



# CITY OF DERBY ACADEMY

## BEHAVIOUR POLICY

<b>Last Update</b>	February 2026
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<b>Approved by</b>	Governing Body

Sharing this policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all students, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. This policy is aligned with the following Department for Education (DfE) guidance:

[Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities \(2015\)](#)

[Preventing and tackling bullying Advice for Headteachers, staff and governing bodies \(2017\)](#)

[Equality Act 2010: advice for schools \(2018\)](#)

[Mental health and behaviour in schools \(2018\)](#)

[Searching, Screening and Confiscation Advice for schools \(2022\)](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(2024\)](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(2024\)](#)

[Arranging Alternative Provision - A Guide for Local Authorities and Schools \(2025\)](#)

[Keeping children safe in education - Statutory guidance for schools and colleges \(2025\)](#)

[Restrictive interventions, including use of reasonable force, in schools \(2025/26\)](#)

[Mobile phones in schools \(2026\)](#)

It is also aligned to other school policies including Safeguarding & Child Protection Policy (2025), Anti-Bullying Policy (2025) and Mobile Phone Policy (2025).

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# A) CREATING AND MAINTAINING HIGH STANDARDS OF BEHAVIOUR

## Introduction

This policy reflects our vision to provide a structured, predictable and supportive environment where students develop the personal and social skills they need for lifelong success. Creating and maintaining high standards of behaviour benefits both staff and students, ensuring a productive environment conducive to learning. It is aligned with the DfE's Behaviour in Schools: Advice for Headteachers and School Staff (2024), which emphasises the importance of high expectations, well established routines, and a whole school approach to behaviour management. It is also aligned with the school's legal duties and standards relating to the welfare and safeguarding of children.

This policy will clarify to staff, students and parents our beliefs, values and principles; which behaviours are permitted and promoted and which behaviours are prohibited; how we respond to behaviour, and how we endeavour to ensure that misbehaviour can be prevented from recurring.

## Our whole-school approach to behaviour

### OUR VISION

At City of Derby Academy, we are committed to creating a calm, safe and inclusive environment in which all students belong and can thrive and, ultimately, to help realise our whole-school vision of *improving the life chances of all students*.

We believe that all students have the right to learn, and all staff have the right to teach free from disruption. To achieve this, we establish clear and consistent expectations that promote positive behaviours and strong relationships.

### OUR VALUES

Our behaviour culture is built on the 3 core values that shape our ethos and guide everything we do—how we teach, how we learn, and how we interact with one another:

**Respectful** - Students are expected to show respect for themselves, their peers, staff, the school environment, and the wider community.

**Responsible** - Students take responsibility for their actions, choices, learning, and conduct, understanding how their behaviour affects others.

**Ready to Achieve** - Students arrive prepared, willing to engage fully in learning so they can achieve their personal best.

### KEY CONCEPTS AND PRINCIPLES

The following concepts and principles underpin and enable our approach to and aims for behaviour:

**High expectations and belonging** - We have high expectations of all students, and endeavour to ensure every student feels valued, respected and included, regardless of their background, ability or identity. When students experience themselves as valued members of a community that has high expectations of them they are more likely to behave positively.

**Unconditional Positive Regard** - We see every student as worthy of respect and capable of growth. Our aim is not simply for students to behave, but to believe in themselves and their potential regardless of their background and especially if they make poor behavioural choices. Accordingly, we always separate the individual from the behaviour and give students a “fresh start” after a sanction.

**Trauma informed** - We recognise that students' mental health and wellbeing, and therefore their behaviour, can be affected by a range of challenges including adverse childhood experiences (ACEs). We want our staff to understand the effects of trauma and to develop the skills to support student mental health and wellbeing.

**Relational Practice** – Through professional learning and guidance, we want all our staff to have the skills and capacity to build positive relationships where students are motivated to do what is asked because they feel respected, supported, and understood. We believe that when expectations are clear and rooted in trust, students gain greater freedom, confidence, and wellbeing.

**Inclusion** – We have high expectations of all students, including those who are disadvantaged, those with SEND, those who are known (or previously known) to children’s social care, and those who face barriers to their learning and/or well-being, such as young carers. We endeavour to identify their needs quickly and accurately, including any emerging or changing needs, and make appropriate reasonable adjustments / provide the support they need to reduce barriers to their learning and/or well-being which may affect their behaviour.

**Clarity** - By having simple, clear and well communicated expectations, behaviour can be managed consistently so that both students and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust. Our behaviour curriculum defines the expected behaviours in school, rather than just a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties.

**Consistency** - The consistent and fair implementation of this behaviour policy is central to our whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some students may require additional support to meet a school’s behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary. Routines will be used to teach and reinforce the behaviours expected of all students. Repeated practices will promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from students will be made into a commonly understood routine that is simple for everyone to understand and follow.

## The role of school leaders

The Headteacher will take responsibility for implementing measures to secure acceptable standards of behaviour. They will ensure the school’s approach to behaviour meets the following national minimum expectation:

- a) The school has high expectations of students’ conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly to help create a calm and safe environment;
- b) School leaders visibly and consistently supporting all staff in managing student behaviour through following the behaviour policy;
- c) Measures are in place and both general and targeted interventions are used to improve student behaviour and support is provided to all students to help them meet behaviour standards, making reasonable adjustments for students as required;
- d) Student behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- e) All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully; and
- f) Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

The school leadership team will be highly visible, and routinely engage with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders will:

- Ensure all staff understand the behavioural expectations and the importance of maintaining them.
- Ensure that all new staff are inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school.
- Provide training which enables staff to meet their duties and functions within the behaviour policy, including adequate training on, for example, how certain special educational needs, disabilities, or mental health needs may at times affect a student’s behaviour, de-escalation strategies, relational approaches and the use of restrictive interventions and reasonable force

## **The role of teachers and staff**

Staff will uphold the whole-school approach to behaviour by implementing consistently the aspect of this policy that are relevant to their role, specifically:

- Help to develop and maintain a calm and safe environment for students and establish clear boundaries of acceptable student behaviour.
- Teaching and modelling expected behaviour and positive relationships so that students can see examples of good habits and are confident to ask for help when needed.
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students.
- Challenge students to meet the school expectations and maintain the boundaries of acceptable conduct by responding to misbehaviour in accordance with this policy.
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations (not least in line with Part 2 of the Teachers' Standards which outlines the high standards of personal and professional conduct expected of teachers).

## **The role of students**

All students deserve to learn in an environment that is calm, safe, and supportive and where they are treated with dignity. Every student will be:

- Made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Asked about their experience of behaviour and provide feedback on the school's behaviour culture.
- Supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

The school will repeat elements of this induction for all students at suitable points in the academic year, and ensure all new students arriving mid-year understand the school's behaviour policy and wider culture.

## **The role of parents**

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents will be encouraged to:

- Get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Celebrate students' successes
- Reinforce the policy at home as appropriate.
- Raise concerns about the management of behaviour, directly with the school while continuing to work in partnership with them.
- The school will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour or changes to the behaviour policy. Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

## **Monitoring and evaluating school behaviour**

School leaders will capture and regularly analyse all components of the behaviour culture as part of a clear monitoring and evaluation cycle.

The school will collect data relating to the following:

- behaviour incident data, including removals from the classroom
- attendance
- suspensions
- permanent exclusion
- off-site directions and managed moves
- incidents of searching, screening and confiscation; and
- surveys for staff, students, and parents on their perceptions and experiences of the school behaviour culture.

Behaviour culture data will be analysed from multiple perspectives: at school, group and department level, and individual student level. Analyses will also be intersectional and disaggregated to take into account multiple student characteristics such as those who are disadvantaged and have special educational needs (SEND).

These analyses (shared with governors and trustees) will help to identify patterns and therefore possible solutions to behaviour issues, such as the need to provide additional support to groups or individual students, and to ensure that the school ensure is meeting its duties under the Equality Act 2010.

The school's system will ensure that relevant members of leadership and pastoral staff are aware of any student persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

### **The school behaviour curriculum**

At City of Derby Academy, we recognise that our children within our community arrive with different life experiences, starting points, and understandings of behaviour, and that some of our students have not always had stable school experiences, consistent boundaries, role models, or opportunities to learn the behaviours (that form part of their 'social capital') that help them to succeed in school and to improve their own life chances.

Because of this, we do not assume that our children "just know" how to behave. Instead, we see behaviour as something that must be taught, practised, supported and revisited over time. Therefore, at City of Derby Academy, behaviour is a curriculum. We believe that positive behaviour is not simply the absence of poor behaviour; it is a set of skills, habits and choices that children learn through clear teaching, strong relationships, consistent routines and positive role modelling from adults. Our behaviour curriculum is built around the "3Rs", which define what positive behaviour looks like across our school community: **Respectful, Responsible, and Ready to Achieve.**

These three behaviours are deliberately simple, memorable and accessible for all learners, including students with SEND, EAL and those who have experienced adversity. They are taught explicitly, modelled by adults, and reinforced across all areas of school life.

We also recognise that some students will need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

### **Transition, induction and reinforcement**

Central to the effectiveness of the behaviour curriculum is it's delivery to new and current students.

This process begins with our transition days, allowing Year 6 students to meet their new class and teachers so positive relationships can be built before the summer holidays, helping both students and staff familiarise themselves with one another. Relevant information about student behaviour will be shared with appropriate staff at the start of the term or year to ensure continuous monitoring and support.

The school will also assist new students in adapting to behaviour standards by providing an induction process that introduces them to the behaviour policy and school culture. Behaviour expectations will be clearly communicated to both the student and their parents/carers.

Our behaviour expectations will be repeated and reinforced with all students at the start of every academic term and whenever the need arises.

## B) INCLUSIVE RESPONSES TO BEHAVIOUR

Maintaining a positive behaviour culture requires constant work. Staff will positively reinforce the behaviours we DO want that reflect the values of the school. When a student misbehaves they need to understand that there are consequences for their behaviour including the use of reasonable and proportionate sanctions.

### RESPONDING TO GOOD BEHAVIOUR – PRAISE AND REWARDS

Promoting good behaviour communicates the school community's expectations, vision and values to all students, and positively reinforcing it through praise and rewards helps to develop and sustain the routines, expectations, and norms of the school's behaviour culture. Our rewards system is designed to reinforce the school's values of being respectful, responsible and ready to achieve, encourage students to demonstrate these values, and to maintain their +95% attendance and positive behaviour ratio.

#### AIMS OF REWARDS

##### **1. Promote Positive attendance and behaviour**

We aim to encourage and reinforce positive choices by recognising students who consistently demonstrate respectful, responsible, and ready-to-learn behaviours. By setting a target of 95% positive behaviour and attendance, we align with national expectations and support students in developing habits that lead to success in school and beyond.

##### **2. Raise aspirations and motivation**

Our rewards system is designed to inspire ambition in all students, particularly those from disadvantaged backgrounds. By celebrating effort, improvement, and participation, we ensure that every student sees a pathway to success.

##### **3. Foster a sense of belonging and community**

Through our house system, we build a culture of teamwork, pride, and shared success. Students contribute to their house's achievements, strengthening relationships across year groups and promoting a positive school identity.

##### **4. Broaden horizons through enrichment**

We recognise that many students face barriers to accessing wider experiences. Our rewards include cultural, academic, and social opportunities — such as trips — to help students develop confidence, curiosity, and cultural capital.

##### **5. Support equity and inclusion**

Our system is tailored to ensure that every student has the opportunity to be recognised, regardless of background, ability, or starting point. We celebrate growth, resilience, and contribution, ensuring that students with EAL, SEND, or those in receipt of Pupil Premium are fully included.

There are a range of rewards at CODA, including:

- 3Rs Points
- Entry into prize draws
- Most Consistent attendance/behaviour/effort certificates
- Most Improved attendance/behaviour/effort certificates
- Golden Ticket Draws
- House Non-Uniform Days
- Pizza Parties
- Year Group Celebration Assemblies
- Awards Evenings

### MINIMISING THE NEED FOR SANCTIONS

#### **inc. REASONABLE ADJUSTMENTS FOR STUDENTS WITH SEND**

Preventative measures at CODA include (but are not limited to):

- A safe, supportive learning environment where every student feels welcome and a sense of belonging
- Access to the Sanctuary/Excel/Sensory Rooms
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting the physical classroom environment
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema

- Assessment and early identification of students' circumstances and/or needs, the sharing of this information and staff training with staff so that likely triggers of misbehaviour can be anticipated and support/reasonable adjustments can be put in place
- Managing communal spaces such as corridors and social spaces effectively
- Quality first teaching
- Recording and analysing data on the use of sanctions and student voice surveys to inform improvement planning
- Short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long
- Supporting pupils' social, emotional, and behavioural needs through targeted interventions such as 'Soft Start', Emotional Literacy Support Assistant sessions (ELSA), Drawing and Talking therapy, Zones of regulation sessions, Lego Therapy
- Working closely with parents to support individual pupils, including contact and support to avoid a suspension

### **De-escalation strategies**

Where negative behaviour occurs, staff members will be trained to implement de-escalation strategies to diffuse the situation. This includes:

- Giving students "take up time", space and strategies to calm down before their behaviour escalates
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Displaying open body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

The school will continually review how the whole-school approach is inclusive and meets the needs of all students in the school, including students with diagnosed (and potentially undiagnosed) special educational needs and disabilities (SEND), English as an additional language, and adverse childhood experiences (ACEs) so that everyone can feel they belong in the school community whilst maintaining high expectations for all students and managing student behaviour effectively.

The school recognises that some behaviours are more likely be associated with particular types of SEND. Behaviour will be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. The school's behaviour policy and practice will align with a number of duties where a student has SEND that at times affects their behaviour. In particular, the school will:

- Use a graduated approach to assess, plan, deliver and then review the impact of the support being provided (SEND code of practice).
- Take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices and providing support through reasonable adjustments ( Equality Act 2010)
- Use its 'best endeavours' to meet the needs of those with SEND and co-operate with the local authority and other bodies to secure the provisions set out in a student's Education, Health and Care plan (Children and Families Act 2014)

Some children and young people with SEND may react to distressing or confusing situations by displaying challenging behaviours which fall below the standard which could reasonably be expected of them or that may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, students who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to students with SEND being disproportionately subject to sanctions and/or the use of restrictive interventions (see below).

Staff will seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on students with SEND. For

example, the school will consider how the school culture and environment may be experienced differently by students with SEND and seek to support students to cope with situations that they may find distressing.

The school will utilise staff who know individual students well (e.g. Learning Mentors) to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the need for sanctions or the likelihood of restrictive interventions being used. The school will also work with the student, parents and other professionals to develop prevention and de-escalation strategies. Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the student to express their emotions before getting overwhelmed
- engaging the student in an activity which can help them manage their feelings of anxiety
- distracting the student in something that interests them or by introducing familiar objects and activities to redirect their attention

These strategies/adjustments are made explicit in Pupil Passports which are shared with all staff who are expected to ensure that they are in place.

## **SANCTIONS FOR MISBEHAVIOUR**

By law, teachers at CODA can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that student. Staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of school (see 'Behaviour outside of school premises'). A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a student is made by a member of staff authorised by the Headteacher
- b) The decision to sanction the student and the sanction itself are made on the school premises or while the student is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

When a member of school staff becomes aware of misbehaviour, they will respond promptly in a consistent, fair, and proportionate manner to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour. A response to behaviour may have various purposes.

These include:

- a) Deterrence: sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- b) Protection: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removal from a classroom, may be immediate or after assessment of risk.
- c) Improvement: to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via reflective conversations or targeted pastoral support.

At CODA there are a range of sanctions for misbehaviour. Examples include:

- a verbal reprimand and reminder of the expectations of behaviour
- the setting of written tasks such as an account of their behaviour
- school based community service, such as tidying a classroom
- being placed "on report"
- loss of privileges e.g. the loss of break time
- detention
- removal from lessons
- off-site direction
- managed moves
- suspension, and in the most serious of circumstances permanent exclusion

### **Reasonable adjustments to sanctions**

At CODA, taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and do occur at the same time if necessary.

The school's approach to sanctions is underpinned by the concepts of "certainty not severity" and "flexible consistency". Alternative arrangements for sanctions will be considered on a case-by-case basis for any student where the school believes they would be more effective for that particular student, based on their knowledge of that student's personal circumstances.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred. For example, if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home. The school will consider whether the misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education (KCSIE), school staff will follow the school's child protection policy and speak to the Designated Safeguarding Lead (or deputy) or Safeguarding Manager. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Responding to the behaviour of students with Special Educational Needs and/or Disability (SEND)**

Behaviour will be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND, or that students with SEND are exempt from sanctions.

The school will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, the school will refer to the Equality Act 2010 and the Children and Families Act 2014 and make any reasonable adjustments to the sanction in response to any needs the student may have. The school will also seek to try and understand the underlying causes of behaviour and whether additional support is needed.

### **REMOVAL FROM LESSON(S) for "R3" or "R4" sanction (or internal suspension)**

Removal is where a student, for disciplinary reasons, is required to spend a limited amount of time out of the classroom. Removal from the classroom should be considered a serious in-school disciplinary sanction. Staff will always try to avoid it, and it will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal and/or to avoid a fixed-term suspension out of school.

At CODA, staff will use request SLT "On Call" who will escort a student to the Reflection Room. Normally, this will be for the remainder of that lesson and the student will then be required to complete a same day detention.

Removal from lessons will be used for the following reasons:

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

The continuous education provided in the Reflection Room may differ to the mainstream curriculum but will still be meaningful for the student. Staff supervising the Reflection Room will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage students with a variety of challenging behaviours and contexts. They will facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

Parents will receive notifications from Class Charts on the same day if their child has been removed from the classroom.

The school will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. The school will make data-based decisions to consider whether frequently removed students may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more

support. The school will also collect, monitor and analyse removal data to identify patterns relating to students sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on students sharing particular protected characteristics in line with the Equality Act 2010.

Removal from lessons should be distinguished from:

- Circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.
- The use of the Sensory or Excel rooms for non-disciplinary reasons where a student with a pass is able to self-regulate following identified sensory overload as part of a planned response.
- Seclusion (see below) which is a non-disciplinary intervention involving keeping a student confined to a place away from others to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation.

### **DETENTIONS (including loss of social time – “LOST”)**

A detention is a commonly used sanction at CODA, often used as a deterrent to future misbehaviour or poor punctuality. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go to break or home. The process will be made clear to all students and when used it will be done so consistently and fairly by staff.

By law, staff at CODA have the authority to issue detentions to students, including same-day detentions outside of school hours. A detention outside normal school hours will be lawful and not require parental consent if it meets the following conditions:

- a) the Headteacher has communicated to students and parents that detentions outside school hours may be used
- b) the student is under 18
- c) the detention is not likely to put the student at increased risk
- d) the student does not have caring responsibilities
- e) the detention timing does not conflict with a medical appointment
- f) parents have been informed but this will depend on the circumstances. In some cases notice may not be necessary for a short after-school detention where the student can get home safely
- g) suitable travel arrangements can reasonably be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

<b>Detention Type</b>	<b>Length of detention</b>
Detention – Loss of Social Time (“LOST”)	Completed at Break A or B Late to School Before 9am - 10 minutes Late to School After 9am - 20 minutes Inappropriate behaviour at social time - 25 minutes
Detention – R2 (Teacher Detention)	5-minute restorative conversation at Break A, B or after school (plus anytime needed to complete missed work) for misbehaviour and/or lateness
Detention – R3 (SLT Detention)	Completed at: Break A – 25 minutes <i>OR</i> Break B – 25 minutes <i>OR</i> After School – 30 minutes
Detention – R4 (SLT Detention)	Completed after School – 1 hour
Detention – R5 (Heads Detention)	Completed after School – 2 hours

With break time detentions, staff will allow reasonable time for the student to eat, drink and use the toilet.

## **SUSPENSIONS AND PERMANENT EXCLUSION**

All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The school accepts that not all student behaviour can be amended or remedied by pastoral processes or sanctions within the school such as detentions, removal from lessons or internal suspensions. Therefore, the Headteacher will use suspension and/or permanent exclusion as essential behaviour management tools in response to persistent poor behaviour or serious incidents in school. A student's behaviour outside school can also be considered grounds for a suspension or permanent exclusion.

Only the Headteacher can suspend or permanently exclude a student on disciplinary grounds. Any decision to suspend or permanently exclude will be: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher will 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.' This means that the Headteacher will accept that something happened if it is more likely that it happened than that it did not happen. The Headteacher will take account of their legal duty of care when sending a student home following a suspension or permanent exclusion.

### **Suspensions**

A suspension (previously known as a fixed-term exclusion) is when a student is temporarily removed from the school for serious disciplinary reasons, and is used to provide a clear signal of what is unacceptable behaviour and to show a student that their current behaviour is putting them at risk of permanent exclusion.

Suspension is a serious sanction. The school will always endeavour to avoid suspensions to reduce missed learning and safeguarding risks. After a behaviour incident that could lead to suspension, students are given "take up time" to complete an in-school sanction; parents are contacted and asked to encourage their child to make the right choice; the school may choose an "internal suspension" which is similar to removal from lessons but may be for a half day with a loss of a break or a full day with loss of all breaks.

Suspensions will be used appropriately when necessary and only once other in-school behavioural strategies in the have been attempted, unless the behaviour is so extreme as to warrant immediate suspension. A student may be suspended for one or more fixed-term periods of half or full days up to a maximum of 45 school days in a single academic year. A suspension over five days may be spent at alternative provision (see below). A suspension can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day.

Parents will be informed on the same day if their child has been suspended, the reason for the suspension, the duration, and the date and time of a reintegration meeting. The school will always consider whether a suspension is proportionate and consider whether there are any special considerations that need to be considered (see Responding to the behaviour of students with Special Educational Needs and/or Disability (SEND)).

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

### **Permanent exclusion**

A permanent exclusion is the most serious sanction a Headteacher can use as a last resort after all attempts to support a student's behaviour have been exhausted or when a student's actions are so severe such support is deemed inappropriate.

The decision to permanently exclude means that a student is no longer allowed to attend the school (unless the student is reinstated for governors or a review panel) and is taken off roll. The decision to exclude a student permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

The Headteacher will take reasonable steps to ensure that work is set and marked for students during the first five school days until the student attends alternative provision. If appropriate, the Headteacher will ensure that a student's social worker and/or Virtual School Headteacher is notified and that appropriate referrals to support services are made. Alternative provision will be arranged by the Local Authority after the first five days of a permanent exclusion.

N.B. Whilst permanent exclusion is a disciplinary sanction, the school's experience is that an alternative provision setting often ensures that a student receives the intensive, tailored support they need to thrive and achieve.

### **Reasons for suspensions and permanent exclusions**

The reasons shown below are examples of the types of circumstances that may result in a suspension or permanent exclusion at CODA:

- Abuse against gender including derogatory misogynistic/misandrist statements; misogynistic/misandrist bullying; misogynistic/misandrist graffiti, taunting and harassment; swearing that can be attributed to misogynistic/misandrist prejudice and discrimination.
- Abuse against sexual orientation and gender identity including derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender); homophobic, biphobic and transphobic bullying; LGBT+ graffiti, taunting and harassment; swearing that can be attributed to LGBT+ characteristics
- Abuse relating to disability including derogatory statements or swearing about a disability; bullying related to disability; disability related graffiti; disability related taunting and harassment.
- Bullying including verbal; physical; homophobic bullying; racist bullying.
- Damage to school or personal property belonging to any member of the school community including vandalism; arson; graffiti
- Drug and alcohol related incidents including possession of illegal drugs cigarettes and vapes; inappropriate use of prescribed drugs; drug, cigarette or vape dealing; smoking; vaping; alcohol abuse; substance abuse.
- Harmful sexual behaviour (HSB) including sexual harassment and sexual violence.
- Inappropriate use of social media or online technology including sharing of inappropriate images (of adult or student); cyber bullying or threatening behaviour online; organising or facilitating criminal behaviour using social media
- Malicious allegations - where a student makes an allegation against another student or a member of staff and that allegation is shown to have been deliberately invented or malicious.
- Persistent disruptive behaviour including challenging behaviour; disobedience, refusal, defiance, avoidance/truancy; violation of school rules e.g. relating to mobile phones
- Physical assault against a student or adult including obstruction; pushing; slapping; kicking; spitting; punching; jostling; throwing objects; any action that causes physical distress, injury or wounding.
- Racist abuse including racist taunting and harassment; derogatory racist statements; swearing that can be attributed to racist characteristics; racist bullying; racist graffiti.
- Refusal to cooperate with a search for prohibited items.

- Theft including stealing school property/personal property (student or adult)/from the local community; selling and dealing in stolen property.
- Use or threat of use of an offensive weapon or prohibited item including carrying or bringing onto the school site an offensive weapon or prohibited item such as knives, sharp instruments, and BB guns; Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; Use of an offensive weapon
- Verbal abuse / threatening behaviour against student or adult including threatened violence; aggressive behaviour; swearing; homophobic abuse and harassment; verbal intimidation; carrying an offensive weapon.
- Wilful and repeated transgression of protective measures in place to protect public health including deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing; causing distress, such as through purposefully coughing very near to other students or adults; any other deliberate breach of public health protective measures which the school has adopted.

### **Students with disabilities and Special Educational Needs (SEN)**

The school will adhere to the Equality Act 2010 which requires schools to make reasonable adjustments for disabled students. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. The school will also adhere to the Children and Families Act 2014, under which the governing body must use its 'best endeavours' to ensure the appropriate special educational provision is made for students with SEN, which will include any support in relation to behaviour management that they need because of their SEN. The schools will engage proactively with parents in supporting the behaviour of students with additional needs.

Where the school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a student with SEN, a disability or an EHC plan it will, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a student's SEN or disability. Where a student has an EHC plan, the school will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, the school will review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for the school to request an EHC assessment or a review of the student's current package of support.

### **Students who have a social worker, including looked-after children (LAC), and previously looked-after children (PLAC)**

For the majority of children who have a social worker this is due to known safeguarding risks at home or in the community. For children with a social worker, the school recognises that education is an important protective factor, providing a safe space for children to receive support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide and become more vulnerable to harm. The Headteacher will balance this important reality with the need to ensure calm and safe environments for all students and staff, so should devise strategies that take both of these aspects into account.

Where a student has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan and they are at risk of suspension or permanent exclusion, the Headteacher will inform their social worker, the Designated Safeguarding Lead (DSL) and the student's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) will contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school will also engage with a child's social worker, foster carers, or children's home workers.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan. This will be reviewed every term and any concerns about the student's behaviour will be recorded, as well as how the student is being supported to improve their behaviour and reduce the likelihood of exclusion. Monitoring of PEPs can be an effective way for Virtual School Headteachers (VSHs) to check on this.

Where previously looked-after children face the risk of being suspended or permanently excluded, the school will engage with the child's parents and the school's Designated Teacher (DT). The school may also seek the advice of the VSH on strategies to support the student.

If the Headteacher does decide to suspend or permanently exclude a student the school will, without delay, notify parents and, if applicable, their social worker and/or Virtual School Headteacher.

## C) PREVENTING RECURRENCE OF MISBEHAVIOUR

### SUPPORTING STUDENTS AFTER A SANCTION

Staff are expected to always display unconditional positive regard, including after sanctions for misbehaviour. Where there is concern that there may be a recurrence of misbehaviour, such as repeated removals from lesson, detentions or suspensions, the school will select from a range of strategies to minimise the risk of a recurrence of misbehaviour, such as:

- Changes in seating plans, classes or timetables
- Short-term behaviour report cards or longer-term behaviour support plans with personalised targets leading to personalised rewards.
- Daily contact with a designated pastoral professional / "trusted adult" in school.
- A "fresh start" reparation/reintegration meeting with the student (and preferably a parent) to: remind them that they are a valued member of the school community; remind them of our behaviour expectations; discuss what they did wrong and the impact of their actions; how they can make amends and make better choices in the future; what strategies could be put in place to help them meet our expectations to avoid future sanctions; what will/could happen if their behaviour fails to improve.
- Regular contact (email/phone call/meetings) with a parent to provide updates on behaviour to share praise as well as concerns.
- Inquiries into circumstances outside of school/at home, possibly conducted by Designated Safeguarding Lead (or deputy) or Safeguarding Manager, and signposting students and/or parents to potential external support.
- Mentoring, coaching or counselling.

**N.B.** A student will not be prevented from returning to mainstream lessons if parents are unable or unwilling to attend a reintegration meeting unless there are justifiable reasons for this.

The school recognises that some students will need more support than others and that any targeted assessments and subsequent interventions should be provided as early and proactively as possible. It may be necessary to deliver interventions outside of the classroom, in small groups or in one-to-one activities. Designated staff will be appropriately trained to deliver these interventions. These interventions will be part of a wider approach that involves the wellbeing and mental health of the student.

Initial interventions to address underlying factors leading to misbehaviour may include an assessment of whether appropriate provision is in place to support any SEND that a student may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the student and the impact of the support being provided. If the student has an Education, Health and Care (EHC) plan, the local authority will be contacted as quickly as possible about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

### MEASURES TO PREVENT PERMANENT EXCLUSION

The school will always endeavour to avoid permanent exclusion as it can have a detrimental impact on their life chances. Early interventions can reduce the likelihood of children becoming persistently or severely absent, reducing preventable suspensions or permanent exclusion, the need for longer term placement into alternative provision, or managed moves. They can involve the following strategies: the use of **outreach work** in school or an **on-site student support unit**; a temporary, longer-term or permanent **off-site direction** to another mainstream school and/or alternative provision; a permanent **managed move**.

Where a student has an EHC plan and/or a social worker the school will communicate and collaborate with external partners and agencies, such as the local authority and VSH, when initiating any of these strategies.

### **1. Outreach work**

This might be through sessions between external specialists, such as counsellors, with individual students or small groups of students, or more general work to build capacity in the home school to address behaviour or other issues before they escalate. Where the school has serious concerns about a student's behaviour, it will consider whether a multi-agency assessment such as an Early Help Assessment (EHA) or statutory assessment for an Education, Health and Care (EHC) plan is required. An EHA is a voluntary, preventative process designed to identify a child's needs early and provide support to prevent issues from escalating, including avoiding permanent exclusion. The school will use EHAs to initiate a multi-agency Team Around the Family (TAF) meeting to engage with families and put strategies in place to address underlying causes of behaviour before resorting to permanent exclusion.

### **2. On-site student support units**

A student support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- as a planned intervention for behavioural or pastoral reasons
- as a final preventative measure to support students at risk of exclusion.

In both circumstances, the underlying ambition is to improve behaviour and maintain learning with the goal to successfully reintegrate students back into mainstream lessons.

CODA is developing its own student support unit (the 'Intervention Centre' is due to open in Spring 2026). Once open, the school will:

- a) Refer students based on their needs, including sharing information on previous behaviour incidents with multi-agency partners if appropriate and consulting with parents on the student support unit placement.
- b) Ensure the approach in the unit is aligned to the culture of the whole school and compatible with the school's behaviour policy.
- c) Maintain a positive, visible presence from school leaders to make the student support unit an integral part of the school.
- d) Deliver a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the school's curriculum, and supports reintegration.
- e) Ensure the curriculum is personalised to address specific support needs individual students may have.
- f) Deploy staff with the appropriate skills set to the student support unit so students can be supported with their behaviour and learning needs to ensure effective impact and progress.

### **3. Off-site direction to another mainstream school and/or alternative provision**

Off-site direction is when a school requires a student to attend another education setting to improve their behaviour because early interventions and/or targeted outreach support have not been successful in improving a student's behaviour (or attendance) or are deemed inappropriate. Any use of off-site direction will be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction will only be used as a way to improve future behaviour (or attendance) and not as a sanction or punishment.

Should a parent disagree with off-site direction, the school will endeavour to listen to the parent's concerns and work collaboratively with them. However, parent consent is not legally required for a school to direct a student off-site, and the Headteacher may choose to exercise this statutory right.

Depending on the individual needs and circumstances of the student, off-site direction can be part- or full-time:

- At another mainstream school (short, fixed-term) and/or
- At an alternative provision setting (longer-term, even permanent on a dual registered basis).

Alternative provision (AP) provides more specialist, tailored support for students who are struggling with mainstream education due to behaviour, health, mental health, or other identified needs.

The nature of the intervention, its objectives, and the timeline to achieve these objectives will be clearly defined, agreed with the alternative provision and shared with the parent(s) upfront. The plan will then be frequently monitored and reviewed. Students will continue to receive a broad and balanced education to support reintegration into mainstream schooling. A proposed maximum period of time will be discussed and agreed upon as part of the

planning phase for an off-site direction. As part of the review, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a student is placed in a mainstream school) upon review of the time limited placement.

The school will always adhere to the latest guidance available when commissioning placements at alternative provision: [Arranging Alternative Provision - A Guide for Local Authorities and Schools \(2025\)](#)

#### **4. Managed moves**

A managed move is the transfer of a student to another mainstream school permanently. Managed moves will be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves will only occur when it is in the student's best interests.

The school will offer managed moves as part of a planned intervention. The school will evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The managed move will be preceded by information sharing between CODA and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the student is provided with an effective integration strategy.

Where a student has an EHC plan the relevant statutory duties on the new school and local authority will apply. If the school is contemplating a managed move, it will contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

### **SUPPORTING STUDENTS DURING AND AFTER TIME OUT OF SCHOOL**

There are situations when a student returns, or is due to return, after a period of time spent out of school/mainstream lessons:

- Time spent at home during a longer suspension / after a cancelled permanent exclusion
- Time spent in an on-site pupil support unit
- Time spent under off-site direction at another mainstream setting and/or alternative provision
- Time spent on a managed move that has failed

After such periods of time, a reparation/reintegration meeting with the student and preferably a parent will be arranged (see above).

During time spent in an on-site pupil support unit the school will review a student's progress, attendance and behaviour. Similarly, off-site placements will be regularly reviewed, including through regular contact or visits to the provider (from whom the school will also expect to receive regular reports). In either scenario, a final report will be produced in anticipation of the student returning to school/mainstream lesson, and a meeting will take place between the school, student, preferably the parent, and any relevant external agencies and partners (e.g. alternative provision provider, social workers or the Virtual School Headteacher) to confirm reintegration arrangements and agree any additional support the student may need, and who will provide it, in order for their return to mainstream school to be a success. This support may include: engaging with local partners and agencies to address specific challenges such as poor anger management; ensuring the student receives academic support upon return to catch up on any lost learning; mentoring, coaching or counselling; regular engagement with parents to praise progress being made and raise and address any concerns at an early stage, including home visits if deemed necessary.

## D) GUIDANCE ON SPECIFIC BEHAVIOUR ISSUES

### 1) BEHAVIOUR INCIDENTS ONLINE

The school recognises that online behaviours are complex and can be very difficult to manage given issues of anonymity and that online incidents occur both on and off the school premises during and outside of normal school hours.

Parents are expected to take responsibility for behaviour off the school outside of normal school hours. However, the school recognises that negative behaviours online can damage the school's culture and can lead to school feeling like an unsafe place for some students. Therefore, CODA expects the same standards of behaviour online as offline, and that everyone should always be treated with kindness, respect and dignity. Therefore, the school will sanction students when:

- a) their behaviour online poses a threat or causes harm to another student
- b) their behaviour could have repercussions for the orderly running of the school
- c) the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and involving the Designated Safeguarding Lead (or deputy) or Safeguarding Manager when an incident raises a safeguarding concern. In cases where the school suspects a student of criminal behaviour online, they will follow the guidance below ('Suspected criminal behaviour').

When an incident involves nude or semi-nude images and/or videos, staff will refer the incident to the Designated Safeguarding Lead (or deputy) or Safeguarding Manager as the most appropriate person to advise on the school's response in accordance with Keeping children safe in education (KCSIE) guidance.

### 2) BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

CODA expects the same standards of behaviour from students on and off the school premises, and that everyone should always be treated with kindness, respect and dignity.

Like all schools, CODA has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. Therefore, the school will sanction students when:

Any student whose behaviour falls below expectations

Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on students (see 'Suspected criminal behaviour'). CODA will collaborate with local authorities to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct (see 'Behaviour incidents online' below),

CODA will sanction students for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a student at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another student; or
- that could adversely affect the reputation of the school.

The decision to sanction a student will be lawful if it is made on the school premises or elsewhere at a time when the student is under the control or charge of a member of staff of the school.

*31Section 91 of the Education and Inspections Act 2006.*

### **3) BULLYING (a form of child-on-child abuse)**

See separate CODA policy: Anti-Bullying.

### **4) CHILD-ON-CHILD ABUSE See also: Safeguarding & Child Protection Policy**

All staff will recognise that children are capable of abusing other children (including online), and that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. All staff are expected to be clear about and implement the school's policy and procedures with regard to child-on-child abuse. All staff will demonstrate and model manners, courtesy and dignified/respectful relationships. All staff will challenge inappropriate language and behaviour between students.

The school has a zero-tolerance approach to abuse, and it will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Staff will recognise that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

Child-on-child abuse can take various forms, including, but not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Physical assault and harm, or the threat of harm with a weapon
- Harmful sexual behaviour, including misogyny, sexual violence and sexual harassment (see below)
- Consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals.

### **4) HARMFUL SEXUAL BEHAVIOUR (HSB) inc. CHILD-ON-CHILD SEXUAL HARASSMENT AND SEXUAL VIOLENCE See also: Safeguarding & Child Protection Policy**

As with any form of child on child abuse, the school has a zero-tolerance approach to any form of harmful sexual behaviour (HSB) including sexual harassment and sexual violence are never acceptable and will not be tolerated. All staff are expected to be clear about and implement the school's policy and procedures with regard to HSB, and it will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Staff will recognise that it is more likely that girls will be victims and boys perpetrators, but that all HSB is unacceptable and will be taken seriously.

HSB is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. HSB can include, but is not limited to:

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Online sexual bullying.
- Sending and receiving illegal images.
- Sexual violence (inc. rape, sexual assault, assault by penetration).
- Sexual harassment (any unwanted behaviour of a sexual nature, physical, verbal and online).
- Sexual image sharing.
- Sexual interactions where there are significant power differences, lack of consent, or through force or threats.
- Sexual name-calling.
- Undertaking mutual sexual activity they are not ready for with peers.
- Using inappropriate language (including misogyny/misandry)

Following any report of HSB, including child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5, recognising that responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. The Designated Safeguarding Lead (or deputy) or

Safeguarding Manager will advise on the school's initial response. Each incident will be considered on a case-by-case basis. Any victim will be reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

Any student whose behaviour falls below expectations relating to sexually inappropriate and/or harmful sexual behaviour will be sanctioned appropriately (see 'Responding to behaviour' above). Where relevant, they may be sanctioned whilst other investigations by the police and/or children's social care are ongoing (see 'Suspected criminal behaviour' below). The Designated Safeguarding Lead (or deputy) or Safeguarding Manager will also follow guidance and links to external support in Part 5 of KCSIE and access appropriate support for students exhibiting these behaviours.

## 5) MALICIOUS ALLEGATIONS

Where a student makes an allegation against another student or 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.

In instances where reports of sexual abuse, harassment or violence are proven to be deliberately invented and/or malicious, CODA will consider whether any disciplinary action is appropriate for the individual who made it with advice from the Designated Safeguarding Lead (or deputy) or Safeguarding Manager who will consider whether the student who made the allegation is in need of help or that the allegation may have been a cry for help. If so, a referral to pastoral support and/or children's social care may be appropriate.

## 6) MOBILE PHONES

See separate CODA policy: Mobile phones (and similar/associated devices).

## 7) SEARCHING, SCREENING AND CONFISCATION OF PROHIBITED ITEMS

Searching, screening and confiscation play a critical role in ensuring that the school is a safe environment for all students and staff. They are vital 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 they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item.

The following items are **legally prohibited** in all schools:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that a member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the student)
- fireworks
- pornographic images
- tobacco and cigarette papers

Other items **prohibited at CODA**:

- e-cigarettes or vapes and associated paraphernalia e.g. liquids and chargers
- mobile phones (and other smart technology with similar functionality to mobile phones e.g. smart watches) and associated devices e.g. headphones, air pods and speakers that are "used, seen or heard" on site during school hours
- aerosols including deodorant/hairspray
- catapults
- dangerous chemicals e.g. acid hair dyes, bleach, nail varnish remover

- energy drinks
- gas canisters
- laser pens/pointers
- lighters and matches
- needles
- offensive/illegal material in any medium e.g. pamphlets
- pepper spray
- solvent
- stink bombs
- super Glue
- tools and equipment inc. scissors, screw drivers, hammers, nails, ropes, cables, chains

This is not an exhaustive list, and staff may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

## **SEARCHING**

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item. Any searching of a student will be implemented consistently, proportionately and fairly. The Headteacher will oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff. The school will use CCTV footage to decide whether to conduct a search for an item where appropriate.

Staff will ensure students understand the reason for a search and how it will be conducted so that their agreement is informed. When exercising these powers, CODA will consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

If staff believe that a search has revealed a safeguarding risk they will inform the Designated Safeguarding Lead (or deputy) or Safeguarding Manager without delay. If there is evidence that any child is at risk of harm, they will make a referral to children's social care services immediately, and consider the circumstances of the student who has been searched to assess the incident against potential wider safeguarding concerns. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services.

### **During a search**

An appropriate location for the search will be used. Where possible, this should 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.

A member of staff may search a student's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. 'Possessions' means any goods over which the student has or appears to have control - this includes desks, lockers and bags.

Staff may use a metal detector to assist with a search.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the student agrees or because the school has made it a condition of having the locker or space that the student agrees to have these searched. If the student withdraws their agreement to search, a search may still be conducted for prohibited items. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The law states the member of staff conducting the search must be of the same sex as the student being searched and there must be another member of staff present as a witness to the search. However, there is a limited exception to this law when a member of staff **can** search a student of the opposite sex and/or without a witness present **if**:

- the 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 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.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept (see below).

#### **After a search**

Whether or not any items have been found as a result of any search, the school will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the student is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, staff will follow the school's child protection policy and speak to the Designated Safeguarding Lead (or deputy) or Safeguarding Manager as set out in Part 1 of Keeping children safe in education. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

If any prohibited items are found during the search, the member of staff will alert the Designated Safeguarding Lead (or deputy) or Safeguarding Manager. Staff should follow the confiscation guidance set out below and the student will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

#### **Recording searches**

Any search by a member of staff for a prohibited item, and all searches conducted by police officers, should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the Designated Safeguarding Lead (or deputy) or Safeguarding Manager to identify possible risks and initiate a safeguarding response if required.

The following will be recorded after each search:

- the date, time and location of the search
- which student was searched
- the reason for searching
- what was being searched for
- any refusal to be searched
- any use of reasonable force
- who conducted the search and any other adults or students present (inc. reasons why standard procedures could not be followed)
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

#### **REFUSAL TO BE SEARCHED**

Staff will always seek the co-operation of a student before conducting a search.

If a student is not willing to co-operate with a search, the member of staff will consider why this is and address any reasons for refusal which might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve or the consequence of non-cooperation; have had a previous distressing experience of being searched.

If the member of staff still 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 Safeguarding Manager 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.

**Staff will assess whether it is appropriate to use reasonable force to conduct a search.** Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect

that the student may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

A member of staff can use such force as is reasonable to search for any items prohibited in **all** schools, but **not** to search for items which are identified only in the school rules. The decision to use reasonable force to complete a search will be made on a case-by-case basis. Staff will consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder. The use of reasonable force will differ depending on whether the member of staff is searching possessions or the student themselves. Staff should seek support and guidance from the Headteacher (or deputy), Designated Safeguarding Lead (or deputy) or Safeguarding Manager if unsure how to proceed.

If a student refuses to co-operate, the school may sanction the student in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. Incidents when a student refuses to be searched will be considered on a case-by-case basis but sanctions include lesson removal, suspension and, in exceptional circumstances, permanent exclusion.

### INFORMING PARENTS

The school will reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should **always** be informed of any search for a **prohibited item** that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Schools should consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

### SCREENING

Screening at CODA involves the use of hand-held metal detectors to scan students for the potential possession of weapons. Screening is used to reassure students, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on student behaviour and their duties as employers in relation to the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Where a student has a disability, the schools will make any reasonable adjustments to the screening process that may be required in line with the Equality Act 2010

If a student refuses to be screened, the member of staff should consider why the student is not co-operating, and make an assessment of whether it is necessary to carry out a search. See paragraphs 18-23 for more information on when a student refuses a search, including sanctioning.

### CONFISCATION

Schools' general power to discipline enables staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. Staff will consider whether a confiscation is proportionate and consider any special circumstances relevant to the case.

Authorised staff carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or students;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

Any **weapons or items which are evidence of a suspected offence** will be passed to the police as soon as possible.

For items that **have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** staff will have due regard to government guidance, take into account all relevant circumstances and use their professional judgement to determine whether the item should be: delivered to the police as soon as reasonably practicable; retained; returned to the owner or disposed of if safe to do so.

**Controlled drugs and other suspected substances** will be delivered to the police as soon as possible or safely disposed of after seeking guidance from the police.

**Stolen items** will be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, staff will have due regard to government guidance, take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article, with consideration of the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

**Alcohol, tobacco, cigarette papers or fireworks will be** disposed of and not returned to the student.

**Pornographic images** will be disposed unless there are reasonable grounds to suspect that possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case they will be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

#### **Electronic devices**

Staff may examine any images, data or files on an electronic device, including mobile phones, they have confiscated as a result of a search if there is good reason to do so.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead (or deputy) or Safeguarding Manager as the most appropriate person to advise on the school's response in line with the principles set out in Keeping children safe in education (KCSIE) and Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024).

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they will be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may, with due regard to government guidance, examine or dispose of the image or data if there is a 'good reason' to do so. In determining whether there is a '**good reason**' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence. In determining whether there is a '**good reason**' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the student and/or the parent refuses to delete the data or files themselves.

Members of staff should use their judgement to decide to of any other. In deciding whether to return, retain or dispose of **items banned under the school rules** staff will have due regard to government guidance, take into account all

relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the student or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

Lighters and matches will be disposed of and not returned to the student. Parents will be informed when laser pointers, e-cigarettes or vapes and associated paraphernalia e.g. liquids and chargers have been confiscated and given the option to collect (but see 'stolen items' above), otherwise these will be disposed of. Mobile phones (and other smart technology with similar functionality to mobile phones e.g. smart watches) and associated devices e.g. headphones, air pods and speakers that are "used, seen or heard" on site during school hours will be confiscated and retained as a disciplinary penalty and returned either to the student or parent in line with CODA's Mobile Phone Policy.

## 8) SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or Headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and the school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the school will ensure any further action they take does not interfere with any police action taken. However, the school retains the discretion to continue investigations and enforce sanctions so long as they do not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), the Designated Safeguarding Lead (or deputy) or Safeguarding Manager will lead on this process.

## 9) THE USE OF RESTRICTIVE INTERVENTIONS INCLUDING REASONABLE FORCE

CODA does not have a 'no contact' policy and will not grant any requests by parents or staff members not to use restrictive interventions and reasonable force where necessary. The adoption of a 'no contact' policy can leave staff unable to intervene where reasonable in the circumstances to fully protect staff and students, and there may be times when the use of restrictive interventions and reasonable force will be lawful and necessary. For example, to keep individuals and the wider school community safe.

There may be times when staff need to physical and non-physical restrictive interventions such as restraint and seclusion. **Restraint** is a term used in legislation referring to a *non-disciplinary* intervention which immobilises a student or limits their movement. This may or may not include direct physical contact. For example, holding a student's arms to their sides or removing a student's crutches would both be considered physical and non-physical forms of restraint, respectively.

There may be times when staff need to use **seclusion**. This is a *non-disciplinary* intervention involving keeping a student confined to a place away from others, and preventing them from leaving either by physical obstruction or blocking. Seclusion will only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the student is not acting with intent. Seclusion is NOT a disciplinary response to deliberate or wilful misbehaviour and will NOT be implemented by staff through threat of punishment. Seclusion is not to be confused with disciplinary measures such as removal from lessons. When used, staff will endeavour to ensure that the place to which the student is confined is safe and not feel threatening or intimidating to the student. The student will be supervised at all times during a period of seclusion. As soon as the immediate risk of harm has reduced, the student will be allowed to leave.

### **Acceptable uses of force**

**Reasonable force** is a term used in legislation which includes physical restrictive interventions. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. All members of school staff have a legal power to use reasonable force in certain circumstances to prevent or stop a student from:

1. causing injury to themselves or others
2. committing a criminal offence

3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item. A member of staff can use such force as is reasonable to search for **legally prohibited** items (see above).

#### **Unacceptable uses of force**

It is illegal to use force on a pupil for the purpose of punishment or to search for items banned under the *school* rules. Students will not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a student is unintentionally held on the ground, staff will release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the student will receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it will be avoided where possible.

#### **Other acceptable physical contact with pupils**

There are circumstances when it is appropriate for staff to have some physical contact with students which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort students, such as holding the hand of a student at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a student to a space they have chosen to access to self-regulate
- to comfort a distressed student
- to congratulate or praise a student, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument, or techniques during PE lessons

#### **Determining when use of restrictive interventions is appropriate**

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

##### **Is it necessary?**

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment

##### **Is it proportionate?**

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.<sup>14</sup>

##### **Have you considered the pupil's welfare?**

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list not exhaustive, and staff should also take into account other relevant considerations.

Training on the use of restrictive interventions will be provided to some staff, equipping to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It should also help staff understand how to assess whether their response is reasonable under pressure.

If an assessment has been made to use restrictive interventions, staff should be supported in their decision making.

The school will also uphold its duties in relation to the recording and reporting of the use of seclusion restraint or force, in alignment with DfE guidance: [Restrictive interventions, including use of reasonable force, in schools \(2026\)](#).

## APPENDIX 1: CODA CLASSROOM RESPONSES TO BEHAVIOUR

Student Behaviour	Stage	Teacher Actions
Making good choices and meeting expectations	<b>P&amp;R</b>	<b>Praise and Reward</b> <ul style="list-style-type: none"> <li>Give Class Charts points and reward for meeting expectations.</li> </ul>
Someone is not making good choices or meeting expectations, so learning is being impacted.	<b>CR</b>	<b>Class Reminder</b> <ul style="list-style-type: none"> <li>A reminder of the expectations that need to be met by everyone</li> </ul>
Student has not listened to the CR and is continuing to not meet expectations. Teaching and learning is being impacted.	<b>R1</b>	<b>First Personal Warning</b> <ul style="list-style-type: none"> <li>Specific identification of which 3Rs expectation is not being met</li> <li>A reminder of how to meet this behaviour expectation is given</li> </ul>
Student has not listened to the R1 warning and is continuing to not meet expectations. Continued disruption to the learning of others	<b>R2</b>	<b>Final Personal Warning</b> <ul style="list-style-type: none"> <li>Specific identification of which 3Rs expectation is not being met</li> <li>A reminder of how to meet this behaviour expectation is given</li> <li>Negative points given on Class Charts, written comment given</li> <li>R2 detention given on Class Charts - STUDENT TOLD WHEN TO ATTEND</li> <li>Record the R2 on Class Charts</li> <li>Restorative conversation completed during this detention. If a student does not attend the R2 detention, ring the Reflection Room to escalate it to an R3.</li> </ul>
Student has not listened to the R2 warning and is continuing to not meet expectations.	<b>R3</b>	<b>Removal to Reflection Room</b> <ul style="list-style-type: none"> <li>Identify which of the 3Rs is not being met</li> <li>Clear explanation of how they have not met this expectation.</li> <li>Negative points awarded on Class Charts, including note of the negative behaviour</li> <li>Call the Reflection Room and report the R3.</li> <li>On call remove and student taken to "REFLECTION ROOM" with work to complete.</li> <li>Record the R3 on Class Charts</li> <li>30-minute R3 detention.</li> </ul>
Serious incident e.g. dangerous behaviour or fighting	<b>R4</b>	<b>Removal to Reflection Room</b> <ul style="list-style-type: none"> <li>If a student is involved in a serious incident and needs instantly removing from the classroom, ring the reflection room and ask for R4 removal.</li> <li>The R4 will be recorded in the RR.</li> </ul>