THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

BEHAVIOUR POLICY

The Consortium Academy Trust (TCAT)
An Exempt Charity Limited by Guarantee
Company Number 07665828

Status:	Live
Policy Owner	Executive Director of Education
Statutory / Recommended	Statutory
Date Adopted	15/07/2024
Date Effective	01/09/2025
Revision	4
Last Revision Date	September 2026
Review Period	24 months
Next Review Date	September 2028
Advisory Committee	Trust Board
Linked Documents and Policies	▪ Suspension and Exclusion Policy ▪ Physical Intervention Policy ▪ Complaints Policy ▪ Anti-bullying Policy ▪ Searching, Screening and Confiscation Policy ▪ Child Protection and Safeguarding Policy
Equality Impact Statement	The Trust uses Equality Impact Assessments to consider policies and processes focussing on fairness, access and inclusion and how different groups might be affected. This includes the requirement to make reasonable consideration and adjustments to account for the individual needs of employees. This is part of our duty under the Equality Act (2010).

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Policy Statement

Why the Policy Is Needed

The Trust is committed to creating safe, calm and inclusive learning environments where all learners can thrive. Positive behaviour is essential to ensuring that every learner can benefit from high-quality teaching, develop positive relationships and achieve their full potential.

This policy provides a clear framework for promoting high standards of behaviour, supporting learner wellbeing, and responding consistently to behaviour that disrupts learning or impacts the safety and welfare of others. It also recognises that behaviour can be a form of communication and that learners may require additional support or reasonable adjustments to succeed.

What the Policy is About

This policy sets out the Trust's approach to promoting positive behaviour across all academies. It outlines the systems, routines and expectations that help create orderly and respectful learning environments, alongside the roles and responsibilities of staff, learners, parents/carers and leaders.

The policy also explains how academies will respond to behaviour that falls below expected standards, while adopting a relational and inclusive approach that seeks to understand and address underlying needs where appropriate.

What the Policy Will Achieve

This policy will support the development of respectful, responsible and self-regulated learners who are ready to learn and contribute positively to their academy community.

By promoting consistency, strong relationships and clear expectations, the policy will help create learning environments where disruption is minimised, wellbeing is supported and all learners are able to achieve positive educational and personal outcomes.

1. LEGAL FRAMEWORK

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1996.
- Education Act 2002.
- Education and Inspections Act 2006.
- Children and Families Act 2014.
- Children and Social Work Act 2017.
- Equality Act 2010.
- Human Rights Act 1998.
- Health Act 2006.
- The School Information (England) Regulations 2008.
- The School Attendance (Pupil Registration) (England) Regulations 2024.
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.
- Children's Wellbeing and Schools Act 2026.
- Voyeurism (Offences) Act 2019.
- Children and Young Persons Act 1963.
- DfE (2024) Behaviour in Schools - Advice for headteachers and school staff.
- DfE (2026) Keeping Children Safe in Education (effective from 1 September 2026).
- DfE (2026) Working Together to Safeguard Children.
- DfE (2026) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
- DfE (2026) Restrictive Interventions, including the Use of Reasonable Force, in Schools (effective from 1 April 2026).
- DfE (2026) Mobile Phones in Schools (statutory guidance; schools should follow from 1 September 2026).
- DfE (2026) Working Together to Improve School Attendance.
- DfE (2025) Arranging Alternative Provision - A Guide for Local Authorities and Schools.
- DfE (2022, updated 2023) Searching, Screening and Confiscation - Advice for Schools.
- DfE (2015) Special Educational Needs and Disability Code of Practice: 0 to 25 Years.
- DfE (2018) Mental Health and Behaviour in Schools.
- DfE (2026) Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction from 1 September 2026).
- DfE (2026) Preventing and Tackling Bullying and Harassment of School Staff.

2. DEFINITIONS

Each school, within our Trust, commits to regularly and intentionally educating learners about acceptable and unacceptable behaviours, relevant both within the school and wider community. This comprehensive approach integrates planned induction activities at the start of the academic year, along with assemblies, classroom sessions, and PSHCE lessons.

Collaborations with partners like the Safer School Partnership and the dedication of our schools' pastoral teams further reinforces our commitment to teaching about acceptable and unacceptable behaviour.

Additionally, our schools tailor the PSHCE curriculum to address evolving local behaviour trends, for example online conduct, whilst also delivering a specialised behaviour curriculum to ensure comprehensive coverage of acceptable and unacceptable behaviours for all learners.

3. BEHAVIOUR

3.1 Acceptable behaviours

- that we promote in our schools include, but are not limited to:

- Being polite and respectful towards each other.
- Showing kindness and empathy towards others.
- Having good school attendance and engaging with support where attendance is a concern.
- Being on time to school and to lessons.
- Taking responsibility and ownership of one's actions.
- Embracing diversity and being inclusive of everyone.
- Being attentive and actively engaged in learning.
- Demonstrating effort and perseverance.
- Taking part in activities beyond the school day.
- Showing good behaviour for learning.
- Taking pride in our appearance and adhering to the school's dress code.
- Dealing positively with conflict and seeking adult support when needed.
- Demonstrating upstanding behaviour, making a positive contribution and being a good citizen.
- Recognising and accepting when we have got it wrong, repairing harm where possible and working to make positive changes

3.2 Unacceptable behaviours

- that are not tolerated or permitted in our schools include, but are not limited to:

- Threatening or abusive behaviour, including verbal abuse, towards adults or other learners.
- Fighting or physical violence towards others.
- Possession and / or use of forbidden items on school premises (see Section 4.3).
- Harassment, whether verbal or physical, that creates a hostile, intimidating, degrading or offensive environment for others
- Prejudice-based or discriminatory behaviour, including racist, faith-based, sexist, misogynistic/misandrist, homophobic, biphobic, transphobic or disablist behaviour.
- Truancy, internal truancy or leaving lessons or the school site without permission.
- Disruptive behaviour, including low-level disruption that hinders the learning and progress of others.
- Being disrespectful and demonstrating behaviours that show a lack of consideration or regard for others or school property.
- Behaviour intended to demean, intimidate, bully or undermine staff, including online harassment
- Being defiant, openly resisting or refusing to comply with reasonable requests or instructions.
- Refusing to engage and walking away from staff.
- Negative behaviours in our community which bring the Trust / school into disrepute.
- Bullying in all its forms.
- Disrespectful behaviours towards other learners or staff.

- The unauthorised use of mobile phones, Smart watches, or other Smart devices on school sites.
- Creating, requesting, possessing, sharing or distributing sexual or intimate imagery in circumstances that raise safeguarding concerns, including manipulated or AI-generated imagery.

4. BANNED ITEMS

Some items are prohibited by law and may be searched for under statutory powers. The Trust also identifies additional items that are banned under school rules. Searching, screening and confiscation will always be undertaken in accordance with the Trust's Searching, Screening and Confiscation Policy and current DfE guidance. The following items are banned in all our schools:

- Weapons: Firearms, knives, sharp objects, or any item deemed dangerous or capable of causing harm.
- Drugs and Alcohol: Illegal substances, including narcotics, alcohol, and any related paraphernalia.
- Stolen Items
- Tobacco and Vaping Products: Cigarettes, cigars, vaping devices, and any tobacco / vape-related products.
- Hazardous Materials: Chemicals, explosives, or any substances that pose a risk to health and safety.
- Pornographic literature or images, including electronic text or images.
- Laser Pointers: Devices capable of emitting laser beams that may cause harm or distraction.
- Articles that staff reasonably suspect have been, or are likely to be, used to commit an offence, cause injury or damage property.
- Fireworks, explosives, hazardous chemicals or substances that pose a risk to health and safety.
- Electronic Gadgets: Any electronic devices not approved for educational use, such as video games, cameras, or personal entertainment devices.
- Inappropriate Reading Materials: Literature, magazines, or any printed material deemed inappropriate for school settings.
- Graffiti Materials: Spray paint, permanent markers, or any tools used for defacing school property.
- Offensive Symbols or Clothing: Clothing, accessories, or symbols that promote violence, discrimination, or offensive language.
- Nuisance Items: Any items that disrupt the learning environment or cause unnecessary distractions, such as noise-making devices or toys.
- Unauthorised Food or Drink, as specified by each school.
- Electric powered scooters or bicycles.

5. ROLES AND RESPONSIBILITIES

All members of the Trust, irrespective of their roles, have a duty to uphold and cultivate positive behaviour. Specific roles are outlined as follows:

5.1 Trustees

- Establish and ensure clarity in the vision, ethos, and strategic direction of the Trust, including its behaviour standards across all schools.

- Endorse Trust-wide policies, including the behaviour policy, and periodically review them.

5.2 Trust Executive

- Develop and embed the Trust's principles, vision, and ethos across all Trust schools.
- Oversee the regular and effective monitoring of behaviour in schools, supporting senior leaders in devising and executing effective behaviour procedures and practices.
- Provide support and challenge to senior leaders regarding the use of suspensions and exclusions, ensuring all reasonable steps are taken to support learners before resorting to exclusion.

5.3 Local Governing Boards

- Ensure that all aspects of the behaviour policy uphold equality for all learners and address individual needs.
- Monitor and assess the policy's implementation through received reports and data, challenging school leaders, as necessary.
- Support the practical application of the policy by conducting disciplinary and attendance panels for learners and their parents in cases of serious concerns.

5.4 Headteacher and School Senior Team

- Provide staff training and support to ensure consistent and fair policy application.
- Lead in fostering positive learning cultures that embody the Trust's principles outlined in the statement of intent.
- Establish systems, structures, and routines that promote positive behaviour, inclusion, and good attendance.
- Ensure the policy promotes equality and addresses individual needs.
- Oversee fair policy implementation and identification of underlying issues causing poor behaviour, considering these factors in decision-making.
- Monitor consequences and rewards for consistency and effectiveness.
- Support the policy's practical implementation by addressing serious issues, leading teams, effective communication with parents and agencies, and resource allocation.

5.5 Teachers

- Ensure policy consistency both in and outside the classroom.
- Consistently and fairly apply school-developed local procedures.
- Employ teaching approaches that foster positive behaviour.
- Prepare lessons conducive to all learners' learning needs.
- Model the Trust's expectations through personal actions.
- Address disruptive behaviour as form tutors or subject teachers, identifying early concerns.
- Support the development of social, emotional, and behavioural skills.

5.6 Support Staff

- Ensure policy consistency inside and outside the classroom.
- Offer support programmes for identified individuals and groups.
- Communicate concerns with parents/carers and provide advice or family support.

- Monitor individuals or groups for early intervention and assess support impact through reporting.

5.7 Educational and Admin Support Staff

- Ensure policy consistency inside and outside the classroom.
- Serve as role models in personal actions and interactions.
- Aid staff involved in disciplinary, attendance, or reward procedures administratively.

5.8 Learners

- Take responsibility for their own conduct and behaviour. This includes being courteous and respectful towards each other, school staff, and members of the wider community.
- Report any unacceptable behaviour to a member of staff.

5.9 Parents and Carers

- Engage positively in the school's life and culture.
- Familiarise themselves with the school's behaviour policy and reinforce it at home where applicable.
- Support their child in meeting school expectations.
- Notify the school of any circumstance changes affecting their child's behaviour.
- Collaborate with the school in implementing consequences and celebrating successes.
- Promptly discuss behavioural concerns with school staff to facilitate effective support.
- Participate in pastoral work following misbehaviour and raise concerns directly with the school while maintaining partnership collaboration.
- Attend meetings on the school site and engage positively in discussions with school staff in relation to their child's behaviour, for example, reintegration meetings.

6. REWARDS

Fostering and upholding positive behaviour necessitates the judicious use of both rewards and consequences. Our leaders and teachers recognise that reinforcing good behaviour through positive means is instrumental in establishing an effective and inclusive learning environment. Staff members actively seek opportunities to acknowledge and commend learners for their achievements and positive conduct.

Within our schools, leaders design reward systems tailored to the developmental stages and unique characteristics of each school. Learners, staff, and parents/carers are regularly informed about these systems and the range of rewards through various channels, including regular communication, school displays, and celebratory events.

Examples of rewards employed by the Trust may encompass, but are not restricted to:

- Oral commendation
- Written praise in exercise books
- Merit/Achievement/House Points
- Golden Tickets
- Work of the Week awards
- Positive postcards
- Reward badges/stickers

- Correspondence or phone calls home to parents/carers
- Special responsibilities or privileges
- Reward assemblies
- Headteacher's commendations
- In-school celebration events
- Reward outings

More information about each school's specific approach to rewards can be found in its local procedures.

7. BULLYING

We aim to cultivate warm and welcoming school environments where bullying is never tolerated. Every learner has the fundamental right to attend school without fear of harassment or prejudice. To address this, we incorporate comprehensive anti-bullying education into our curriculum, including assemblies, tutor time activities and through our PSHCE programme, emphasising its impact on both the perpetrator and the victim. Victims of bullying receive dedicated support through our pastoral system, while perpetrators are educated about the consequences of their actions and provided with guidance to foster more socially acceptable behaviours.

Whilst our focus remains on behavioural change, we also advocate for the use of consequences in response to persistent bullying instances where supportive interventions have proven ineffective in effecting the necessary behavioural changes.

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

Bullying is, therefore:
- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, intimidating and / or tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory	Taunts, gestures, graffiti or physical abuse focused on a characteristic, including race, faith, sex, sexual orientation, gender reassignment or disability.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of our approach to preventing and addressing bullying are set out in our anti-bullying policy and include:

- How learners, parents and staff can report incidents of bullying.
- How the school investigates allegations of bullying. Consequence procedures, referring to this policy where applicable.
- How the school supports learners who have been bullied, and those vulnerable to bullying.
- Whole-school proactive strategies to prevent bullying.
- How the school trains staff and governors in preventing and handling bullying.

7.1 Child-on-child abuse and harmful sexual behaviour

All staff must recognise that children can abuse other children and that such behaviour can happen inside or outside school and online. Sexual violence, sexual harassment, harmful sexual behaviour, abuse in intimate relationships, coercive or controlling behaviour, the non-consensual sharing of intimate imagery, and discriminatory or misogynistic abuse may be safeguarding concerns rather than solely behaviour incidents.

Where behaviour raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and refer the matter to the Designated Safeguarding Lead or deputy. Safeguarding action and disciplinary action may run alongside one another where appropriate. The school will consider the needs and welfare of all children involved and will not use restorative approaches where these would be unsafe or inappropriate.

Any incident involving nude or semi-nude imagery, including manipulated, deepfake or AI-generated intimate imagery, will receive a safeguarding response in line with current safeguarding guidance.

7.2 Bullying and harassment of staff

The Trust is committed to ensuring that staff are respected and protected from intimidation, harassment, bullying and abuse, including online abuse. Learner behaviour directed towards staff will be addressed through this policy, safeguarding processes and, where appropriate, police or other agency involvement. Staff affected by serious incidents will be offered appropriate support.

8. MOBILE PHONES, SMART WATCHES AND SMART DEVICES

The Trust recognises the role that mobile phones and other smart devices can play in young people's lives, including for travel, family contact and some medical or disability-related needs. However, we also recognise the significant potential for distraction, disruption, bullying, harmful online behaviour and reduced social interaction during the school day.
From 1 September 2026, all Trust schools will operate as mobile phone-free environments by default in line with statutory DfE guidance. Learners should not have access to a mobile phone, smart watch or other personal interactive communication device throughout the school day, including lessons, movement between lessons, breaktimes and lunchtimes, except where an agreed individual adaptation applies.

Each school will publish clear local procedures for how devices must be stored so that they are not available for use during the school day. This may include secure lockers, collection systems or other arrangements determined by the Headteacher. Devices must be switched off and stored in accordance with the school's procedure from the point specified by the school until the end of the school day. **'On site, out of sight'.**

If a learner needs to contact a parent or carer during the school day, the school office or another agreed school communication route will be used. Parents and carers who need to contact a learner should contact the school office.

Unauthorised possession, access or use contrary to the school's local procedure may result in confiscation and other proportionate consequences, including detention. Headteachers, or staff they authorise, may identify mobile phones and similar devices as items that can be searched for under school rules. Any search or examination of a device will be undertaken in accordance with the Trust's Searching, Screening and Confiscation Policy.

In schools with sixth forms, the Headteacher may permit sixth-form learners to access mobile phones at limited times and in specifically designated areas, such as a sixth-form common room. Sixth-form learners must not use mobile phones in front of younger learners unless specifically authorised for an educational or welfare purpose. Misuse may result in consequences.

All staff will consistently enforce the school's mobile phone procedure. Staff should not use personal mobile phones for personal reasons in front of learners during the school day, except where a legitimate work-related or emergency reason applies.

Learners will be reminded of the mobile phone rules and consequences at the start of each academic year and at appropriate intervals. Schools will also teach the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

8.1 Adaptations and reasonable adjustments

Headteachers will consider individual adaptations where required by law or where exceptional circumstances justify them.
Any adaptation will be specific, proportionate and clearly communicated to the learner, relevant staff and parents/carers.

- A disabled learner may need access to a device as a reasonable adjustment.
- A learner with a medical condition may need a device to manage their condition, for example continuous glucose monitoring.
- A learner may need limited access because of significant individual or home circumstances, including caring responsibilities.
- Where flexibility is agreed, access will normally be limited to the specific purpose, time and location required rather than constituting a general exemption.

8.2 Trips and residential visits

The use of mobile phones, smart watches and other smart devices on school trips or residential visits will be determined by the Headteacher and trip leader. Schools will consider educational value, safeguarding, the age and needs of learners, parental communication and the potential for distraction or online harm. Where use is restricted or prohibited, parents/carers will be informed in advance. Devices may be confiscated where necessary and proportionate.

9. SUPPORTING POSITIVE BEHAVIOURS

Learners who exhibit challenging behaviour often need additional support to help them meet the expectations of the school or wider community. The following are examples of strategies and the graduated response used in schools to keep learners on track:

- Class report

- In class monitoring by pastoral or senior staff
- Positive Behaviour report
- Meetings with parents/carers
- Nurture based intervention
- Short term blended learning approach
- Behaviour for Learning programme
- Supervised Time Out/Reflection
- Acceptable Behaviour Contract (ABC)
- Behaviour Support Plan (BSP)
- Suspension Reduction Plan (SRP)
- Pastoral Support Plan (PSP)
- Mentoring
- SEND referral
- Additional classroom support
- Therapeutic support
- Counselling
- Referral to outside agency
- Alternative Provision
- Use of cognitive behavioural approaches e.g. Zones of Regulation

School's regularly review the graduated response to test the impact of strategies adopted.

10. CONSEQUENCES

When our learners exhibit unacceptable behaviour, appropriate consequences will be implemented. Consequences serve as essential tools for maintaining order and fostering the calm, conducive learning environments learners deserve. Moreover, they aid learners in understanding the distinctions between right and wrong, acceptable and unacceptable conduct, both within the school and wider community. Consequences are not punitive measures; rather, they afford staff the opportunity to collaborate with learners in rectifying behaviour and assuming accountability for their actions. School leaders behaviour and inclusion teams, and teachers are committed to ensuring that any consequence is fair, proportionate, and suitable for the circumstances at hand, taking account of the circumstances, the seriousness of the behaviour, the learner's age, any relevant SEND or disability, safeguarding considerations, prior behaviour and any appropriate mitigating factors. When consequences are warranted, the approach is to employ the least severe consequence necessary to prompt the desired change in behaviour and facilitate the learner's learning of alternative approaches.

Similar to our approach to rewards, leaders within our schools devise consequence systems tailored to the educational phase they serve. The range of consequences employed by the Trust includes, but is not limited to:

- Verbal correction
- Negative behaviour points
- Assignment of additional work during non-instructional times
- Break or lunchtime detention, or after-school detention
- Referral to a senior staff member
- Removal of IT rights (e.g. access to email, online learning platforms, internet activity)
- Correspondence or phone calls home to parents
- Warn, move, remove strategy (as per section 11)
- Internal Inclusion/Reflection sessions
- Restriction of privileges (e.g. participation in school teams, trips, prom)

- Fixed-term suspensions (FTS)
- Permanent exclusion (PEX)

Restorative and reflective activities are employed to support learners to make positive future choices. Other work may include the school working with outside agencies, for example the Safer Schools Policing Team, to support learners to manage their behaviour.

Off-site direction and managed moves are preventative pupil-movement interventions rather than disciplinary sanctions. Further information is provided in Section 14

The Trust's Behaviour Consequences Matrix for Primary and Secondary can be found in appendix 1 & 2.

Each matrix shows the usual expected consequences applied in our schools. However, Headteachers will always consider mitigating circumstances before applying a consequence and use their professional judgement to adjust the consequence when appropriate. The list of unacceptable behaviours is not exhaustive, and therefore Headteachers will apply proportionate consequences to any unacceptable behaviours that are not listed. If a learner repeats unacceptable behaviours or persistently demonstrates unacceptable behaviours, the consequence applied may escalate. In the absence of the Headteacher, an appropriate member of the SLT will have delegated powers to act in his/her capacity.

A Headteacher may make the decision to permanently exclude a learner in response to a serious breach or persistent breaches of the Trust's Behaviour Policy.
The consequence matrices in Appendices 1 and 2 provide the usual framework for mainstream primary and secondary settings. Specialist provision may operate an alternative local behaviour framework, approved by the Headteacher, where this is appropriate to the needs and characteristics of the learner cohort. Any local framework must remain consistent with the principles of this policy, including clear expectations, appropriate accountability, proportionate responses, safeguarding, reasonable adjustments and consideration of SEND and disability.

11. ELIMINATING DISRUPTION IN LESSONS: Warn, Move, Remove

Ensuring excellent behaviour is a cornerstone of our dedication to maintaining an environment where high-quality teaching can be enjoyed and be of benefit to all. We have a **"Warn, Move, Remove"** strategy to effectively address classroom disruptions. This approach involves a systematic progression in response to disruptive behaviour, aligning with our commitment to fostering a conducive learning atmosphere.

Initially, learners receive a verbal warning, alerting them to the inappropriateness of the behaviour and its potential consequences. If the disruptive behaviour persists, the next step involves relocating the learner to a different seat or area within the classroom or learning space, aimed at minimising the disruption's impact on others. However, should the behaviour persist despite prior warnings and interventions, the final step is removal from the classroom setting, where the learner is directed to a designated space. Removal from a learning space or classroom will result in a consequence being issued in line with the school's Behaviour Consequences Matrix (appendix 1 & 2). Through this strategy, we not only prioritise excellent behaviour but also uphold the integrity of our educational environment, ensuring that all learners can benefit from high-quality teaching.

Within specialist provision, Warn, Move, Remove does not need to operate as a mandatory linear sequence. Staff may adapt the response in accordance with a learner's individual support arrangements, communication and regulation needs, reasonable adjustments, risk assessment

and agreed preventative and de-escalation strategies. Any adapted approach must maintain clear boundaries, protect the safety and education of others and remain consistent with the principles of this policy.

Learners removed from lessons will continue to engage with the curriculum, completing assigned work equivalent to that of their peers in class. If this is not feasible, appropriate tasks tailored to their age and ability will be provided.

Removal must not become unlawful seclusion. A learner must not be confined alone or prevented from leaving through physical obstruction, locked doors or threat of punishment except where a lawful, necessary and proportionate restrictive intervention is being used for safety in accordance with Section 19 and the Physical Intervention Policy.

Furthermore, during the removal period, learners will receive support in managing their behaviour, opportunities for reflection, and guidance on preventing recurrence of such behaviours through the provision of effective strategies. For example, in Early Years Foundation Stage (EYFS) staff utilise empathetic language to assist learners in their decision making process. Additionally, within the EYFS designated time for reflection is allocated, where emotional resilience and expressive skills are actively promoted through class dialogues, fostering children's ability to identify and regulate their emotions effectively.

12. DETENTIONS

Members of staff have the authority to assign detentions to learners under 18 years old.

The school does not require parental consent before issuing a detention. However, a courtesy message informing a parent of a detention will be sent through the Arbor app.

Detentions may occur during school hours and, in certain situations, outside of school hours. This includes:

- any school day where the learner does not have permission to be absent,
- weekends excluding the weekend preceding or following the half-term break, and
- non-teaching days, commonly known as 'training days', 'INSET days', or 'non-contact days'.

During lunchtime detentions, staff should allow learners reasonable time to eat, drink, and use the toilet. Staff should refrain from issuing detentions if there is a reasonable concern that doing so would compromise a learner's safety.

When considering a detention outside of school hours, staff should assess the following factors:

- Whether the detention increases the learner's risk.
- Whether the learner has known caring responsibilities.
- Whether the detention conflicts with a medical appointment.
- Whether parental notification is necessary. In many cases, it will be required, but this depends on the circumstances. For example, notice may not be necessary for a brief after-school detention if the learner can safely return home. Notification of a detention may take place via the school's usual communication channels, which include telephone, email, Arbor App etc.
- Whether suitable travel arrangements can be reasonably made by the parent for the learner. Inconvenience to the parent does not exempt this requirement.

Schools may determine through their approved local procedures that particular consequences, including detention, are not ordinarily used where an alternative approach is more appropriate to the educational phase or specialist setting.

13. FIXED TERM SUSPENSIONS AND PERMANENT EXCLUSIONS

Suspensions and permanent exclusions are serious disciplinary measures. The Trust aims to reduce the need for exclusion through strong behaviour culture, early identification, high-quality teaching, pastoral support, SEND provision and timely intervention. However, schools will not operate a 'no exclusion' approach where this would place learners or staff at unreasonable risk or undermine a safe and orderly learning environment.
A suspension may be used where the Headteacher considers it an appropriate and proportionate response to behaviour, including after a serious incident. It is not necessary for every possible intervention to have been exhausted before a suspension can be imposed. The decision must be made by the Headteacher, or acting Headteacher where legally permitted, and must follow the Trust's Suspension and Exclusion Policy and current statutory guidance.
The term 'suspension' is used throughout this policy for what legislation describes as an exclusion for a fixed period. Any period when a learner is sent home for disciplinary reasons, including where the learner is expected to access online learning, must be formally recorded as a suspension.

A permanent exclusion may only be imposed where both parts of the statutory test are met: there has been a serious breach or persistent breaches of the school's Behaviour Policy; and allowing the learner to remain in school would seriously harm the education or welfare of the learner or others, including staff or other learners.

Permanent exclusion is a last resort. In making decisions, the Headteacher will consider the individual circumstances of the case, relevant evidence, safeguarding, SEND and equality duties, and whether reasonable adjustments or support have been provided where required.
For suspensions, the school will take reasonable steps to set and mark work during the first five school days. Where a suspension exceeds five consecutive school days, suitable full-time education must be arranged from the sixth school day in accordance with statutory requirements. For looked-after children and children with a social worker, schools should work with relevant partners to consider suitable education from the first day where practicable.

Refer to the Trust's Suspension and Exclusion Policy for further information.

13.1 Reintegration following suspension, off-site direction or other significant separation

Schools will support learners to reintegrate successfully into school life and full-time education following suspension, a period of off-site direction, removal from mainstream provision or other significant separation.

A reintegration strategy should offer a fresh start, help the learner understand the impact of behaviour, re-teach expectations, rebuild belonging and strengthen engagement with learning. Where possible, this will be discussed at a reintegration meeting involving the learner and parents/carers. The strategy will be reviewed and adapted where necessary.
A learner must not be prevented from returning to a mainstream classroom because a parent or carer is unable or unwilling to attend a reintegration meeting.

A part-time timetable must not be used to manage behaviour. Where a part-time timetable is exceptionally appropriate for another lawful reason, it must be time-limited, regularly reviewed and managed in accordance with attendance guidance.

14. OFF-SITE DIRECTION

Off-site direction is a temporary preventative intervention through which a learner is required to attend another educational setting for a limited period in order to improve their future behaviour. It may involve attendance at another mainstream school or at alternative provision.

Off-site direction must not be used as a sanction or punishment for past misconduct. It will normally be considered where appropriate in-school interventions, targeted support and/or outreach have been unsuccessful in improving the learner's behaviour or are considered inappropriate in the learner's individual circumstances. Wherever possible, in-school interventions or targeted support should be used before an off-site direction is considered.

The use of off-site direction will be based on an understanding of the learner's individual needs and circumstances, including any special educational needs and/or disabilities, health needs, safeguarding needs and other relevant vulnerabilities.

Before an off-site direction is made, the learner will be supported to express their views. The learner will be kept informed about the proposed arrangements and how their views have been taken into account.

For academies within The Consortium Academy Trust, the Trust Board, as proprietor, is the statutory governing board for the purposes of off-site direction. The Trust Board may delegate operational functions in accordance with the Trust's Scheme of Delegation; however, statutory accountability remains with the Trust.
The nature of the intervention, its objectives and the proposed maximum duration will be clearly identified during the planning stage and agreed with the receiving school or provider. The placement will be monitored and reviewed throughout.

An off-site direction may be full-time or, depending upon the individual needs and circumstances of the learner, may involve a combination of attendance at alternative provision and continued education at the home school.

Throughout an off-site direction, the learner will remain on the admission register of their home school and will continue to receive a broad and balanced education. The placement will have a clear focus on addressing the behaviour and/or underlying needs that resulted in the direction and supporting successful reintegration into the home school.

The Trust and its schools will continue to meet their duties under the Equality Act 2010 and the Children and Families Act 2014 throughout an off-site direction, including making reasonable adjustments and securing appropriate special educational provision.

Before any off-site direction begins, the home school must be able to evidence the appropriate initial interventions that have been undertaken. Where relevant, this will include multi-agency support and/or statutory assessment. Current DfE guidance expressly requires initial intervention and relevant information-sharing before a direction.

Relevant information will be shared with the receiving school or provider in advance of the placement. This will include, as appropriate:

- prior and current attainment and academic potential;
- curriculum information, including examination courses where applicable;
- safeguarding information;
- SEND and EHC plan information;
- medical information;
- pastoral and behaviour support plans;
- a current risk assessment;
- effective risk-management and support strategies;
- attendance information; and
- the objectives of the placement and arrangements for review and reintegration.

Information will be shared in accordance with data protection and safeguarding requirements.

14.1 Notification of an Off-site Direction

Parental consent is not required for a lawful off-site direction. However, the Trust expects schools to work collaboratively with learners and parents/carers wherever possible and to explain clearly why an off-site direction is being considered and what it is intended to achieve.
Once an off-site direction has been made, the school must notify the learner's parents/carers, or the learner where they are aged 18 or over, in writing as soon as practicable and no later than two school days before the first day on which the learner is required to attend the placement.
Where the learner has an Education, Health and Care (EHC) plan, the local authority must also be notified.
The written notice will include:

- the address at which the educational provision will be provided;
- the name or role of the person to whom the learner should report when first attending the placement;
- the number of days for which the off-site direction is initially imposed;
- the reasons for the off-site direction;
- the objectives of the placement;
- where two educational sessions are provided each day, the time at which the morning session begins, the afternoon session ends and the break between the sessions begins and ends; or
- where one educational session is provided each day, the time at which that session begins and ends.

A proposed maximum duration may also be identified as part of the placement plan. This does not remove the requirement for the placement to be reviewed or create an entitlement for the placement to continue for the whole of that period.

These notification requirements reflect the specific statutory requirements introduced for off-site directions from 26 July 2026.

14.2 Review of an Off-site Direction

The Trust must keep the off-site direction and the learner's reintegration plan under review for as long as the direction remains in effect.

Reviews will take place at intervals considered appropriate having regard to the learner's individual needs, circumstances and the objectives of the placement. Reviews must be sufficiently frequent to provide assurance that the placement is achieving its intended purpose and that the learner is benefiting from it.

Parents/carers, or a learner aged 18 or over, may request in writing that the Trust holds a review meeting. Where the learner has an EHC plan, the local authority may also request a review. Where such a request is received, a review must be arranged as soon as reasonably practicable unless a review meeting has already taken place during the previous 10 weeks.

At least six days before any formal review meeting, a written invitation will be sent to the parent/carer, or learner aged 18 or over. Where the learner has an EHC plan, the local authority will also be invited.

The invitation will explain that the recipient may either attend the review meeting or submit written views before the meeting about whether the off-site direction should continue.
So far as practicable, review meetings will be arranged on a date and at a time suitable for the parent/carer, or the learner where aged 18 or over.

Review meetings may involve:

- the home school;
- the receiving school or alternative provision provider;
- the learner;
- parents/carers;
- relevant Trust representatives;
- the local authority where the learner has an EHC plan;
- the learner's social worker, where applicable; and
- other agencies involved in supporting the learner.

The review will consider:

- progress against the objectives of the placement;
- the learner's behaviour and engagement;
- academic progress and access to a broad and balanced curriculum;
- attendance and punctuality;
- safeguarding and wellbeing;
- SEND, health and reasonable adjustment needs;
- the quality and suitability of the provision;
- the learner's views;
- the views of parents/carers;
- the views of the receiving school/provider and relevant professionals;
- whether the placement remains necessary and in the learner's best interests; and
- arrangements for reintegration or other appropriate next steps.

Following each review meeting, the Trust will decide whether the off-site direction should continue and, if so, for what further period.

The views of those attending the meeting or submitting written representations will be taken into account in reaching that decision.

Parents/carers, or the learner where aged 18 or over, will be notified in writing no later than six days after the review meeting whether the off-site direction will continue, the period for which it will continue and the reasons for the decision.

The review process above reflects the new 10-week request right, six-day invitation requirement, needs-led review cycle and six-day written outcome requirement.

14.3 Level 1 – Short Off-site Direction

A Level 1 off-site direction will normally be used for a short period of approximately one to two weeks.

Its purpose is to provide a structured and time-limited intervention while maintaining the learner's education and preparing them to reintegrate successfully into their home school.

Before the placement begins, the home school and receiving school/provider will agree:

- the purpose and specific objectives of the placement;
- the number of days for which the initial direction will apply;
- where and how the learner will receive their education;
- the curriculum and work that will be provided;
- how academic progress will be monitored;
- appropriate behavioural, pastoral and/or wellbeing targets;
- arrangements for transport, taking account of any relevant statutory duties and ensuring that transport does not create an unreasonable barrier to attendance;
- arrival and departure times;
- the named member of staff to whom the learner will report;
- attendance and absence reporting arrangements;
- the frequency and method of communication between settings;
- safeguarding, SEND, medical and risk-management arrangements; and
- the arrangements for review and reintegration.

Where the placement is at another mainstream school, the learner may access mainstream lessons or other appropriate education and support at the receiving school according to their individual needs and the agreed objectives of the placement.

The home school remains responsible for ensuring that the learner receives suitable, high-quality education throughout the placement.

A Trust Learner Passport or equivalent information-sharing document will be completed and shared with the receiving setting before the placement begins.

14.4 Level 2 – Extended Off-site Direction

A Level 2 off-site direction is a more extended, but still temporary, intervention.
Within the Trust, Level 2 placements will generally be planned for a period of up to 12 weeks. This is a Trust operating framework and is not a statutory maximum or automatic duration.

A formal Trust review will normally take place by approximately six weeks, or earlier where the learner's needs or circumstances require. This does not prevent additional reviews taking place and does not affect the statutory right to request a review described in Section 14.2.

Before a Level 2 placement begins, the arrangements set out for Level 1 will apply and schools will additionally ensure that there is:

- a clear overview of the learner's curriculum, including option subjects and examination boards for learners in Years 10 and 11 where relevant;
- appropriate transfer of pastoral, safeguarding, SEND, medical and educational information;
- data on prior and current attainment and academic potential;
- clear academic, behavioural, attendance and wellbeing objectives;
- a current risk assessment;

- agreed risk-management and support strategies;
- agreed timescales and review arrangements;
- a planning meeting involving the home school, receiving setting, learner and parents/carers wherever practicable; and
- a clear reintegration plan or agreed process for determining next steps.

If a Level 2 off-site direction is not achieving its objectives, the school will review and amend the intervention or bring the direction to an end.

A Level 2 placement must not be described or operated as a "trial managed move". It remains an off-site direction unless and until a separate permanent managed move is voluntarily agreed in accordance with Section 14.7. The July 2026 guidance expressly states that the law does not allow "trial admissions" or "trial managed moves".

14.5 Attendance and Registration during Off-site Direction

Attendance and registration during an off-site direction will be managed in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and *Working Together to Improve School Attendance*.

Where an off-site direction requires a learner to attend another registered school, including another school within The Consortium Academy Trust:

- the learner will remain on the admission register of the home school;
- the learner will also be placed on the admission register of the receiving school for the duration of the temporary placement;
- the home school's admission register will record the name of the other school and the date on which the learner began, or is due to begin, attending it;
- for sessions when the learner is scheduled to attend the receiving school, the home school will use Code D – Dual registered at another school;
- the receiving school will record the learner's actual attendance or absence using the appropriate attendance code; and
- both schools will have arrangements to ensure that unexpected or unexplained absence is identified and followed up promptly.

Code D may only be used where the learner is actually registered at both schools.

Where the school has arranged education at an unregistered alternative provision and the learner is not registered at another school, the school will normally use Code B – Attending any other approved educational activity, provided all statutory requirements for that code are met. This includes ensuring that the activity is educational, approved by the school, appropriately physically supervised and that the provider reports any absence promptly to the school.

Where the educational provision has been arranged by a local authority under the relevant statutory powers, Code K – Attending education provision arranged by the local authority will be used where the statutory conditions for that code are met.

Where a learner is receiving a full-time education across more than one setting, for example through dual registration or a combination of school attendance and unregistered alternative provision, Code C2 must not be used simply because the learner attends the home school on a part-time basis. The appropriate attendance code for the education being received elsewhere must be used.

Attendance information will be exchanged promptly between the home school and receiving school/provider. Any unexpected or unexplained absence will be followed up immediately in accordance with the Trust's safeguarding and attendance procedures.

14.6 Reintegration

The ultimate aim of an off-site direction is ordinarily to support improved behaviour and successful reintegration into the home school.

The reintegration plan will be developed and reviewed throughout the placement rather than being left until the end of the direction.

At the conclusion of the placement, parents/carers and the learner will be provided with clear information about:

- the outcomes of the placement;
- progress against agreed objectives;
- any change in behaviour;
- academic progress;
- attendance;
- ongoing support requirements;
- the date on which the learner will return to the home school; and

any additional support or reasonable adjustments that will be provided following reintegration. Any phased or adjusted reintegration arrangement must be lawful and must not amount to an informal exclusion or the use of a part-time timetable to manage behaviour.

14.7 Level 3 – Managed Moves

A managed move is not an off-site direction. It is a separate process that results in the permanent transfer of a learner from one mainstream school to another.

A managed move may be considered where a permanent move is in the learner's best interests and forms part of a planned intervention intended to reduce the risk of suspension or permanent exclusion or is identified as an appropriate next step following review of an off-site direction.

Managed moves are voluntary and must be agreed by all relevant parties, including:

- the learner's parents/carers;
- the home school;
- the admission authority of the receiving school; and
- the learner, taking account of their age and understanding.

Parents/carers must not be pressured into agreeing to a managed move. A learner must not be permanently excluded because their parent/carer refuses to agree to a managed move.

There is no lawful process of "trial admission" or "trial managed move". Where a temporary move is required to improve behaviour, the arrangement will remain an off-site direction and will be reviewed in accordance with this policy.

Where a managed move follows an off-site direction to another mainstream school, the learner may already be dual registered. The learner will remain on the home school's admission register until the managed move is formally agreed and becomes permanent. At that point, the learner will

be removed from the home school's admission register in accordance with the statutory process and will remain registered at the receiving school only.

A managed move must comply with the School Admissions Code and the School Attendance (Pupil Registration) (England) Regulations 2024. A managed move does not in itself allow a receiving school to bypass its lawful admission arrangements or oversubscription criteria.

Where a learner has an EHC plan, the home school will contact the local authority before a managed move is agreed. Where the local authority, both schools and parents/carers agree to the proposed move, the local authority will follow the statutory process for amending the EHC plan.

Relevant information will be shared between the home school, receiving school and local authority, where appropriate, before the managed move takes place. This will include prior and current attainment, academic potential, a current risk assessment and effective

15. BEHAVIOUR OFF-SITE

Consequences may be enforced in instances where a learner engages in misconduct while representing the school off-site. This includes situations where the learner is participating in school-organised activities and trips, travelling to or from school whether on foot or another form of transport, wearing school uniform, or in any way identifiable as a learner of one of our schools. Additionally, consequences may be warranted for off-site misbehaviour regardless of the above conditions if it:

- Threatens the orderly operation of the school.
- Endangers another learner.
- Has the potential to damage the school's reputation.

Consequences will only be administered on school premises or in situations where the learner is under the lawful supervision of a staff member, such as during a school-organised trip.

16. ONLINE BEHAVIOUR

Behaviour consequences may be imposed by the school on learners for misconduct online if:

- It poses a threat or inflicts harm on another learner.
- Contributes to bullying, harassment, harmful sexual behaviour or discriminatory abuse.
- It has potential consequences for the school's orderly operation.
- It damages the school's reputation.
- The learner's identity as a member of the school is discernible.

Online incidents involving safeguarding concerns, including threats, exploitation, sexual harassment, intimate imagery, deepfakes or AI-generated sexual imagery, will be managed through safeguarding procedures as well as through behaviour procedures where appropriate.

Schools will seek to preserve relevant evidence and will advise learners and parents/carers not to forward harmful content unnecessarily. Where police involvement may be required, staff will take care not to compromise an investigation.

17. SUSPECTED CRIMINAL BEHAVIOUR

Should a learner be suspected of engaging in criminal behaviour, the school will conduct an initial assessment to determine whether to notify the police. During the process of establishing the

facts, the school will make efforts to preserve any pertinent evidence for potential handover to the police.

If the decision is made to report the incident to the police, either the Headteacher or a designated member of the leadership team will be responsible for making the report. The school will cease its own investigation and questioning of the learner, other than to establish the facts to make the decision and respect any police actions taken without interference.

In cases where a report is made to the police, the designated safeguarding lead (DSL) will also consider making a concurrent report to children's social care, if deemed appropriate.

18. SEARCHING, SCREENING AND CONFISCATION

Refer to the Trust's Searching, Searching and Confiscation Policy.

19. RESTRICTIVE PHYSICAL INTERVENTION

The Trust is committed to minimising the need for restrictive interventions through strong relationships, predictable routines, early support, environmental adjustments, co-regulation, prevention and de-escalation. There are, however, limited circumstances in which restrictive intervention or reasonable force may be lawful and necessary to protect safety and maintain order.

Reasonable force includes physical contact used to prevent or stop a learner from committing an offence, injuring themselves or others, damaging property, or causing disorder among pupils at the school. Whether force is reasonable depends on the circumstances. Force must never be used as a punishment.

All members of school staff have a legal power to use reasonable force in the limited circumstances permitted by law. Parental consent is not required before staff use reasonable force lawfully. Staff must use professional judgement and, wherever possible, use the minimum force necessary for the minimum time necessary.

Any restrictive intervention must:

- Be necessary and proportionate to the risk or behaviour it is intended to prevent.
- Use the least restrictive response that is reasonably available.
- Seek to preserve the safety and dignity of the learner and others.
- End as soon as the immediate need for the intervention has passed.
- Never be used to punish, humiliate, cause pain or secure compliance where there is no lawful justification.
- Take account of known SEND, disability, medical conditions, trauma, communication needs and other vulnerabilities.

19.1 Planned approaches and risk assessment

Where a learner presents a foreseeable risk that may require restrictive intervention, schools should use a person-centred risk assessment and support plan. This should identify triggers, preventative strategies, de-escalation approaches, preferred responses, communication needs and post-incident support. Plans will be reviewed as needs and behaviour change and, where appropriate, developed with the learner, parents/carers and relevant professionals.

19.2 Seclusion and restraint

Seclusion is a non-disciplinary safety intervention in which one learner is kept apart from others and prevented from leaving, including through physical obstruction, securing the space or causing the learner to believe they will be punished if they leave. Seclusion must not be used as a disciplinary penalty. Where it is used lawfully as a safety measure, the learner must be appropriately supervised, the environment must be safe, and the learner must be allowed to leave as soon as the immediate risk of harm has reduced.

Restraint may include physical or non-contact restriction of movement. It may include holding a learner or otherwise immobilising or restricting movement. Any restraint must be necessary, proportionate and for the shortest practicable period.

19.3 Recording and reporting

The Trust will maintain procedures that meet the statutory recording and reporting requirements effective from 1 April 2026.

- Each significant incident in which a member of staff uses force on a learner must be recorded in writing as soon as practicable after the incident. Staff should endeavour to complete the record on the same day.
- Each incident of seclusion or restraint that falls within the statutory requirements must be recorded in writing as soon as practicable after the incident, including non-contact restraint where applicable.
- Parents/carers must be informed in writing of each significant use of force, and of seclusion or restraint incidents covered by the statutory requirements, as soon as practicable. Schools should endeavour to do so on the same day.
- Records should include the learner and staff involved, the time, location and approximate duration, relevant needs or circumstances, what led to the incident, prevention/de-escalation attempted, why the intervention was necessary, the type and degree of intervention used, any injury and post-incident support. Learners and staff involved should be offered appropriate post-incident support and the incident should be reviewed to identify learning and reduce the likelihood of recurrence. The Trust and school leaders will monitor the use of restrictive interventions, including patterns, repeat incidents, disproportionality and the effectiveness of preventative action.

Further requirements and operational procedures are contained within the Trust's Restrictive Physical Intervention Policy.

20. INVESTIGATING SERIOUS INCIDENTS

When a serious incident occurs at a school, a full investigation will be undertaken. This will involve taking statements from learners and staff where needed. CCTV footage, where available may also be used to support the investigation. However, the school reserves the right not to share CCTV footage with parents and carers if the footage identifies other learners or staff within the school or the Headteacher deems there to be another reasonable reason not to do so. For further information, please refer to the Trust's CCTV Policy which can be found on our website. Similarly, the names of learners providing statements will not be shared and any redacted statements provided will be typed. Parents and carers will always be informed when the school is dealing with a serious incident. At times, a learner may need to be isolated during an investigation. When the investigation is concluded, parents / carers will be asked to attend the school to discuss the incident and possible ways of resolving the situation.

21. SUPPORT FOR LEARNERS

The Trust acknowledges its legal obligation, as outlined in the Equality Act 2010, to prevent any disadvantage experienced by learners with protected characteristics. Consequently, our approach to addressing challenging behaviour may be tailored to accommodate individual learner needs.

The school's Special Educational Needs Coordinator will assess any learner displaying attention seeking or unacceptable behaviours to ascertain if there are any unmet underlying needs. When necessary, additional support and guidance will be sought from specialist teachers, educational psychologists, medical professionals, or other relevant parties to identify or address specific needs. In cases where a learner presents acute needs, we will collaborate with external agencies to devise and implement personalised support programs. We will actively involve parents and carers in the creation and regular review of these plans.

22. RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR

We acknowledge that learners' behaviour may be influenced by special educational needs or disabilities (SEND). When instances of misbehaviour occur, we carefully consider the potential connection to a learner's SEND, although we understand that not every behavioural incident may be directly linked. Determinations regarding the impact of a learner's SEND on misbehaviour incidents are made on an individual basis.
In addressing misbehaviour from learners with SEND, particularly when their SEND affects their behaviour, the school balances its legal obligations when enforcing the behaviour policy. These legal duties encompass:

- Taking reasonable steps to prevent substantial disadvantage to a disabled learner resulting from the school's policies or practices (Equality Act 2010)
- Making best efforts to meet the needs of learners with SEND (Children and Families Act 2014)
- Ensuring that the provisions outlined in the education, health, and care (EHC) plan of a learner are secured, and cooperating with the local authority and other relevant bodies

To fulfil these duties, our schools proactively anticipate potential triggers of misbehaviour and implement support measures to mitigate these factors. Any preventative measures are tailored to the specific circumstances and needs of the individual learner.

22.1 Adapting consequences for learners with SEND

When considering behavioural consequences for learners with SEND, the school considers whether the:

- Learner was unable to understand the rule or instruction.
- Learner's SEND prevented them from behaving differently at the time
- Learner is prone to aggressive behaviour due to their specific SEND characteristics

Where any of these circumstances may apply, the school will consider the relationship between the learner's SEND or disability and the behaviour, whether the proposed response would place the learner at a substantial disadvantage, and whether reasonable adjustments are required. Having SEND does not automatically prevent a consequence from being applied. Any response must be individually considered, fair, proportionate and consistent with the school's duties under the Equality Act 2010 and Children and Families Act 2014.

22.2 Considering whether a learner displaying challenging behaviour may have unidentified SEND

The Special Educational Needs and Disabilities Coordinator (SENDCO) at each of our schools may evaluate learners exhibiting challenging behaviour to identify any unmet underlying needs.

Support and advice may be sought from specialist educators, educational psychologists, medical professionals, and other relevant parties to address specific needs. In cases where acute needs are identified, the SENDCO collaborates with external agencies to develop support programmes, involving parents in planning and regular review processes.

22.3 Learners with an Education, Health and Care (EHC) Plan

For learners with an education, health, and care (EHC) plan, the school ensures that the provisions outlined in the plan are upheld and cooperates with the local authority and other relevant bodies. If concerns arise regarding the behaviour of a learner with an EHC plan, the school initiates communication with the local authority and may request an emergency review of the EHC plan if deemed necessary.

23. TRAINING

Headteachers are responsible for ensuring adequate behaviour management training for staff. This may include providing access to specialist training programmes, coaching or 1:1 mentoring from an expert practitioner from within the Trust.

Training and professional development may include:

- The Trust's behaviour principles, routines and local procedures.
- Relational practice, and de-escalation.
- SEND, reasonable adjustments and adaptive practice.
- Safeguarding, child-on-child abuse and harmful sexual behaviour.
- Mobile phone procedures and lawful confiscation/searching.
- Restrictive interventions, reasonable force, seclusion and statutory recording/reporting requirements.
- Responding to bullying, discriminatory behaviour and harassment of staff.
- Reintegration, suspension reduction and the effective use of alternative provision.

24. MONITORING AND EVALUATION

This behaviour policy undergoes regular monitoring and evaluation at Trust and school level to ensure adherence to established standards and facilitate timely interventions when necessary.

Schools will analyse relevant behaviour data to understand the impact of the policy, identify patterns and reduce conscious or unconscious bias. Analysis will include appropriate breakdowns by protected characteristics and other relevant learner cohorts, where data is available and lawful to use.

Monitoring may include:

- Rewards and behaviour incidents.
- Detentions and internal consequences.
- Removal from classrooms and internal inclusion/reflection provision, including frequency and duration.

- Bullying, discriminatory incidents, sexual harassment and harmful sexual behaviour.
- Mobile phone breaches, searches and confiscations.
- Suspensions, cancelled exclusions and permanent exclusions.
- Off-site directions and managed moves.
- Use of alternative provision and the quality and impact of placements.
- Use of reasonable force, restraint and seclusion.
- Attendance and persistent/severe absence where behaviour and attendance overlap.
- Complaints, parent/carer feedback and learner voice.
- Incidents of intimidation, harassment or abuse directed towards staff.

The Trust will use monitoring to identify disproportionality, repeat patterns, emerging risks and opportunities to improve practice. Headteachers will ensure school-level actions are implemented where analysis indicates concern. The Trust Board will receive appropriate assurance through its agreed governance and reporting arrangements.

Appendix 1: Secondary School Consequences Matrix

	Teacher	Teacher / Curriculum Leader / Head of Year	Teacher / Curriculum Leader / Head of Year / SLT	Headteacher	Headteacher
Behaviour	**Verbal Correction or Warning**	**Written warning**	**Detention**	**Reflection Room / Period of Reflection**	**Suspension**
Off-task behaviour or disruption **(Warn)**	✓				
Continued off-task behaviour or disruption **(Move)**		✓			
Persistent off-task behaviour or disruption **(Remove)**			✓		
Answering back or challenging staff instructions	✓				
Absconding and leaving the school site without permission				✓	
Acting in an anti-social manner, e.g., pushing shouting, throwing food etc			✓		
Assault on another learner					✓
Bringing any banned items listed under section 4.3 onto the school site				✓	✓
Chewing gum	✓				
Cyber bullying				✓	✓
Defacing own or others work			✓		
Direct or indirect verbal bullying				✓	✓
Emotional bullying				✓	✓
Fighting				✓	✓
Filming, recording and/or distributing images or footage of staff				✓	✓

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	Teacher	Teacher / Curriculum Leader / Head of Year	Teacher / Curriculum Leader / Head of Year / SLT	Headteacher	Headteacher
Behaviour	**Verbal Correction or Warning**	**Written warning**	**Detention**	**Reflection Room / Period of Reflection**	**Suspension**
In appropriate sexualised behaviours				✓	✓
Incomplete or poor-quality work/homework			✓		
Indecent behaviour			✓	✓	✓
Internal truancy			✓	✓	
Leaving a lesson without permission			✓		
Malicious allegation against a member of staff				✓	✓
Misbehaviour in detention			✓	✓	
Misbehaving in reflection / isolation room					✓
Missed homework/deadline			✓		
issing equipment including planner		✓			
Missing PE Kit		✓			
Mobile Phone or Smart Watch/device seen or in use			✓ (item to be confiscated)		
One off unpleasant peer on peer behaviour (not bullying)	✓	✓	✓		
Persistent lateness to lessons			✓		
Persistent lateness to school			✓		

Appendix 1: Secondary School Consequences Matrix

	Teacher	Teacher / Curriculum Leader / Head of Year	Teacher / Curriculum Leader / Head of Year / SLT	Headteacher	Headteacher
Behaviour	**Verbal Correction or Warning**	**Written warning**	**Detention**	**Reflection Room / Period of Reflection**	**Suspension**
Physical violence towards a member of staff					✓
Possession or use of any banned item listed under section 4.3 not on the school site whilst in uniform or representing the school				✓	✓
Prejudice based and discriminatory bullying including racial, faith based, gender based, homophobic or disability based				✓	✓
Prolonged or persistent bullying					✓
Racist/transphobic/homophobic/disablist comments or behaviour				✓	✓
Refusal to accept a consequence (e.g. Detention)				✓	✓
Refusal to allow a search				✓	✓
Refusal to follow instructions			✓		
Refusal to follow school uniform policy			✓	✓	
Sharing a toilet cubicle with another learner			✓		
Swearing directly at a member of staff					✓
Swearing directly at another learner			✓	✓	
Swearing or use of derogatory language (overheard)			✓		
Vandalism/ Arson			✓	✓	✓
Verbal Abuse, threatening or aggressive behaviour towards a member of staff					✓

Appendix 1: Secondary School Consequences Matrix

	Teacher	Teacher / Curriculum Leader / Head of Year	Teacher / Curriculum Leader / Head of Year / SLT	Headteacher	Headteacher
Behaviour	**Verbal Correction or Warning**	**Written warning**	**Detention**	**Reflection Room / Period of Reflection**	**Suspension**
Walking away from a member of staff			✓	✓	

Appendix 2: Primary School Consequences Matrix

	Teacher	Teacher / Curriculum Leader / Head of Year	Teacher / Curriculum Leader / Head of Year / SLT	Headteacher	Headteacher
Behaviour	**Verbal Correction or Warning**	**Written warning**	**Detention**	**Reflection Room / Period of Reflection**	**Suspension**
Off-task behaviour or disruption **(Warn)**	✓				
Continued off-task behaviour or disruption **(Move)**		✓			
Persistent off-task behaviour or disruption **(Remove)**			✓		
Incomplete or poor-quality work/ homework	✓				
Absconding and leaving the school site without permission				✓	✓
Acting in an anti-social manner e.g. Pushing, shouting, throwing food etc		✓ Request to correct			
Assault on another learner					✓
Bringing banned items listed under section 4.3 onto the school site				✓	✓
Bullying				✓	✓
Defacing own or others work			✓		
Fighting				✓	✓
Intention defiance of uniform policy				✓	
Leaving a lesson without permission	✓ requested to return				
Mobile phone or smart watch/ device seen or in use	✓ item to be confiscated				

	Teacher	Teacher / Curriculum Leader / Head of Year	Teacher / Curriculum Leader / Head of Year / SLT	Headteacher	Headteacher
Behaviour	**Verbal Correction or Warning**	**Written warning**	**Detention**	**Reflection Room / Period of Reflection**	**Suspension**
Physical Violence towards a member of staff					✓
Racist/Transphobic/Homophobic comments or behaviour				✓	✓
Refusal to accept a consequence (e.g. detention)				✓	✓
Swearing directly at a member of staff					✓
Swearing directly at another learner			✓		
Swearing or use of derogatory language (overheard)			✓		
Verbal Abuse, threatening or aggressive behaviour towards a member of staff					✓