the resources or expertise of the Police. In forming a view of what has gone wrong, the school will use the legal test of **balance of probabilities**. School staff will conduct investigations into behaviour incidents that are proportionate to the severity of the allegation.

This is where the school views that it is more likely that something has happened than that it has not. This is often referred to as the 51% test. If, following an investigation, there is deemed to be a probability of 51% or more that a child has carried out an action we will use this to inform our decision. This is a lower threshold than used by Law Courts, and aims for swift action in response to a situation.

School staff will listen to, but will not engage in argument or debate with parents/carers regarding its course of action in response to its assessments made on the balance of probability. The school is limited in its ability to investigate or sanction behaviours online, at weekends, during school holidays, and other occasions when a child is not in school, and comes under the authority and supervision of their parents or carers. The school reserves the right to investigate and sanction online or offsite misbehaviour (including conduct occurring on weekends, evenings, or holidays) wherever it impacts the orderly running, safety, or reputation of the school, or poses a targeted threat to any member of the school community.

Investigating other events where staff feel that a reported incident of poor behaviour requires deeper investigation, they may employ the use of:

- CCTV (where cameras are present)
- pupil and staff statements

- pupil IT account screening
- Searches

The outcomes of the investigation will support staff to make informed decisions relating to the potential application of sanctions. Schools do not have a legal obligation to have or use CCTV.

**10. Malicious or Unsubstantiated Allegations, and deliberate misrepresentation**

We will always take seriously allegations made against a pupil or against a member of staff. All staff are made aware of the Trust's whistleblowing Policy. We will always investigate allegations that are made to the fullest extent, and may involve other agencies in doing so. Serious allegations made against a member of staff by a pupil will always be reported to the Local Area Designated Officer (LADO).

Malicious or defamatory allegations whether made online or other means can wreak havoc in a person's life, whether they are a child or an adult. Where a pupil has made an allegation against a member of the school community that is determined to be unfounded or malicious, sanctions may be used up to and including permanent exclusion, and prosecution. This is in line with current government recommendations.

The decision on how to proceed should be dealt with sensitively and according to circumstances under the direction of the LADO. In order not to deter genuine allegations from being made by pupils, the pupil found to have made a malicious accusation should be offered confidentiality and may (according to the circumstances)

- Receive counselling to help identify the reasons why they made the allegation
- Be referred to their Head of Year or another Senior member of staff
- Be referred to Social Care (as stated in Keeping Children Safe in Education 2026) ● Face serious consequences including internal and external reset and/or suspension (amount of staff time spent on investigation may be taken into account when considering severity of consequence, including permanent exclusion)

**Section 11: Restrictive Interventions and Use of Reasonable Force**

In strict accordance with the statutory framework of Restrictive interventions, including use of reasonable force, in schools (DfE), all members of school staff possess the legal power to utilise reasonable force. This power extends to support staff and any individuals temporarily authorised by the Head of School.

**11.1 Core Legal Principles and De-escalation**

Reasonable force means using no more force than is absolutely necessary for the shortest time possible. It must remain an absolute last resort when proactive, trauma-informed de-escalation strategies have been thoroughly exhausted or where an immediate risk makes de-escalation impossible. Physical intervention may be applied defensively to:

- Prevent a pupil from causing injury or harm to themselves or others.
- Prevent a pupil from committing a criminal offence.

- Prevent a pupil from causing severe damage to property.
- Prevent a pupil from causing severe disorder that undermines the safe running of the school environment.

The decision to physically intervene relies on the immediate professional judgment of the staff member involved, informed by a 'live' reading of the situation and taking into structural account the pupil's age, level of understanding, underlying vulnerabilities, and any documented Special Educational Needs and Disabilities (SEND). Any physical intervention must resolutely uphold the inherent dignity of the child, reflecting our commitment to restorative practice while protecting the common good and safety of the school community.

**11.2 Key Statutory Restrictions and Prohibitions**

To ensure safety and protect the legal rights of children, the following strict restrictions apply across all Plymouth CAST academies:

- **Airway and Breathing Prohibitions:** Under no circumstances may staff utilise restraint techniques that compromise a pupil's airway, breathing, or circulation. This explicitly outlaws any pressure applied to a child's neck, chest, back, or abdomen (such as prone or supine floor restraints).
- **Search Restrictions:** While staff may use reasonable force to protect safety, force may **only** be used to search a pupil if there are reasonable grounds to suspect the possession of a legally prohibited item. Staff are strictly prohibited from using physical force to search for items banned solely by local school rules (such as non-uniform hoodies or standard mobile devices).
- **Seclusion Limits:** Isolating or confining a pupil alone in a room that they are physically prevented from leaving (seclusion) must only ever be used as an immediate emergency safety measure to manage an active risk of severe harm. It must never be used as a disciplinary threat, punishment, or standard isolation sanction, and the pupil must remain under constant, direct supervision.

**11.3 Mandatory Recording and Reporting Duties**

In strict compliance with the Schools (Recording and Reporting of Seclusion and Restraint) Regulations, recording physical interventions is an absolute statutory duty:

1. **Central Logging:** Every significant incident involving the use of force, restraint, or restrictive intervention must be formally recorded on the school's central database (CPOMS) on the exact day it occurs.
2. **Immediate Escalation:** The incident must be reported immediately to a member of the Senior Leadership Team (SLT) and the Designated Safeguarding Lead (DSL) to evaluate whether the escalation points to an underlying safeguarding concern.
3. **Parental Reporting:** The school is legally required to formally communicate the incident to the pupil's parents or carers as soon as reasonably practicable, ideally on the exact same day. A written account of the intervention must be provided to the family, and a formal debrief offered to support the pupil's reintegration.

**Section 12: Searching, Screening and Confiscation**

**12.1 Screening**

The school reserves the right to use biometric or electronic screening devices (such as walk-through or hand-held metal detector wands) to scan pupils or their possessions for prohibited items. A pupil may be screened without their specific consent, and random or targeted screening walks do not require individual suspicion. If a pupil refuses to cooperate with a screening process, the school will treat this as serious misbehaviour and apply proportionate disciplinary sanctions.

**12.2 Searching with Consent**

School staff can search a pupil for any item if the pupil agrees. This includes items banned by local school rules (such as non-uniform clothing or standard mobile phones). The ability to search with consent relies on a cooperative dialogue between staff and the pupil.

**12.3 Searching Without Consent (Statutory Powers)**

In strict accordance with the Searching, Screening and Confiscation (DfE) framework, the Head of School has explicitly authorised members of the School Leadership and Pastoral teams (including Year Leaders and Director of Outcomes) who hold appropriate safeguarding training to conduct non-consensual searches. Staff may only search a pupil without their consent if they have reasonable grounds to suspect that the pupil is in possession of a Statutorily prohibited Item.

**12.4 Search Protocols and Constraints**

To guarantee child protection and prevent staff vulnerability, all non-consensual searches must strictly adhere to the following mandatory conditions:

1. The Same-Sex Rule: The staff member conducting the search must be of the same biological sex as the pupil being searched, and there must be a staff witness present (who should also be of the same sex, where practicable).
2. The Risk of Harm Exception: A search may only be conducted by a staff member of the opposite sex, or without a witness present, if there is a reasonable belief that there is an immediate risk of serious harm (e.g., a weapon is about to be used) and it is physically impossible to call for another staff member in time.
3. Outer Clothing Only: Staff are strictly prohibited from conducting any search that requires a pupil to remove clothing next to the skin or immediately over underwear. Staff can only require the removal of outer clothing, which explicitly means coats, blazers, jackets, jumpers, cardigans, hats, scarves, shoes, and socks.

4. The "No Force" Rule for School Rules: While staff possess the legal power to use reasonable force as an absolute last resort to search a pupil for Statutory Prohibited Items, staff are strictly prohibited from using physical force to search for items banned solely by local school rules (such as a standard phone or a hoodie). If a pupil refuses to cooperate with a search for a non-statutory item, they cannot be touched; instead, the refusal must be sanctioned immediately as severe defiance/misbehaviour.

**12.5 Confiscation, Examination, and Disposal**

School staff have the explicit legal power to seize, retain, or dispose of a pupil's property as a disciplinary penalty, provided the action is reasonable and proportionate. Items that disrupt learning or

breach school uniform guidelines (e.g., jewellery, non-uniform items) will be retained safely and returned to the pupil at the end of the day or held for collection by a parent/carer. Vapes, tobacco products, and alcohol will be immediately destroyed and will under no circumstances be returned to the pupil or their parents. Weapons and illegal substances will be locked away securely and handed directly to the police without delay. Where a mobile phone or digital device is lawfully confiscated, authorised staff may examine data, files, or message histories on that device only if they have reasonable grounds to suspect that the device contains contents that pose an active safeguarding risk, promote illegal activity, facilitate child-on-child abuse/bullying, or threaten the good order and safety of the school. If inappropriate or illegal material is found, the device may be wiped, retained as evidence, or handed directly to the police.

Every single search for a statutory prohibited item will be formally recorded on CPOMS, regardless of whether or not an item was actually found. In line with Keeping Children Safe in Education, a search is never treated purely as a disciplinary matter. The Designated Safeguarding Lead (DSL) must be notified of all statutory searches to evaluate whether the possession of the item points to underlying contextual safeguarding risks, such as criminal exploitation, substance dependency, or domestic abuse. The school will communicate with parents/carers regarding the rationale, outcomes, and onward support pathways triggered by the search.

**12. 6 Searching electronic devices**

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. A staff member cannot and must not access or view any image that is likely to be considered to be illegal. The electronic item must in all such instances be passed to the Police without delay even if unsure.

They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property. The member of staff must have regard to the latest guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image MUST NOT BE ACCESSED OR VIEWED and should not be deleted prior to giving the device to the police.

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

**12.7 Searching, Screening and Confiscating**

The Head of School has authorised all members of the School Leadership and Pastoral teams (including Year Leaders) who are Level 3 Safeguarding trained to search for 'prohibited items'.

Our schools have a process in place to respond when smoking or vaping items are identified through searching and screening, or smoking/vaping behaviour is observed, or reported in the school setting or school community. Searching and screening may involve the use of electronic screening devices, or the involvement of external agencies with specialist equipment.

School processes may involve:

- Exploring any safeguarding concerns, mental or physical health concerns, or other potential risk behaviours, such as substance use.
- Exploring how any illicit confiscated items were obtained and reporting any illegal sales to the police.
- Communication with parents or carers about the pupil's behaviour, the school's policy, and rationale for the screening, searching, confiscation, disposal of the prohibited items, and any suggested onward support.
- Making relevant referrals, or providing advice & signposting to the pupil and their family. ● Responding to any safety incidents.
- Using propriety tests for any substance suspended to contain illegal drugs

For a pupil to refuse to cooperate with a search, or who seeks to pervert the school's investigation of matters that it considers to be serious, will be viewed as serious misbehaviour.

**Section 13: Training**

Behaviour training is required as part of our new staff induction, and is part of the ongoing training of staff.
Opportunities for whole school training are provided, as well as specific strategies to use with individual pupils which will be disseminated by Pastoral leads or the SENDCOs in consultation with an Educational Psychologist.

**Section 14: Monitoring arrangements**

This behaviour policy will be reviewed by the Head of School and Local CAST Board/IAB every 3 years as a minimum, but reserve the right to modify this policy at short notice in order to address emerging situations or trends. At each review, the policy will be approved by the Local CAST Board/IAB. This policy may be updated within three years as the needs of the school determine.

**Section 15: Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

- Anti-bullying policy

**Appendices follow on subsequent pages**

**Appendix 1**

**Legislation and statutory requirements**

We ensure that our Behaviour for Learning and Conduct Policy follows the latest guidance documents from the Department for Education. Governmental policy and direction is also incorporated into the current Ofsted inspection framework, which secures accountability from schools.

This policy is also formed in consultation with the Trust's model behaviour policy.

All Headteachers are required by Law (Education Act, 2006) to establish standards and processes aimed at:

- promoting self discipline and proper regard for authority among pupils,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and

otherwise regulating the conduct of pupils.

**Relevant policies and guidance consulted in drafting this policy:**

**Behaviour in Schools** (DfE, Feb 2024)

**Improving Behaviour in Schools** (EEF, 2021) – Latest version (originally published 2019, reissued 2021)

**The Equality Act 2010** - Latest version

**Use of Reasonable Force** (DfE, July 2013) – (last updated January 2025)

**Searching, Screening and Confiscation** (DfE, July 2022) – (last updated July 2023)

**Mental Health and Behaviour in Schools** (DfE, March 2016) – Latest version

**School Suspensions and Permanent Exclusions** from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, Sept 2024) – Statutory guidance currently in force

**SEND Code of Practice: 0 to 25 Years** (DfE, Jan 2015) – Statutory guidance currently in force

**Sexual Violence and Sexual Harassment Between Children** (DfE, Sept 2021) – Latest version

**Keeping Children Safe in Education (DfE, 2025) - Statutory guidance for schools and colleges on safeguarding children and safer recruitment. This policy must be read in conjunction with**

**the school's Safeguarding and Child Protection Policy.**

**Appendix 2**

**Examples of serious misbehaviour include, but are not restricted to:**

- Repeated breaches of the school rules. 'Repetition' means more than once. ● Defiance towards any member of staff including refusal to follow the legitimate instruction of a member of staff, placing themself beyond the control of the school.
- Any form of bullying or peer-on-peer abuse.
- Sexual assault or unwanted conduct of a sexual nature.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items.
- Supply of a prohibited item, including illegal drugs as vapes or in other forms

**Appendix 3**

**Banned items include:**

- Weapons or any item that could be used, or is intended to be used as a weapon ● Knives
- Alcohol
- Illegal drugs of any class and/or anything that contains any illegal substance ● Stolen goods
- Tobacco products
- Products containing nicotine
- Vapes including liquid vape
- Products containing any other controlled substance without authorisation or prescription. ● Pornographic images including any such images stored on electronic devices ● Fireworks or bangers
- Anything that has been, or is likely to be, used to cause injury or commit an offence