

# **THAT Behaviour Policy/ Pupil Discipline Policy**



## Document Management Information

<b>Applicable to:</b>	All staff and pupils in all Academies.
<b>Dissemination:</b>	The policy will be available to staff via the Trust's Policy Centre on the Central Services SharePoint site. The policy will also be published on academy websites.
<b>Implementation:</b>	Shared with principals and school staff and implemented into life of THAT academies.
<b>Training:</b>	Available to Staff on request.
<b>Review frequency:</b>	Annually
<b>Policy Author:</b>	Cathy Reid - Deputy CEO
<b>Executive Policy Owner:</b>	Owen McColgan - Chief Executive
<b>Approval by:</b>	Level 1 - Board of Directors
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## Revision History

Document Version	Description of Revision	Date Approved
V1.0	Initial Policy drafted from Browne Jacobson policy toolkit	September 2025

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## Introduction

- 1.1 THAT's Behaviour & Discipline Policy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across academies. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 This policy outlines the high behavioural standards we expect from all our pupils and is used to address poor behaviour. This policy should be read in conjunction with the Trust's SEND and safeguarding and child protection policies, all of which can be found on the Trust's website. It will be reviewed annually by the Board of Directors.
- 1.3 This policy should be read in conjunction with the Behaviour policy of the individual academy.

## 2 Aims and objectives

By setting high standards of expected behaviour, the Trust and its academies aim to:

- Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment.
- Maximise the quality of the learning experience for all pupils, enabling everyone to learn effectively.
- Enable pupils to understand the implications of their behaviour, to control their own behaviour and, most importantly, to take responsibility for their behaviour.
- Ensure every member of the Trust community feels valued, respected and treated fairly.
- Provide an ethos and environment within which everyone feels safe.
- Foster discipline and mutual respect between pupils and their peers, and between staff and pupils.
- Raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- Raise awareness amongst pupils for the need to recognise and manage their emotions and reactions.
- Support pupils whose behaviour within the academy environment is challenging or who may find friendship and cooperation difficult.

## 3 Application of Policy

- 3.1 This policy applies to all members of the Trust community. The Trust will apply sanctions within this policy for behaviour that takes place outside of academy premises, where it is reasonable to do so; for example, if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy staff will consider:

- 3.2.1 Whether the pupil is taking part in any academy-organised or academy-related activity or travelling to or from the academy or wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour.
- 3.2.2 The severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, and whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

## 4 Roles and responsibilities

All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

## 5 Board of Directors

Directors will monitor and evaluate the impact of the policy and will hold the CEO, Executive Team and Principals to account for its implementation. Trustees will ensure that Local Academy Boards receive relevant training on suspensions, exclusions, behaviour and discipline at least every 2 years.

## 6 The Chief Executive Officer

The CEO will ensure that this behaviour policy is applied consistently across the academies and will report back to the trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development.

## 7 Local Academy board (LAB)

The Local Academy Board Members (LAB) in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy principal on behavioural sanctions and support put in place for pupils at their academy. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the principal.

## 8 Principal

Each Principal, with support from their senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well-led and effectively managed. They will ensure that pupils can learn in every classroom. The Principal will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully, and the use of removal from the classroom is used appropriately. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

## 9 Staff

All staff will:

- Communicate the contents of this policy to all pupils and parents to ensure that the Trust's expectations are transparent to all pupils and parents, and that expectations of and responses to behaviour are consistent, fair, proportionate and predictable.

- Apply this policy fairly, consistently, proportionately and without discrimination, taking into account SEND, as well as the additional challenges that some vulnerable pupils may face.
- Make reasonable adjustments for disabled pupils, as required.
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons, whatever their level of ability or need.
- Model positive behaviour.
- Not tolerate disruption to teaching, learning or academy routines, and take proportionate action to restore acceptable standards of behaviour.
- Challenge pupils to meet the academy expectations and maintain the boundaries of acceptable conduct.
- Provide praise and rewards and reinforce positive behaviour.
- Deal with incidents of bullying, discrimination, aggression and derogatory language effectively.
- Consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils.
- Contribute to the development of systems which support and reinforce positive behaviour.
- Recognise that there may be contributory factors which affect pupils' behaviour and respond according to individual need.
- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support.

## 10 Parents

Parents play an important role in ensuring good behaviour from their children.

Parents are expected to:

- Support the academy in the application and enforcement of this policy.
- Inform the academy of any challenging behaviour exhibited at home, special education needs, or changes in circumstances that may account for changes in their child's behaviour.
- Ensure their child attends the academy on time, appropriately dressed, fed, rested and equipped.
- Work with the academy in support of their child's learning.
- Attend virtual or in person meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place.
- Inform the academy in writing of any medication their child needs to take (see the supporting children with medical needs policy).
- Support their child in homework and other opportunities for home learning.
- Attend parents' evenings and discussions about their child's progress, if reasonably possible.
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

## 11 Pupils

Reminders of the academy rules and expected standards of behaviour are visible and reinforced with pupils. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

## 12 Rewards

The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour.

## 13 Sanctions

- 13.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them, the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The academy will impose sanctions (also known as disciplinary penalties) in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident, and due consideration will be given to the pupil's age, any special educational needs or disability, and any religious requirements.
- 13.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The academy uses a range of sanctions in response to incidents of poor behaviour. These sanctions can include:
- Verbal reprimand.
  - Confiscation of a pupil's property.
  - Extra work or repeating unsatisfactory work until it meets the required standard.
  - Academy-based community service or imposition of a task – such as picking up litter, weeding academy grounds, tidying a classroom, helping clear up the dining hall after mealtimes, or removing graffiti.
  - Loss of privileges – for instance, the loss of a prized responsibility or not being able to participate in a non-uniform day or other extracurricular academy events, such as sports day or prom.
  - Removal from a class or groups.
  - Internal exclusion.
  - Detention
  - Regular reporting, including early morning reporting, scheduled uniform and other behaviour checks, or being placed on report for behaviour monitoring.
  - Education off site for a designated period.
  - Suspension or permanent exclusion.
- 13.3 Academy staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the virtual school head for looked-after children, regarding pupils' behaviour, when necessary. When a sanction is imposed, parents will be informed in writing.

13.4 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

13.5 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and, possibly, in suspension or exclusion, depending on the circumstances:

- Verbal abuse to staff and others.
- Verbal abuse to pupils.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on pupils.
- Any form of bullying (to the extent not covered above).
- Indecent behaviour.
- Damage to property.
- Gambling on academy property.
- Recording or taking images of pupils or staff without their express consent, including the creation of fake images using artificial intelligence (AI).
- Consuming, carrying, supplying or misusing illegal drugs and alcohol and other substances, including legal highs.
- Carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason.
- Theft.
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Malicious allegations against staff.
- Racist, sexist, homophobic or other forms of discriminatory behaviour.
- Persistent truancy/lateness.
- Possession of items prohibited under the academy rules

13.6 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

During the period of removal, the pupil will receive supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed.

13.7 Permanent exclusion will only be used as a sanction of last resort in response to a serious breach or persistent breaches of this behaviour policy, and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the Trust's exclusions policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## 14 Pupils with special educational needs and/or disabilities

14.1 In the context of this policy, a child is considered to have SEND if they:

- Have difficulties in learning which are significantly greater than the majority of other pupils of the same age.
- Have a disability which prevents or limits them from accessing the curriculum.
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

14.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face because of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND it must have affected their behaviour on a particular occasion – this is a question of judgement for the academy on the facts of the situation.

14.3 The academy will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as autism.

14.4 Staff training will include matters such as how certain special educational needs, disabilities or mental health needs may, at times, affect a pupil's behaviour.

## 15 Investigating incidents

15.1 In secondary academies, pupils who have witnessed the behaviour will be asked to provide written and dated statements. In primary academies, pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. If the police wish to question the pupil, the academy will ensure that a responsible adult is always present and will inform the pupil's parents of what has happened as soon as possible.

15.2 The Trust uses closed circuit television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and

visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction.

- 15.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- 15.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

## 16 Search, seizure and confiscation

- 16.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the principal or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened; this includes the individual needs or learning difficulties of pupils with special educational needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 16.2 The Principal will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained which safeguards the welfare of all pupils and staff, with support from the designated safeguarding lead (or deputy). Each academy Principal will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not cooperating, so that these trained staff can support and advise other members of staff if this situation arises.
- 16.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the academy rules, or are evidence in relation to an offence, and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction, so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate, a member of staff may retain or dispose of a pupil's property as a punishment and is protected from liability for damage to or loss of any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.
- 16.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place, and give them the opportunity to ask any questions. If the pupil refuses to give permission, the academy may impose a sanction for failing to follow a reasonable instruction.
- 16.5 Each academy Principal and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in

possession of prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk, without delay. Prohibited items that can be searched for without consent include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- E-cigarettes, tobacco and/or cigarette papers.
- Fireworks.
- Pornographic images.
- Articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to or damage to property of any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the academy rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

- 16.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff.
- 16.7 When conducting a search, pupils must not be required to remove any clothing other than outer clothing. Outer clothing is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).
- 16.8 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the academy, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and academy principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- 16.9 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:
- The date, time and location of the search.
  - Which pupil was searched.

- Who conducted the search and any other adults or pupils present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

16.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device, and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

## 17 Mobile phones and electronic devices

Please reference the individual academy rules in relation to mobile phones. Staff may confiscate or seize the device in accordance with section 16 of this policy.

## 18 Use of reasonable force

18.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone to whom the Principal has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

18.2 This power extends to times when staff are lawfully in charge of pupils but are off the academy premises, i.e. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

18.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down, such as using communication skills, distraction techniques and removing triggers, may not yield results. On rare occasions, staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

18.4 All incidents where pupils need to be held to help them to calm down will be recorded, reviewed, and parents will be informed as a matter of course.

## 19 Bullying

19.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyberbullying.

- 19.2 The Trust wants to make sure that all pupils feel safe in the academies they attend and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 19.3 Bullying can be verbal or physical, by person or by electronic, online or written means, and can be directed at both staff and pupils. The Trust practises a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum through the active development of pupils' social, emotional and behavioural skills, assemblies, and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action.
- 19.4 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's senior leadership team. Following any such report an investigation will follow, during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation, this could lead to an adverse decision taken against the pupil.

## 20 Child-on-child abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe statutory guidance.

## 21 Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Principal in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

## 22 Monitoring and Evaluation

The monitoring and evaluation of this policy will part of the role of the Academic Standards Committee.