Behaviour for Learning Policy

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Contents

Purpose and rationale 2
Vision and Values 2
Teaching and Learning 3
Sanctions 3
Support 7
Mobile Phones 7
Smoking/Vaping 11
Criminal Behaviour 12
Searching and Confiscation 12
Malicious allegations 14
Peer on peer abuse 14
Responding to misbehaviour from students with SEND 16
Supporting Documents 17

Purpose and rationale

The Education and Inspectors' Act 2006 requires all schools and colleges to have a behaviour policy which clearly sets out the measures its staff and academy committee will take to promote good behaviour to ensure students complete work and to regulate the conduct of students. The DfE, Behaviour in Schools Guidance for Headteachers and school staff 2024, also states the purpose of this document is to provide guidance to schools to support them in maintaining high standards of behaviour. Creating a culture with high expectations of behaviour will benefit both staff and students, establishing calm, safe and supportive environments conducive to learning. This policy sets out the behaviour that is expected of students at Thornden, the school rules, and disciplinary actions.

This policy works in conjunction with the Safeguarding policy.

Vision and Values

Consistent with our core values that support our mission to create a community where students **succeed, aspire,** and feel a sense of **belonging** and **care,** we value all students as individuals. Our aspiration is for all students to secure high academic success through inspirational teaching, to achieve successful futures and to be empowered to make a valuable contribution to our society. Such a vision can only be achieved when staff, students and parents are committed to our values and practices.

We recognise that young people will make mistakes and can learn from them. Their personal growth will be supported from positive relationships and an ethos that we nurture students within a learning and caring community. This moral development and growth will only happen when there is:

1. An **acknowledgement** of what has gone wrong.
2. A renewed and explicit **commitment to change** one's approach.

The policy outlines a fair and systematic approach to ensure our expectations and routines are applied in a way that supports our legal and moral obligations as a learning community. The application and interpretation of these details lie with the school.

All school rules apply both before and after school and when a student is in school uniform, on school trips or any school organised activity. This policy also applies to behaviour that may take place beyond these time frames, but which we deem may be disruptive to the orderly running of the school, pose a threat of harm to a member of our community, or compromise the reputation of the school.

Thornden School will:

- Address behaviour that compromises learning
- Address behaviour that compromises safety of members of our community
- Address behaviour that brings the name of the school into disrepute

Thornden School recognises that for positive behaviour to thrive, we aim to:

- Deliver effective lessons where students can learn in a well-ordered and calm environment.
- Ensure staff challenge poor behaviour and follow school policy and protocol.
- Communicate explicitly our school rules to everyone within our community.
- Maintain high expectations for all students.
- Provide support systems for pupils with particular behavioural needs.

Teaching and Learning

Thornden School recognises that there are links between the content and delivery of the curriculum and the motivation, engagement, and behaviour of students. Thornden School aims to ensure:

- All students receive a relevant and stimulating curriculum that meets their needs.
- Staff are aware of individual needs of students and plan their lessons accordingly.
- Development of students' behaviour for learning is delivered through the tutor time programme and assemblies.
- All students develop resilience to their learning and gain a positive growth mindset approach to their learning.

All staff will:

- Take leadership of their class.
- Organise and plan lessons effectively.
- Believe all children have the ability to achieve.
- Engage inattentive students.
- Involve students in classroom management, giving them ownership and responsibility.
- Have positive body language.
- Model the desired behaviours.
- Deal with behaviour fairly and consistently.

Sanctions

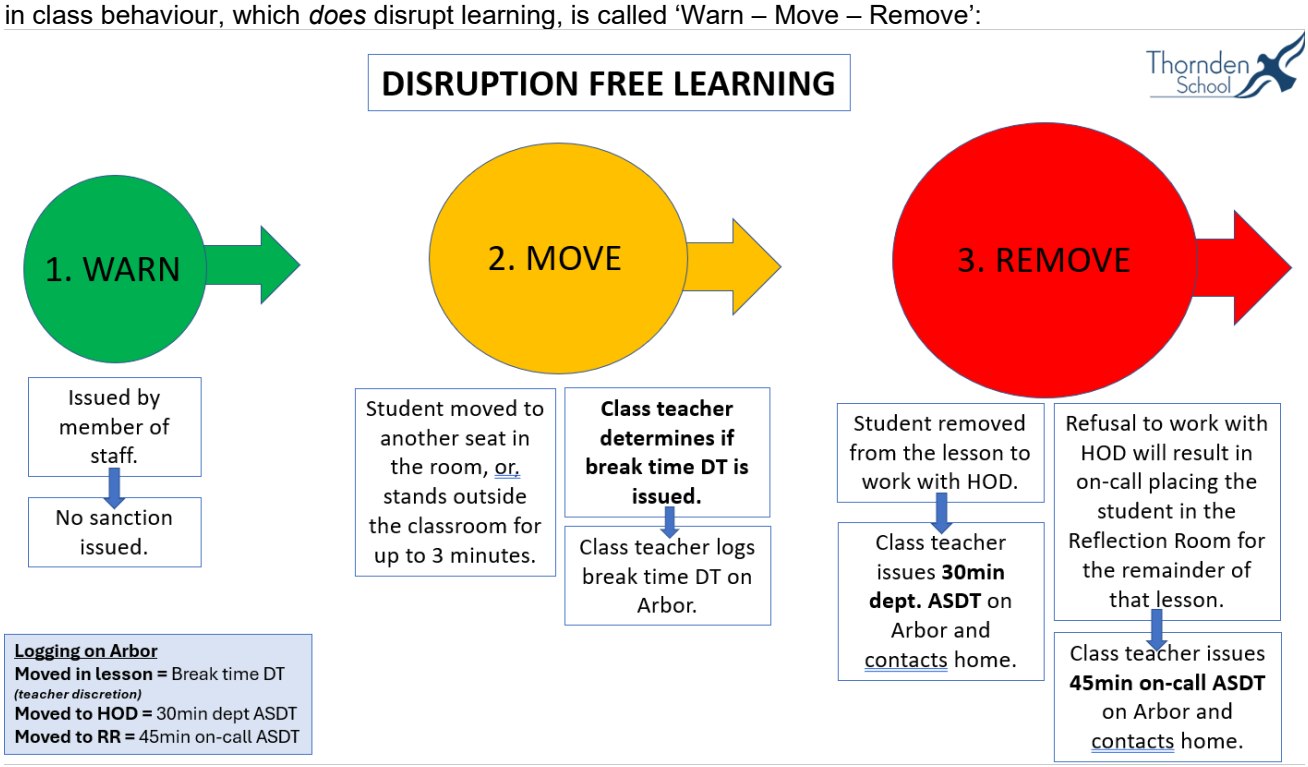
In most instances and where appropriate, staff will follow a staged approach when sanctioning student behaviour in the classroom. By employing a stepped approach to behaviour, staff give students the opportunity to choose to comply and gain an understanding of the consequences of their actions and decisions. It is the responsibility of the staff to de-escalate students and persuade them not to behave in a way which means the sanction escalates to the next level. When determining a sanction, the school will always apply the principle of proportionality.

Thornden School has a core set of In Lesson Expectations which relate to our four core values – BELONG, CARE, ASPIRE and SUCCEED. These expectations are applied across the curriculum and apply to all students, every lesson, every day. These In Lesson Expectations are displayed in every classroom and are referred to by staff when communicating praise and reprimand to students.

In Lesson Expectations

BELONG	CARE	ASPIRE	SUCCEED
Be kind and polite to all staff and students. Be respectful to all staff and students. Respect the learning environment.	Be prepared for the lesson—on time, correct equipment, correct seat, correct uniform. Follow instructions first time, every time. Listen in silence.	Sit up, listen, focus. Actively participate by asking and answering questions. Persevere: keep trying.	Quickly engage in the DO NOW activity. Take pride in your work. Act on feedback given.

Thornden strives for **Disruption Free Learning** in all lessons. The school's stepped approach to sanctioning in class behaviour, which *does* disrupt learning, is called 'Warn – Move – Remove':



Depending on the nature of the behaviour, the following sanctions may apply:

- Verbal / written apology.
- Extra work or repeating unsatisfactory work until the expected standard is met.
- The setting of written tasks (e.g. Writing a reflection document, writing out Thornden's in Lesson Expectations).

- Loss of privileges (e.g. non-uniform day, school trip, representing the school at a sporting fixture).
- Detentions at break or lunchtime.
- Detentions outside of the school day.
- School based community service (e.g. litter picking, graffiti removal).
- Reporting to a member of staff at the end of every day.
- Internal Suspension.
- Cross School Inclusion.
- Offsite Direction.
- External Suspension.

Detentions

The school acknowledges that we do not legally require parental permission to keep a student after school hours, however we value our partnership with parents/carers and recognise this will help to maintain strong relationships and support the student in correcting their behaviour. Communication of any detentions will be done via Arbor. Same day detentions will only apply to break/lunchtime detentions, unless arranged with the parent/carer. Where students travel using school transport (e.g. school bus) parents/carers are responsible for making alternative transport arrangements if students are required to stay after school for a detention.

Parents/carers are responsible for ensuring their child attends a detention. If a student fails to attend their detention, or, fails to complete the detention successful, the sanction will be escalated. The only exceptions to this will be if there is a family emergency or the child has a medical appointment.

Where possible, the school will issue a **detention reminder slip** to students. This slip will usually be delivered to the student's lesson prior to the scheduled detention (e.g. their lesson before lunch for a lunchtime detention, or their lesson before the end of the school day for an after-school detention). The reminder slip is intended as a support measure to help students manage their responsibilities.

However, **the non-delivery or non-receipt of a reminder slip does not exempt a student from attending the detention**. It remains the student's responsibility to attend all detentions once they have been issued and communicated via Arbor.

It is the responsibility of parents to notify the school in advance if their child cannot attend a detention and staff will not accept a verbal request from a student.

Students who are issued a detention which falls at the same time as an extra-curricular club or activity, must attend the detention as the priority. This includes representing the school at a fixture/event.

DETENTIONS

DETENTION TYPE	STAFF SUPERVISING	DAY(S) OF THE WEEK
Break time DT	Individual teachers	Monday, Tuesday, Wednesday, Thursday, Friday.
20mins Community LTDT	HOY	Monday, Tuesday, Wednesday, Thursday, Friday.
30min dept. ASDT	Centralised DT rota	Monday, Tuesday, Wednesday, Thursday.
45 min on-call ASDT	HOD	Tuesday.
SLT 1hr ASDT	SLT	Thursday.

DETENTION NOT ATTENDED/FAILED	CONSEQUENCE
Break time DT (class teacher)	30min dept ASDT
20min Community LTDT	30min dept ASDT
30min dept. ASDT	45min on-call ASDT
45min. on-call ASDT	1hr SLT ASDT
1hr SLT ASDT	RR + DT
Failed to attend multiple DTs within one week	RR +DT (HOY discretion)

Detentions can be set any day outside of normal school hours, including:

- An hour before the school day starts.
- An hour after the school day ends.
- Non-teaching days (including INSET days).

Internal Suspension

Thornden School operates an Internal Reflection Room for students who severely disrupt lessons and/or whose behaviour seriously breaches one or more of our four core values – BELONG, CARE, ASPRE, SUCCEED. When within the Reflection Room students will be supervised at all times, following a set programme of activities, which in the main, will be completed online. Students will have supervised breaks at a different time to the rest of the school. Students' work rate and behaviour is monitored and scored throughout the day. Students will only return to lessons the following day if they have achieved sufficient points. The school will make reasonable adjustments for students with specific needs (e.g. Reflection Day completed with two half days).

Cross School Inclusion

Thornden School have established a Cross School Inclusion Programme with Toynbee School and Wyvern College. A student responsible for a serious breach or persistent breaches of this policy may be sent to Toynbee or Wyvern, to work in their Isolation Room, for period of time. Thornden may choose to use this Inclusion Programme to avoid suspension, if appropriate.

Suspensions and Permanent Exclusion

Thornden will follow government guidance on suspensions and Permanent Exclusions, and any such decision will be lawful, rational, and reasonable. Suspensions or Permanent Exclusion will be considered if a student is responsible for a serious breach or persistent breaches of this policy and when allowing the student to remain in the school could seriously harm the education or welfare of other students or staff within the school. Any suspension will be for a set period of time, or permanently, with parents' right of representation to the Academy Committee. Following a suspension, the student will be reintegrated back into the school for all or part of their timetable, following a successful reintegration meeting which must be attended by the parent/carer.

A student will be permanently excluded if alternative behaviour strategies have failed to produce resolution and/or reconciliation and:

- The student continues to pose a threat to the safety or well-being of another student or staff.
- There is a continued threat to the orderly working of the school.
- The persistent disruption to other students learning continues.

For all of the above systems, parents are informed and involved through each stage.

Offsite Direction

An Off-Site Direction is when a school requires a student to attend another educational setting for a temporary period to help improve their behaviour. This is a supportive measure, not a punishment, and is used when other strategies in school have not been successful.

Purpose of the provision

- Address behavioural concerns and help the student re-engage positively with learning.
- The provision will be time-limited, regularly reviewed, and focused on reintegration back to the home school.

The student will remain on roll at their home school (Thornden) and continue to receive education suitable for their age, ability, and any specical educational needs.

Support

Thornden School recognises that some students will require additional support to reach the expected standard of behaviour.

Students: Middle and Senior Leaders within the school will carefully monitor behaviour data to identify any relevant patterns or trends, which highlight those students at risk of suspension or permanent exclusion. These students may receive support in the following format:

- Subject report (e.g. Science report).
- Tutor report.
- Head of Year report.
- Senior Leadership Team Report.
- Student Information Profile written and shared with relevant teaching staff.
- Diagnostic testing.
- Reduced/part-time timetable.
- Withdrawal from a subject area.
- Input from the school's Complex Behaviour Lead.
- ELSA intervention.
- Head of Year makes a referral to Thornden Hub for additional support for a student.
- Restorative Behaviour Day (RBD) – Students can be referred to participate in this day, which runs once a week, following a one-off incident of poor behaviour or a cumulative display of low-level disruption. This day focuses on five key strands – Acknowledgement, Restorative, Community, Strategies, and Positive Life Choices.

Staff: We recognise that support must be available for staff. A Head of Department, Head of Year or member of the Senior Leadership Team could provide this. Regular CPD on behaviour is provided through Teaching and Learning briefings and INSET time. New staff receive training around Thornden School's behaviour systems as part of their induction process. The school has an on-call system that offers support to teachers when a student needs to be removed from a lesson, so that teaching and learning can continue.

Managed Moves: A managed move is a formal agreement between two schools, the student, and his/her parent/carer, which allows a student at risk of permanent exclusion, to transfer to another school for a trial period of six school weeks. Thornden School may decide it is best for a student to move to another school permanently. Managed moves are voluntary, and the school will require parent/carer agreement before they take place. If the student has an EHCP, Thornden School will contact the local authority prior to the move and if the local authority, both schools and the parent/carer agree that there should be a managed move, the local authority will follow the process for changing an EHCP.

Mobile Phones

Mobile Phone Acceptable Use Agreement

This policy meets the requirements of section 36 of the Children's Wellbeing and Schools Act 2026, and the Department for Education (DfE)'s mobile phone guidance and behaviour guidance. Further guidance that should be considered alongside this policy includes Keeping Children Safe in Education, which sets out the expectation that all schools should be mobile phone-free environments by default.

Pupils will be taught the risks that are associated with the use of mobile phones, both in school and more broadly, to make sure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increase in bullying. Pupils will be encouraged to see a mobile-phone free environment as desirable and valuable.

LOQT

Thornden School uses an app named LOQT to manage smartphones in the school. LOQT automatically pauses distracting apps on a student's smartphone during school hours. Social media and games are locked. When school ends, everything unlocks automatically. No hardware is needed and there is nothing to hand in.

Safety: LOQT uses Apple's Screen Time and Android's equivalent to lock apps at the operating system level. It does not read messages, access contacts, or monitor device content. The company is ICO registered (ZC110979) and full privacy information is available at LOQTapp.

All parents/carers whose child will be bringing a smartphone to and from school must download the LOQT app. For in-year admissions, parents/carers must ensure they register with LOQT before their child's first day at school.

From September 2026 this will be a rule of the school. With LOQT, parents/carers are able to open their child's phone during the school day as a failsafe. If parents/carers do this during the school day the school will be alerted and a member of the Senior Leadership Team will go to the student's classroom and confiscate their phone. The student will then receive a sanction (see below) and parents/carers will have to collect the phone from reception. **Please note that in this circumstance, the student will not be permitted to collect the phone at the end of the day.**

Mobile phones – students

Students must adhere to the following expectations:

1. Students must not use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes, unless explicitly authorised by a member of staff (for example, for a specific medical reason).
2. Students must ensure their mobile phones are switched off and stored in their school bag at all times. Any phone seen outside of a school bag, including in a pocket, will be confiscated.
3. At the end of the school day students may only have access to their mobile phone when they are outside of the school building.
4. Mobile phones and air pods must not be used in toilets or changing rooms at any time. This is to protect the privacy, dignity, and welfare of all students.
5. Students must not take photographs, videos, or audio recordings of staff or students on any recording device.
6. Students must not share their personal contact details with individuals they do not know and must not share the personal contact information of others without consent.
7. Students must not share passwords, PIN codes, or access details for their phone with anyone else.
8. Mobile phones must not be used to bully, intimidate, or harass any member of the school community, including through:
    - o Email
    - o Text or messaging apps
    - o Social media
9. Students must not use mobile phones to send or receive content that may be illegal, including but not limited to sexually explicit images ("sexting").
10. Rules on bullying, harassment, intimidation, and illegal content apply to mobile phone use both inside and outside of school.
11. Students must not use vulgar, obscene, discriminatory, or derogatory language through calls, messages, or on social media while using a mobile phone.
12. Students must comply immediately with any request from a member of staff to hand over a mobile phone or ear pods. Failure to comply is a breach of the Behaviour Policy and will result in further sanction.

13. Mobile phones are not permitted in any exam or test environment. Students will be required to store phones securely or hand them to an invigilator before entering the exam room. Carrying a phone into an exam space may result in the exam being invalidated.

Sanctions

Behaviour	**Behaviour type / Consequence**
Phone/air pods seen or heard during the school day. Student **complies** and hands item to the member of staff. Phone/air pods collected from reception at the end of the school day by the student.	Logged on Arbor as 'Mobile phone/air pods - seen or heard'. 1st offence = ½ day in RR 2nd offence = Extended day in RR 3rd offence = CSI 4th offence = External suspension
Phone/air pods seen or heard during the school day. Student **fails** to hand the item to the member of the staff. Phone/air pods collected from reception at the end of the school day by the student.	Logged on Arbor as 'Refusal to hand over mobile phone/air pods'. 1st offence = CSI 2nd offence = External suspension
LOQT notifies Thornden that the app has been unlocked Student **complies** Student **fails** to hand the item to the member of the staff	On-call go to remove the phone, **parent contacted to collect from reception.** As above As above

Exceptions to the rule

There may be exceptions to the rule of **never seen, never heard,** that may include a medical. Any student who requires their mobile phone for medical reasons will be issued a card to explain this. Young Carers may

wish to contact a family member during the school day. They will do this by accessing a school phone by going to reception or to their Head of Year.

Parents will not contact their child during the school day via their mobile phone. Instead, they will communicate via the school reception.

All our guidelines and rules regarding Mobile Phones, also apply to AirPods/earphones.

Student Mobile phones of a Trips

The use of mobile phones on school trips will be at the discretion of the Trip Leader and will be determined according to the nature, purpose and risk assessment of the visit.
Expectations regarding mobile phone use will be clearly communicated to students and parents/carers in advance of the trip. There may be occasions where it is not appropriate for students to have access to mobile phones, for example where their use could compromise safety, safeguarding, participation in activities, or the overall educational experience. Equally, there will be trips where mobile phones are permitted to support communication, provide access to travel information, enable educational activities, or allow students to capture appropriate photographs and memories of the visit. Students must follow any specific instructions regarding mobile phone use issued by the Trip Leader at all times.

Loss, theft or damage

The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while pupils are travelling to or from school.

Confiscated phones will be stored at reception.

Personal mobile phones - staff

Staff are not permitted to use their personal mobile phone during the school day. Use of personal mobile phones must be restricted to non-contact time, and to areas of the school where students are not present (such as the staffroom).

There may be circumstances in which it's appropriate for a member of staff to have use of their phone during contact time, for personal/professional reasons. For instance (this list is non-exhaustive):

- For emergency contact by their child, or their child's school
- In the case of acutely ill dependents or family members

In some circumstances, it may be appropriate for staff to use personal mobile phones or a similar device during the school day in front of students for work. Such circumstances may include, but are not limited to:

- Use of the on-call phone
- Phoning for support from the Senior Leadership Team
- Issuing homework, rewards or sanctions
- Use of multi-factor authentication
- Emergency evacuations
- Supervising off-site trips
- Supervising residential visits

Online Activity

Any inappropriate online activity while in school may result in a suitable school response, in line with Thornden's IT and Online Safety Policy (e.g. the temporary or permanent removal of IT access). Please refer to page 12 of the IT and Online Safety Policy for further details.

Smoking/Vaping

Definition of a Drug

A drug is any substance that affects the way the body functions physically, emotionally or mentally.

For the purposes of this policy, the term *drug* includes both illegal substances and legal substances such as alcohol, tobacco, vapes, volatile substances, prescription medicines, over-the-counter medicines and new psychoactive substances.

Drug-related paraphernalia may include, but is not limited to, cannabis grinders, rolling papers, filters, matches, lighters, vaping devices, pipes and any other equipment associated with the use, storage or distribution of drugs.

Sanctions for Drug-Related Incidents

Students will receive an **external suspension** for any of the following:

1. Smoking or vaping on the school site.
2. Taking drugs on the school site.
3. Possessing drugs on the school site.
4. Being under the influence of drugs on the school site.
5. Selling, supplying or offering drugs to others on the school site.
6. Bringing smoking, vaping or drug-related paraphernalia onto the school site.
7. Hiding drugs in or around the school site for later collection, either by themselves or by another person.
8. Multiple students in a toilet cubicle (we will assume that all present engaged in vaping as there is no other good reason for a cubicle to be shared).

Determining responsibility

The school will investigate all alleged drug-related incidents thoroughly and fairly. Where the school concludes, on the balance of probabilities, that a student has engaged in any of the behaviours listed above, an external suspension will be issued.

In reaching this decision, the school may consider a range of evidence, including:

- Witness statements.
- CCTV footage.
- Vape alarm activations and associated records.
- Staff observations.
- Admissions made by students; and
- Any other relevant information obtained during the investigation.

The school does not need to establish responsibility beyond all doubt. Under the DfE guidance on suspensions, schools “must apply the civil standard of proof, i.e. ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt’.

Drug Misuse Outside of School

The school may impose sanctions for drug misuse outside of the school premises where a student is:

- Taking part in a school-organised or school-related activity.
- Travelling to or from school; or
- Identifiable as a student at Thornden School.

The school may also consider imposing sanctions for drug misuse outside of school, regardless of whether the circumstances above apply, where the misuse:

- Could have repercussions for the safe and orderly running of the school.
- Poses a risk to the safety or wellbeing of another student, member of staff or member of the public; or
- Could adversely affect the reputation of Thornden School.

Working with the Police

The school may decide to inform the Police where a drug-related incident involves suspected illegal substances, the supply or distribution of drugs, the possession of a controlled drug, or any other circumstance where the school believes Police involvement is necessary to safeguard students or the wider community.

Each incident will be considered on its individual circumstances. A decision to involve the Police will be made by senior leaders.

Informing the Police does not replace the school's own disciplinary processes. The school may continue with its own procedures and sanctions regardless of whether any Police action is taken.

Support for Students

Thornden School recognises that drug misuse can be a safeguarding and wellbeing concern. While the school will take appropriate disciplinary action where students breach this, we are also committed to providing support to help students make safe and informed choices.

Where appropriate, students involved in drug-related incidents may be offered support through:

- Meetings with pastoral staff.
- Support from the school's safeguarding team.
- Education around the risks associated with drug, alcohol, smoking and vaping use.
- Signposting to external agencies and specialist support services.
- Referrals to appropriate health, wellbeing or substance misuse services where concerns are identified.

The school's primary aim is to safeguard young people, reduce future risk and support students in making healthy choices. The provision of support does not remove the need for sanctions where a breach of this policy has occurred.

Criminal Behaviour

If the student is suspected of criminal behaviour, Thornden School will make an initial assessment of whether to report the incident to the Police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the Police.

If a decision is made to report the matter to the Police, the Headteacher/member of the Senior Leadership Team will make the report. We will notify parent/carer if this decision is made. If a report to the Police is made, the Designated Safeguarding Lead (DSL) or a member of the Safeguarding Team will make a tandem report to Children's Social Care, if appropriate.

The school will not interfere with any Police action taken. The school may continue their own investigation procedure and enforce sanctions if it does not conflict with police action.

It may be appropriate for the school to use support from our linked PCSO to work with a student, following an incident of criminal behaviour. In this instance the school would communicate this with the parent / carer.

CCTV

For the safety of staff and students, Thornden School has CCTV which is operational in key areas of the site. The school will use CCTV to identify incidents of poor behaviour, damage to school property as well as unsafe behaviours on the school site. The school will provide CCTV evidence to the Police, should they request it following an incident. Guidance has been taken from the Data Protection Act, 2018 and therefore the school will not share CCTV footage with parents/carers that include images of other students and/or staff.

Searching and Confiscation

Searching and confiscation is conducted in line with the DfE, Searching, Screening and Confiscation, Advice for Schools, 2022.

Searching: Can play a crucial role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

The Headteacher and staff have statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below, or any other item that the school rules identify as an item for which may be searched. The search may be conducted on school premises or during offsite activities, including school trips, where students are under the school's authority and supervision. Staff will ensure that the student understands the reason for the search and how it will be conducted if their agreement is informed.

- Knives or weapons (this is not an exhaustive list, but items may include a carving knife, a Swiss army knife, a craft knife, a fisherman's knife).
- Imitation items (this is not an exhaustive list, but items may include a gravity knife, butterfly knife, any replica weapon)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any item a staff member reasonably suspects had been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Two staff members of staff will conduct a search. One of those members of staff will be the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL). One of the members of staff will be the same sex as the student. An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example a school trip. Prior to conducting the search, the authorised member of staff will:

- Assess whether there is a need for a search.
- Assess whether not doing the search would put the student, other students, or staff at risk.
- Consider whether the search would pose a safeguarding risk for the student.
- Explain to the student why they are being searched.
- Go through the Management Guidance Searching Protocol form with the student ***("Is there anything on your person, or in your bag, that you should not have in school or may harm you or I?", "Are you willing to empty the contents of your bag, coat and pockets?")***

The authorised member of staff will determine whether to use reasonable force* to search the student. This will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent harming themselves or others, damaging property or causing disorder.

If the student refuses to agree to a search, the member of staff can give an appropriate sanction. If they still refuse to cooperate, the member of staff will determine (with the Headteacher) why the student is refusing to comply. Dependent upon the suspected prohibited item, the Police may be called, and their assistance requested. This will also be the case where there is a repeated allegation of concerns raised about a student's possession of a prohibited item. Where staff have found a student to possess prohibited items, they will undertake random follow-up searches of that student's property throughout the academic year.

It may be appropriate for a member of staff to conduct one or more of the following:

- Search of outer clothing (any item of clothing that is not worn wholly next to the skin or immediately over underwear, hats, scarfs, gloves, shoes)
- Search of school property (e.g. student locker)
- Search of personal property (e.g. bag, pencil case)

Parents/carers will be informed of any search for a prohibited item. A member of staff will tell the parent/carer as soon as is reasonably practicable.

Use of reasonable force

All members of school staff have a legal power to use reasonable force*. Any use of force by staff will be reasonable, proportionate, and lawful. This means using an amount of force in proportion to the circumstances. Using as little force as is necessary in order to maintain safety, and we use this for as short a period as possible. Reasonable force will be used in accordance with the DfE guidance, Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies, July 2013 and the updated physical Intervention policy and guidance for schools, 2024.

Confiscation

Any prohibited items listed above found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

*DFE Use of reasonable force policy

Malicious allegations

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy. Allegations include creating or posting an image or video that degrades a member of staff.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the LADO, where relevant) will consider whether the student who made the allegation needs help and support. If so, a referral to Children's Social Care may be appropriate. The student found to have made a malicious accusation should:

- Be offered confidentiality (according to the circumstances)
- Receive counselling to help identify the reasons why the allegation was made.
- Be internally or externally excluded (or receive another sanction)
- May face criminal proceedings

Support will be offered to staff accused of a misconduct.

Sexual harassment directed towards staff

In line with our equity values, all pupils are expected to treat staff with dignity and respect at all times. The school will not tolerate any form of bullying, intimidation, harassment or sexual harassment towards staff. Sexual harassment includes unwanted conduct of a sexual nature, whether verbal, non-verbal, physical or online, that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. Such incidents will be taken seriously and may result in sanctions in line with the school's behaviour policy, safeguarding procedures and, where appropriate, referral to external agencies.

Peer on peer abuse

Peer-on-peer abuse can also be known as child-on-child abuse. It is when a child places harm or abuse on another child. This can be a difficult form of abuse to address because the abuse is harmful to both the perpetrator (the child committing the abuse) and the victim (child being abused).

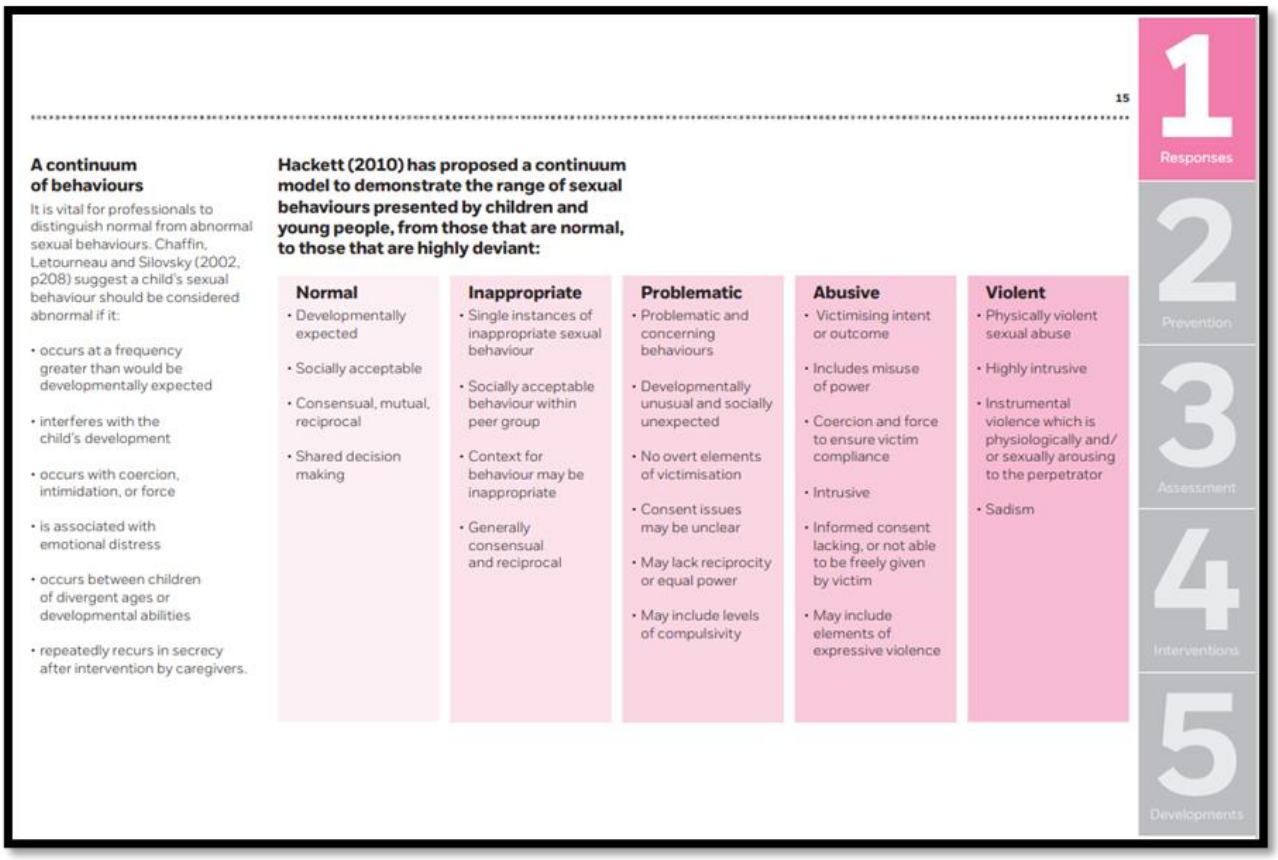
Thornden School is committed to the principle of inclusion, and we want everyone to feel included, respected, and safe in our school. As recommended in Ofsted, Review of sexual abuse in schools and colleges, June 2021, we aim to promote a culture where harmful sexualised behaviours such as sexual harassment, online sexual abuse, and sexual violence (including sexualised language) are unacceptable and not tolerated.

Harmful sexual behaviours may include:

- **Sexual violence -** Such as rape, assault by penetration and sexual assault.
- **Sexual harassment –** Such as sexual comments, remarks, sexual jokes or taunting, comments about sexual identify and sexuality, physical behaviour like interfering with clothes, or online sexual harassment. Sexual harassment may include name calling and comments which discriminate based on sex, particularly against women.
- **Sexism –** Includes behaviour or attitudes that create stereotypes of social roles based on sex.
- **Upskirting –** Typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress, or alarm.
- **Sexting-** Youth-produced and sent sexual imagery.

Incidents of peer-on-peer abuse are likely to be referred to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) to investigate and follow up with all parties involved, including parents/carers of both the perpetrator and victim/s.

In each case the school's response will be proportionate, considered, supportive and decided on a case-by-case basis. The school will refer to 'Hackett's continuum of sexual behaviours presented by children and young people (2010)', along with 'Brooks Traffic Light Tool', when determining a response.



The school will apply sanctions which will be appropriate for different levels of harmful sexual behaviours. The context and intent of each case will be considered as well as the age and developmental stage of the alleged perpetrator, the nature and frequency of the alleged incident/s and how to balance the sanction alongside education and safeguarding support.

Sanctions may include:

- Verbal of written apology
- Restorative conversation
- Restorative Behaviour Day
- Moving tutor/teaching groups
- Senior Leadership Team Detention
- Internal Suspension
- External Suspension or permanent exclusion

It may be appropriate for a risk assessment to take place to inform whether the school needs to manage the incident internally or refer to Children's Social Care and/or report to the Police.

Should there be an incident of indecent exposure by a student, (Police UK: 'Indecent exposure is when someone deliberately exposes their genitals in order to frighten or upset someone else'), the school would look at the context of the situation and it may be appropriate to issue one of the sanctions above. The school would consider:

- Where the incident took place
- The potential impact of the sexualised behaviour on others/witnesses
- The developmental age of the student
- Any pattern of sexualised behaviour

Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

Thornden school recognises that student's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an Education, Health, and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the student concerned. The school will aim to anticipate and remove triggers of misbehaviour for students with SEND. These may include:

- Short, planned movement breaks for a student who find it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with a sensory issue or who has a severe eczema.
- Staff training for conditions such as autism.
- Use of separation spaces (Sensory zone, Wellbeing Den) where students can be supported to regulate their emotions when heightened or experiencing sensory overload.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction.
- The student was unable to act differently at the time as a result of their SEND.
- The student was likely to behave aggressively due to their particular SEND.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Supporting Documents

Education and Inspectors Act, 2006.

The DfE, Behaviour in Schools Guidance for Headteachers and school staff, 2024.

The DfE, Mobile Phones in Schools – Guidance for schools on prohibiting the use of mobile phones through the school day, 2024.

The DfE, Searching, Screening and Confiscation, Advice for Schools, 2022.

The DfE, Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies, 2013.

The updated Physical Intervention Policy and Guidance for schools, 2024.

OFSTED, Review of sexual abuse in schools and colleges, 2021.

Hackett's continuum of sexual behaviours presented by children and young people, 2010.

Brooks Traffic Light Tool

CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course

Equality Act, 2010.

Data Protection Act, 2018.

Children and Families Act, 2014.