



Nunthorpe
Academy

Nunthorpe Academy Positive Behaviour Policy and Statement of Behaviour Principles 2025 - 2026

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1. Aims

- 1.1. As part of Arete Learning Trust, Nunthorpe Academy's Behaviour Policy has the development of positive relationships at its heart that in turn promote self-esteem, self-discipline and proper regard for authority. It establishes clear expectations and responsibilities for all members of the school community, whilst recognising the importance of high-quality teaching and learning in the promotion of positive behaviour.
- 1.2. We aim to develop in students a sense of responsibility, a desire to learn, and the ability to play a full and rewarding part in the community, both in school and beyond.
- 1.3. This policy aims to:
 - Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment, Thriving Together.
 - Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school, ensuring students are Ready, Respectful and Safe.
 - Outline the expectations and consequences of behaviour.
 - Provide a consistent approach to behaviour management that is applied equally to all students. Define what we consider to be unacceptable behaviour, including bullying and discrimination against protected characteristics.

2. Legislation, statutory requirements and statutory guidance

- 2.1. This policy is based on legislation and advice from the Department for Education (DfE) on:
 - [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
 - [Behaviour in schools: advice for headteachers and school staff 2022](#)
 - [Searching, screening and confiscation at school 2018](#)
 - [Searching, screening and confiscation: advice for schools 2022](#)
 - [The Equality Act 2010](#)
 - [Keeping Children Safe in Education](#)
 - [Exclusion from maintained schools, academies and student referral units in England 2017](#)
 - [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
 - [Use of reasonable force in schools](#)
 - [Supporting students with medical conditions at school](#)
 - It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- 2.2. In addition, this policy is based on:
 - Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
 - [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- 2.3. This policy complies with our funding agreement and articles of association.

3. Definitions

3.1. **Poor choices** is defined as:

- > Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- > Non-completion of classwork or homework
- > Poor attitude
- > Incorrect uniform

3.2. **Serious poor choices** is defined as:

- > Repeated breaches of the school rules
- > Any form of bullying
- > Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- > Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- > Sexual comments
- > Sexual jokes or taunting
- > Physical behaviour like interfering with clothes
- > Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

3.3. Behaviour that contravenes the 9 protected characteristics, which are:

- > Age
- > Disability
- > Gender Reassignment
- > Marriage and Civil Partnership
- > Pregnancy and Maternity
- > Race
- > Religion or Belief
- > Sex
- > Sexual Orientation

3.4. The Academy Child-on-Child abuse policy, which can be found in Section 15 of the Safeguarding policy (pg 11) will be used to investigate any allegations of these poor choices. Based on the outcome of the investigation, the response would be enacted either via the Child-on-Child policy, or the Academy Behaviour policy.

- > Vandalism
- > Theft
- > Fighting
- > Smoking/vaping
- > Racist, sexist, homophobic or discriminatory behaviour
- > Possession of any prohibited items. These are:
- > Knives or weapons
- > Alcohol
- > Illegal drugs
- > Stolen items



- > Tobacco and cigarette papers
- > Vapes
- > Fireworks
- > Pornographic images

3.5. Any article a staff member reasonably suspects has 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)

4. Bullying

4.1. **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.

4.2. Bullying is, therefore:

- > Deliberately hurtful
- > Repeated, often over a period of time
- > Difficult to defend against

4.3. Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Race Religion or Belief Sex Sexual Orientation	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality). The Academy is committed to upholding and promoting equality by adhering to the nine protected characteristics as outlined in the Equality Act 2010.
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

4.4. Details of our school's approach to preventing and addressing bullying are set out in our [Anti-Bullying Strategy](#)



5. Roles and responsibilities

5.1. The Nunthorpe Academy Committee

The Nunthorpe Academy Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2. The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively and consistently with poor behaviour

5.3. The Deputy Headteacher: Behaviour and Attitudes is responsible for:

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.4. The Assistant Headteacher: Behaviour and Attitudes is responsible for:

- Monitoring and addressing attendance trends and how they are impacted by behavior
- Supporting all staff to uphold the behavioural expectations of the Academy
- Delivering appropriate training in behavior management, alongside the Deputy Headteacher:
- Behaviour and Attitudes
- Engaging with parents/carers, external agencies, and the wider school community to support student behaviour and address behavioural concerns.
- Regularly reviewing behaviour data, to identify trends, address issues proactively, and ensure that interventions are effective and equitable.

5.5. The Pastoral Team is responsible for

- Reminding students about expectations and behaviours
- Supporting students to uphold the behavioural expectations of the Academy
- Delivering Behaviour Modification sessions to support students to positively adjust behaviours
- Responding to behaviour incidents promptly
- Tracking behaviour data at student and year group level
- Challenge students to meet the Academy's expectations
- Liaise with parents/carers about behaviour and attendance



5.6. Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students and embedding our school values of 'Ready', 'Respectful' and 'Safe'
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.7. Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the appropriate staff member promptly
- Take part in any pastoral work following poor choices (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- We will endeavor to build a positive relationship with parents/carers and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.8. Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standard
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for students who are mid-year arrivals.



5.9. School behaviour curriculum

Students are expected to:

- Follow the behaviour principles of being Ready, Respectful and Safe
- Behave in an orderly and self-controlled way
- Uphold the Nunthorpe ethos of Thriving Together
- Line up and enter a classroom in a quiet and orderly way, placing equipment on the desk, removing any coat and standing behind their chair to await instruction from the teacher
- In class, behave in such a way that makes it possible for all students to learn. This includes not talking when the teacher is talking and only talking when invited or instructed to do so by the teacher.
- Move quietly around the school adhering to the door entry system
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6. Mobile phones

6.1. Nunthorpe Academy is a mobile-free school.

6.2. Mobile phones may not be used on the school premises. This rule is enforced as soon as students enter the main gate in the morning.

6.3. If students bring mobile phones into school, they must remain switched off and out of sight in their school bag.

6.4. If a mobile phone is seen or heard during the school day, the phone will be confiscated until the end of the school day.

6.5. Repeat offenders will receive a sanction in line with the school behaviour policy. The nature of the sanction will escalate for repeat offences, where students are not modifying their behaviour.

6.6. Please note: the school will not accept responsibility for lost, damaged or stolen mobile phones or confiscated items.

7. Responding to behaviour

Classroom management

7.1. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

7.2. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which includes:
 - Greeting students at the start of form time and the start of lessons
 - Establishing clear routines
 - Communicating their high expectations of behaviour in a range of ways



- Highlighting and promoting good behaviour, using the school's rewards system
- Concluding the day positively and starting the next day afresh
- Use the school system for dealing with low-level disruption
- Using positive reinforcement –paying first attention to best conduct.

8. Safeguarding

- 8.1. The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.
- 8.2. We will consider whether a student's poor choices may be linked to them suffering, or being likely to suffer, significant harm.
- 8.3. Where this may be the case, we will follow our Child Protection and Safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- 8.4. Please refer to our [Child Protection Policy](#) for more information.

9. Responding to good behaviour

- 9.1. When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
- 9.2. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
- 9.3. Positive behaviour will be rewarded with:
 - Genuine verbal praise
 - Positive points on Class Charts – visible to parents/carers
 - Class Charts notifications and phone calls home
 - Special events, including celebration assemblies
- 9.4. Positive points can be issued to any student for meeting and exceeding expectations in and out of the classroom. All data is stored in Class Charts. Tutors, Pastoral Managers, and Senior Leaders regularly monitor the data so they can praise students frequently.
- 9.5. Positive points may be used to 'purchase' rewards from the Class Charts Shop.

10. Behaviour for Learning

- 10.1. A positive attitude to learning is central to the success of every student at Nunthorpe Academy, and we place great emphasis on this. We know that if a student's attitude is right, it will enable them to perform to the best of their ability. An assessment of every student's Behaviour for Learning takes place 3 times per year, on a scale of 1-4 where 1 = Accomplished Learner and 4 = Reluctant Learner.
- 10.2. Every student can achieve excellence in their Behaviour for Learning, regardless of their level of attainment.

11. Social Media

We celebrate student achievement, both in school and outside of school, through our social media platforms on Instagram and Facebook.



12. Attendance Recognition

- 12.1. Nunthorpe Academy is committed to actively promoting high attendance amongst all students – we make high attendance our expectation and communicate this regularly to students and their families. Students maintain a record of their personal attendance, and this is celebrated with the pastoral team where the school has been working with a child/family to improve attendance.
- 12.2. Our attendance team works closely with students and their families to support and encourage good attendance. Our attendance system is set up to recognise improvements in attendance and this positive reinforcement is communicated with parents/carers via Class Charts.

13. Responding to poor choices interventions during a lesson

- 13.1. When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of poor choices.
- 13.2. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that poor choices will always be addressed.
- 13.3. **Verbal Reminder**
When a student is off-task or causing a distraction:
The teacher should issue the reminder to the student, explaining what is wrong with the behaviour and ensure the required behaviour is clearly communicated.

13.4. Sanction 1 (S1) - Negative Point

The student receives a verbal warning and is issued a negative point on Class Charts.

13.5. Sanction 2 (S2) - Response

When a student does not heed the warning given an appropriate response will be issued by the teacher. This may include:

- Confiscate the item causing distraction (if appropriate).
- Move the student within the class.
- Speak with the student.
- Phone call home (later)

The student will be informed that their behaviour is being recorded on the system as S2, receiving a second negative point on Class Charts.

13.6. Sanction 3 (S3) - Next Step

If the student persists in negative behaviour that impacts on the learning of the class:

- On-Call will be activated, and the student will be taken to the Reset Room. The student will not return to the lesson from which they have been removed. However, successful reflection in the Reset Room will enable a student to return to their next lesson.
- Students may only incur one trip to Reset in a day. Any subsequent need for On-Call would result in being taken to isolation for the remainder of the day.

14. Detentions

After school detentions will be issued for accruing more than 5 negative points in one day. These will be scheduled for the next school day.

15. Response to Defiant Behaviour

Students are expected to follow instructions from staff in school first time. If a student refuses to follow a reasonable instruction and is openly defiant in their response, the above system will be bypassed, and on-call will be activated, and the student removed to the Isolation Room. This will also be the case for any defiance shown on the corridors during lesson changeover, and at social time.



16. Lateness to School/Lessons

- 16.1 Students must be on site by 8.25am. This is when the gate is closed. Students arriving after this time must enter through the Main reception and will be recorded as late.
- 16.2 Students are expected to arrive at their lessons on time. A student is classed as 'Late' if they arrive at a lesson after all students have been seated by the teacher and the lesson has begun. Persistent late marks will be monitored by the pastoral team.

17. Reasonable force

- 17.1 Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:
- Causing disorder
 - Hurting themselves or others
 - Damaging property
 - Committing an offence
- 17.2 Incidents of reasonable force must:
- Always be used as a last resort
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)
- 17.3 When considering using reasonable force, staff should, in considering the risks, carefully recognize any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.
- 17.4 If a student requires positive handling, it will only be carried out by staff members who have received the appropriate training, ensuring it is done safely, respectfully, and in line with school policy and safeguarding procedures.**

18 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

19 Confiscation

- 19.1 Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.
- 19.2 We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students within a given time frame, or parents/carers may be asked to collect the item.

20 Searching a student

- 20.1 Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.
- 20.2 Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.
- 20.3 An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**



- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

20.4 When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

20.5 If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

20.6 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

20.7 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 on a school trip.

20.8 Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

20.9 If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

20.10 If they still refuse to co-operate, the member of staff will contact the Pastoral Manager or Headteacher to try and determine why the student is refusing to comply. Parents/carers may be contacted to support the Academy by advising the student to comply.

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

20.12 The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

20.13 The authorised member of staff may use a metal detector to assist with the search.

20.14 An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

21 Searching students' possessions

21.1 Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

21.2 A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in



section 3) and items identified in the school rules.

21.3 An authorised member of staff can search a student's possessions when the student and another member of staff are present.

21.4 If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff or the police.

21.5 The school uses vape detectors as part of its efforts to maintain a safe and healthy environment, and they may be used during searches when there is reasonable suspicion of vaping on the premises.

Informing the designated safeguarding lead (DSL)

21.6 The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on Class Charts

Informing parents/carers

21.7 Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

22 Support after a search

22.1 Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

22.2 If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

23 Strip searches

23.1 The authorised member of staff's power to search outlined above **does not enable them to conduct a strip search** (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

23.2 Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

23.3 Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

23.4 Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

24 Communication and record-keeping

24.1 Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they



aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

24.2 The student's parents/carers will always be informed by a staff member once a strip search has taken place. The

24.3 school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

25 Who will be present

25.1 For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

25.2 One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**

- The appropriate adult agrees

25.3 If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

25.4 No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

25.5 The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student

- Not be a police officer or otherwise associated with the police ➤ Not be the headteacher

- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

25.6 Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

26 Care after a strip search

26.1 After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

26.2 As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

26.3 Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

26.4 Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

27 Off-site poor choices

27.1 Sanctions may be applied where a student has misbehaved off-site when representing the school. This means poor choices when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school

- Wearing school uniform

- In any other way identifiable as a student of our school

- Sanctions may also be applied where a student has misbehaved off-site, at any time, whether



- or not the conditions above apply, if the poor choices:
 - Could have repercussions for the orderly running of the school
 - Involves the intimidation of a staff member
 - Poses a threat to another student
 - Could adversely affect the reputation of the school

27.2 Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

28 Online poor choices

28.1 The school can issue behaviour sanctions to students for online poor choices when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

29 Suspected criminal behaviour

- 29.1 If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- 29.2 When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- 29.3 If a decision is made to report the matter to the police, the Pastoral Manager/Deputy Headteacher will make the report.
- 29.4 The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- 29.5 If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

30 Zero-tolerance approach to sexual harassment and sexual violence

- 30.1 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- 30.2 Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 30.3 The school's response will be:
- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 30.4 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing, in consultation with the Academy Child-on-Child policy. These include clear processes for:
- Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to Children's Social Care
 - Report to the police
 - Please refer to our [Child Protection Policy](#) for more information.



31 Malicious allegations

- 31.1 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.
- 31.2 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.
- 31.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider
- 31.4 whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 31.5 The school will also consider the pastoral needs of staff and students accused of misconduct.
- 31.6 Please refer to our [Child Protection Policy](#) for more information on responding to allegations of abuse against staff or other students.

32 Responding to serious poor choices

Referral to the Deputy Headteacher

- 32.1 It is expected that a student will only be referred to the Deputy Headteacher when a serious behaviour occurs, or when a student has worked through the stages as outlined in Section 7.4. Reasons for suspension are in accordance with DfE guidance:

- Bullying
- Sexual Violence
- Sexual Harassment
- Theft
- Assault
- Refusing to follow instructions
- Repeated disruption to the education of other students
- Student behaviour is considered dangerous towards themselves or others
- Suspicion of possession of a banned item e.g. vape/smoking/vaping related materials
- Suspicion of possession of drugs or alcohol

- 32.2 As a result of the above breaches, the Deputy Headteacher may:

- Withdraw the student from lessons for a period of time
- Place the student with as senior member of staff
- Issue an SLT supervised lunchtime or after school detention
- Place the student in Isolation
- Impose a social time isolation for a designated period
- Draw up a pastoral support programme seeking external agency support
- Refer to the Headteacher for consideration of a fixed term suspension
- Request a preventative temporary place through an Off Site Direction following a series of suspensions and where a student may be at risk of permanent exclusion.
- Contact the Police, for example where an act of sexual violence has occurred
- Refer to an appropriate external agency for additional support

- 32.3 Communication with parents/carers will take place for all of the above situations.



33 Isolation (S4)

The Deputy Headteacher, or Assistant Headteachers with responsibility for behaviour, may use isolation as an intervention where a more serious breach of the school rules has occurred, or where persistent disruptive behaviour is occurring as a student has not responded to previous interventions.

34 Isolation: half day/full day

- 34.1 This intervention may be issued where the learning of others has been compromised due to persistent disruptive behaviour, where defiance has been shown to a member of staff, or where the safety or wellbeing of another student may be compromised by the student being in the same learning space.
- 34.2 Work will be provided. The student will remain in isolation through their break and lunchtime.
- 34.3 Parents/carers will always be informed through Class Charts. The student will have the opportunity to use the toilet, have a break from work for their lunch, and have drinks during the period of isolation.
- 34.4 Depending on the nature of the incident, the Assistant/Deputy Headteacher may issue a full isolation for more than one day, but the emphasis is on the reintegration of the student as quickly as possible into lessons.
- 34.5 Restorative meetings between the student and other student(s)/the teacher always take place following this intervention if appropriate.

35 Conduct in the Isolation Room

- 35.1 If a student fails to meet expectations in the Isolation Room following a reminder, they will receive a written 'strike' in the isolation record log.
- 35.2 If the student's behaviour fails to improve, the member of staff supervising will issue a second 'strike' in the isolation record log. The student may then be removed from Isolation for a short period to give them a final opportunity to reset themselves.
- 35.3 If a student reaches a third strike in the day, they have failed Isolation and will receive a fixed term suspension for Persistent Disruptive Behaviour.
- 35.4 Isolation will finish each day at 4pm. Parents and carers will be informed via call, text or email if their child is in Isolation. If a student has gone into Isolation for a serious, one-off incident parents/carers will be informed of this via Class Charts but may receive a follow-up phone call home from a member of the Pastoral team or a member of the SLT.

36 Referral to the Headteacher or Deputy Headteacher: Behaviour for suspension

36.1 This will happen in two cases:

- Despite a series of preventative measures in place, the student persists with persistent disruptive behaviour.
- An individual incident is deemed so serious that it meets the threshold of a fixed term suspension.

36.2 The following behaviours provide examples of when a Fixed Term Suspension may be issued:

- PP Physical assault against a student
- PA Physical assault against an adult
- VP Verbal abuse /threatening behaviour against a student
- VA Verbal abuse/threatening behaviour against an adult
- OW Use or threat of use of an offensive weapon or prohibited item
- BU Bullying
- RA Racist abuse
- LG Abuse against sexual orientation and gender identity
- DS Abuse relating to disability
- SM Sexual misconduct
- DA Drug and alcohol related (including vapes and smoking/vaping)
- DM Damage
- TH Theft
- DB Persistent disruptive behavior



- MT Inappropriate use of social media or online technology
- PH Willful and repeated transgression of protective measures in place to protect public health

36.3 Parents/carers will be requested to attend a re-admission meeting with a senior member of staff at an agreed time at the end of the fixed term suspension, the purpose of which is to negate repeat suspension and agree appropriate support. If the parent is struggling to attend at the required time, the school will work with the parent to agree a time for them to come into school.

36.4 Where there is a repeat offence of behaviour resulting in a further fixed term suspensions, the length of the suspension will be increased from the initial suspension.

37 Process for Fixed Term Suspension:

- 37.1 Confiscation of inappropriate items where applicable (the Headteacher must determine who has the power to search a student for inappropriate items).
- 37.2 Pastoral Leaders/SLT to collect witness accounts if applicable, and other evidence.
- 37.3 Evidence presented to Headteacher for decision to be made.
- 37.4 Decision communicated to student and parents/carers.
- 37.5 External agencies contacted where required.
- 37.6 Relevant documentation issued to parents/carers and the LA.
- 37.7 The Nunthorpe Academy Committee's disciplinary panel will be involved for suspensions that cumulatively result in 15 days or more of internal suspension in one term, to support the reduction in suspensions due to the risk of Permanent Exclusion. The school terms are: Autumn (September-December); Spring (January-April); Summer (May-August).

38 Permanent Exclusion or Preventative Place in Off-Site Provision

- 38.1 Nunthorpe Academy is committed to avoiding permanent exclusions. Where possible, an incident reaching the threshold of a permanent exclusion will be sanctioned using a preventative place at a suitable alternative provision, if this is a viable option.
- 38.2 Examples of incidents meeting this threshold:
- 38.3 Bringing drugs into the school.
- 38.4 Unprovoked or serious physical assault on a student or member of staff.
- 38.5 Other serious poor choices including fire alarm
- 38.6 Permanent exclusion can only be sanctioned by the Headteacher.

39 Responding to poor choices from students with SEND

Recognising the impact of SEND on behaviour

- 39.1 The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).
- 39.2 When incidents of poor choices arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of poor choices will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of poor choices will be made on a case-by-case basis.
- 39.3 When dealing with poor choices from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- 39.4 ➤ Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- 39.5 ➤ Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- 39.6 ➤ If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- 39.7 As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor choices, and put in place support to prevent these from occurring.
- 39.8 Any preventative measures will take into account the specific circumstances and requirements of the student concerned. These may include:
- 39.9 Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long



- 39.10 Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- 39.11 Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- 39.12 Training for staff in understanding conditions such as autism
- 39.13 Use of Learning Support and Thrive as nurture spaces where students can regulate their emotions during a moment of sensory overload

40 Adapting sanctions for students with SEND

- 40.1 When considering a behavioural sanction for a student with SEND, the school will take into account:
 - Was the student unable to understand the rule or instruction?
 - Was the student unable to act differently at the time as a result of their SEND?
- 40.2 If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.
- 40.3 The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

41 Considering whether a student displaying challenging behaviour may have unidentified SEND

- 41.1 The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 41.2 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 41.3 When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

42 Students with an education, health and care (EHC) plan

- 42.1 The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
- 42.2 If the school has a concern about the behaviour of a student with an EHC plan, we will make contact with the local authority (Redcar and Cleveland) to discuss the issue. If appropriate, we may request an emergency review of the EHC plan.

43 Supporting students following a sanction

- 43.1 Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.
- 43.2 We may employ strategies such as:
 - Restorative meeting between students or between a student and teacher
 - Daily check-ins with the relevant pastoral leader or senior member of staff
 - A reintegration meeting following a suspension or period of time undertaking education at an alternative provision.



44 Student transition

Inducting incoming students

- 44.1 We will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This will involve a meeting with the Headteacher/Deputy Headteacher.
- 44.2 The Year 6/7 transition process offers a comprehensive induction into the standards of behaviour expected at Nunthorpe Academy including a weeklong induction as part of the Redcar and Cleveland local Authority offer. This involves the Form Tutor, Pastoral Leaders, and Senior Team.

Preparing outgoing students for transition

- 44.3 To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. As part of our Post-16 transition, the RASI document is completed.

45 Training

- 45.1 As part of their induction process, our staff are provided with training on managing behaviour, including training on:
- How to respond to behaviour and serious poor choices
 - The needs of the students at the school
 - How SEND and mental health needs impact behaviour
- 45.2 Behaviour management also forms part of continuing professional development. All staff receive CPD on behaviour management and weekly updates via Staff Morning Briefing sessions.

46 Monitoring arrangements

Monitoring and evaluating school behaviour

- 46.1 The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
 - Attendance, permanent exclusion and suspension
 - Use of off-site provision and managed transfers
 - Incidents of searching, screening and confiscation
 - Anonymous surveys for staff, students, committee members, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- 46.2 The data will be analysed by the Deputy Headteacher for Behaviour and Attitudes.
- 46.3 The data will be analysed from a variety of perspectives including:
- At school level
 - By age group
 - At the level of individual members of staff
 - By time of day/week/term
 - By protected characteristic
- 46.4 The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.



47 Monitoring this policy

47.1 This behaviour policy will be reviewed by the Headteacher, and Nunthorpe Academy Committee at least

47.2 annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

48 Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying policy

----- End of Policy -----