

# Behaviour for Learning Policy

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## 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 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 lies 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

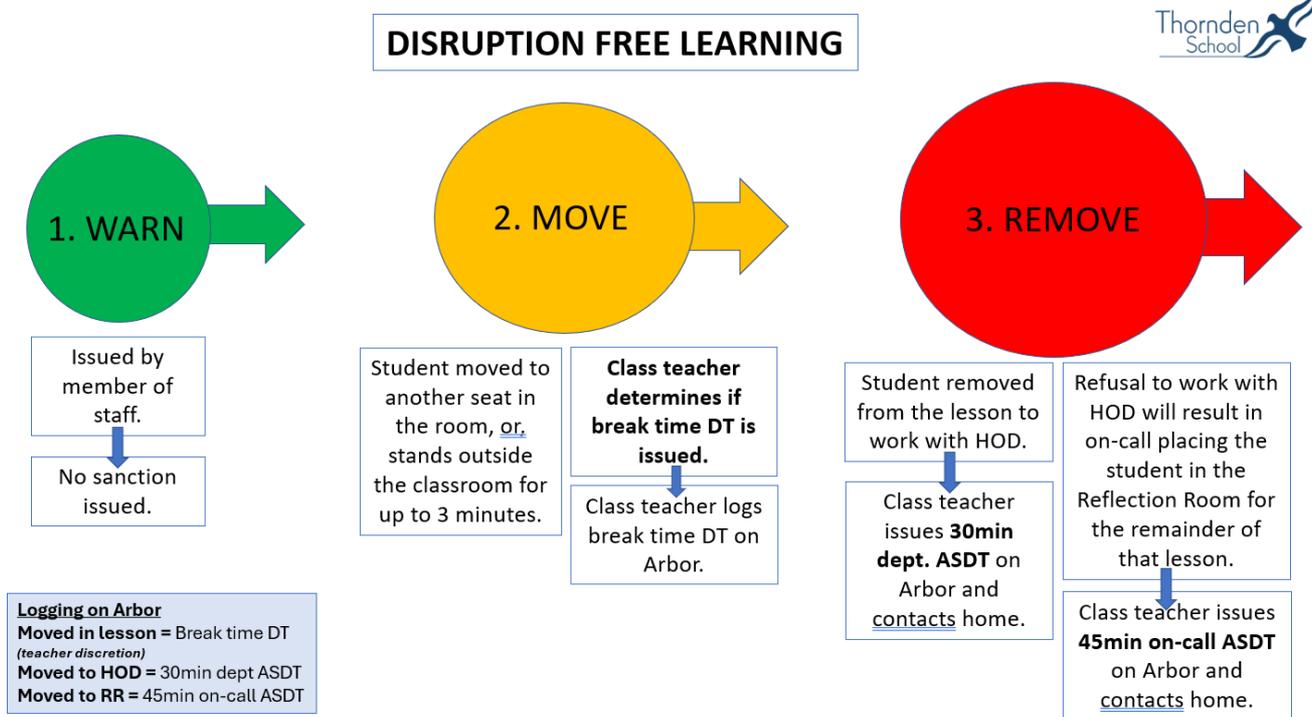
In most instances and where appropriate, staff will follow a staged approach when sanctioning student behaviour in the classroom. By employing a stepped approach to behaviour, staff give students the opportunity to choose to comply and gain an understanding of the consequences of their actions and decisions. 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.

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



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 successfully, 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/carers.

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 special 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

Guidance has been taken from the DfE Mobile Phones in Schools – Guidance for schools on prohibiting the use of mobile phones through the school day 2024.

Thornden School recognises that it has a duty to create an environment that is calm, safe, and free from distraction so all students, whatever their background, can learn and thrive. We acknowledge that with 97% of students having a mobile phone by the age of twelve, mobile phones can risk unnecessary distraction, disruption, and diversion.

Thornden launched ‘Digital Detox’ in April 2024, **Never seen, never heard.**

Students can maintain possession of their mobile phone during the school day on the strict condition that their phone is never seen or heard. Any phone seen or heard will be confiscated by the member of staff.

Behaviour type	Consequence
<p>Phone seen or heard during the school day.</p> <p>Student hands their phone to the member of staff.</p> <p>Phone collected from reception at the end of the school day.</p>	<p>Logged on Arbor as ‘Use of Phone.’</p> <p>x3 logs = 1hr After School Senior Leadership Detention.</p>
<p>Phone seen or heard during the school day.</p> <p>Student fails to hand their phone to the member of the staff.</p>	<p>X1 day Internal Suspension (Reflection Room).</p>
<p>Phone repeatedly seen or heard during the school day.</p>	<p>Head of Year will arrange for the student to hand their phone in at the beginning of every day and collect it at the end of the day.</p>

Repeated 'Use of Phone' during the school day.	
Student repeatedly fails to hand their phone to a member of staff.	

### Use of mobile phone for Learning

Students in KS3 will not be asked to use their mobile phone to support their learning in lessons. We recognise that there may be occasions in KS4 (Year 10 and Year 11) where mobile phones can be used to access and support learning. If a student is able to use their mobile phone for this purpose, the teacher will remind all students of the mobile phone rules for in lesson learning. These rules are displayed in all classrooms.

#### Exceptions to the rule

There may be exceptions to the rule of **never seen, never heard**, that may include a medical or personal reason. 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 going to reception or to their Head of Year to gain permission.

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.

## Smoking/Vaping

As part of our commitment to promoting a safe, healthy, and respectful learning environment, Thornden School maintains a strict no smoking and no vaping policy across the entire school site. This applies to all students, staff, parents, and visitors, at all times, including during after-school events and activities. Smoking or vaping is not permitted anywhere on school premises, including buildings, grounds, and entrances.

We have installed vape detectors in key locations within the school, including toilet areas. This measure is designed to help us quickly identify incidents of smoking/vaping, ensuring that all students can feel safe and at ease when using these spaces.

When an alert is triggered, appropriate follow-up action will be taken in line with our behaviour and safeguarding policies, which will include a search and confiscation (details below). This may also involve discussions with students, parental contact, and additional support where needed. Our priority is education and prevention, and we will continue to provide guidance on the risks associated with vaping through our Personal, Social, Health and Economic (PSHE) curriculum.

#### Thornden's response to Vaping/Smoking

Escalating sanctions are used if a student uses, possesses or is in the presence of someone using cigarettes, vapes or tobacco products. These are:

<b>1<sup>st</sup> offence</b>	x1 day Internal Suspension
<b>2<sup>nd</sup> offence</b>	Cross School Inclusion (x1 day working in isolation at another school)
<b>3<sup>rd</sup> offence</b>	x1 day external suspension

<b>Further offences</b>	External suspension (increased tariff)
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## 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.

## 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 identity 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.

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**A continuum of behaviours**

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin, Letourneau and Silovsky (2002, p208) suggest a child’s sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child’s development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.

**Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:**

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> <li>• Developmentally expected</li> <li>• Socially acceptable</li> <li>• Consensual, mutual, reciprocal</li> <li>• Shared decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Single instances of inappropriate sexual behaviour</li> <li>• Socially acceptable behaviour within peer group</li> <li>• Context for behaviour may be inappropriate</li> <li>• Generally consensual and reciprocal</li> </ul>	<ul style="list-style-type: none"> <li>• Problematic and concerning behaviours</li> <li>• Developmentally unusual and socially unexpected</li> <li>• No overt elements of victimisation</li> <li>• Consent issues may be unclear</li> <li>• May lack reciprocity or equal power</li> <li>• May include levels of compulsivity</li> </ul>	<ul style="list-style-type: none"> <li>• Victimising intent or outcome</li> <li>• Includes misuse of power</li> <li>• Coercion and force to ensure victim compliance</li> <li>• Intrusive</li> <li>• Informed consent lacking, or not able to be freely given by victim</li> <li>• May include elements of expressive violence</li> </ul>	<ul style="list-style-type: none"> <li>• Physically violent sexual abuse</li> <li>• Highly intrusive</li> <li>• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li> <li>• Sadism</li> </ul>

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Responses

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Developments

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 or 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.