



Behaviour Policy

Approved 17th March 2026



This Trust-wide policy is based on the Browne Jacobson model Behaviour/Pupil Discipline Policy and has been adapted for Thrive CE Trust. The policy will reference both 'school/s' and 'academy/s' and these should be treated as the same.

This policy should be read alongside each Academies own 'Behaviour Framework: School-Level Rewards and Sanctions' which is displayed on each Academy website.

1. Introduction

Thrive CE Trust's behaviour strategy creates a culture with high expectations and establishes calm, safe and supportive environments conducive to learning across all academies. Good behaviour and self-discipline enable effective learning and prepare pupils for life beyond the school gate.

This policy sets out our expected standards, the support and interventions used to address poor behaviour, and the sanctions that will follow where necessary. It should be read alongside the Trust policies on suspensions and exclusions, anti-bullying, drugs, SEND, and safeguarding & child protection.

2. Aims and objectives

By setting high standards of behaviour, the Trust aims to:

- Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment.
- Maximise the quality of the learning experience for all pupils, enabling everyone to learn effectively.
- Enable pupils to understand the implications of their behaviour, to control their own behaviour and, most importantly, to take responsibility for their behaviour.
- Ensure every member of the Trust community feels valued, respected and treated fairly.
- Provide an ethos and environment within which everyone feels safe.
- Foster discipline and mutual respect between pupils and their peers, and between staff and pupils.
- Raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- Raise awareness amongst pupils for the need to recognise and manage their emotions and reactions.
- Support pupils whose behaviour within the academy environment is challenging or who may find friendship and cooperation difficult.

3. Application of this policy

This Trust policy applies to all academies and all pupils of the Trust. Each academy will track and monitor behaviour and keep parents/carers appropriately informed.

Sanctions may be applied for behaviour outside school premises where reasonable, for example, bullying or inappropriate online conduct reported to the academy.

When deciding whether to sanction for off-site behaviour, staff will consider:

- Whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform, or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour.
- The severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, and whether the behaviour poses a threat to another pupil or member of staff.

This is the single behaviour policy for all Thrive CE Trust academies. Academies will adapt and implement their own initiatives to promote and maintain positive behaviour. This will include both rewards and sanctions. The Trust will review the approach in each academy to ensure that the core principles, thresholds and processes in this policy are not diluted.

4. Roles and responsibilities

All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.1 Board of Trustees

The trustees will work with the CEO to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and academy leaders to account for its implementation. Trustees will ensure that they, and local governors, receive relevant training on suspensions, exclusions, behaviour and discipline on a regular basis.

4.2 The Chief Executive Officer

The CEO will ensure that this behaviour policy is applied consistently across the academies within the Trust and will report back to the trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Governing Board

Local governors in the academies will review and monitor the application and implementation of this policy by receiving regular reports from the academy leader on behavioural sanctions and support put in place for pupils at the academy. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for

decisions taken by leaders. Local governors will analyse the recorded data on searches/removal from classrooms, and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

4.4 Academy Leaders

Each academy leader, with support from their senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well-led and effectively managed, and that staff regularly and effectively self-evaluate their behaviour management strategies. They will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully, and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. Academy Leaders will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

- Communicate the contents of this policy to all pupils and parents to ensure that the Trust's expectations are transparent to all pupils and parents, and that expectations of and responses to behaviour are consistent, fair, proportionate and predictable. Staff will do this by consistent implementation of this policy and by applying the academy's approach to rewards and sanctions consistently.
- Apply this policy fairly, consistently, proportionately and without discrimination, taking into account SEND, as well as the additional challenges that some vulnerable pupils may face.
- Make reasonable adjustments for disabled pupils, as required.
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons, whatever their level of ability or need.
- Model positive behaviour.
- Not tolerate disruption to teaching, learning or school routines, and take proportionate action to restore acceptable standards of behaviour.
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Record incidents of poor behaviour and any given sanctions in the pupil's behavioural log.
- Provide praise and rewards, and reinforce positive behaviour;
- Deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.

- Focus on de-escalation and preventative strategies rather than being solely reactive.
- Consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils.
- Contribute to the development of systems which support and reinforce positive behaviour.
- Recognise that there may be contributory factors which affect pupils' behaviour and respond according to individual need.
- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - More frequent engagement with parents.
 - Home visits.
 - Mentoring and coaching.
 - Report cards (if part of the school's rewards and sanctions approach).
 - Time in a pupil support unit.
 - Engaging with local partners and agencies to address specific challenges. – Consideration of whether a multi-agency assessment such as early help or education health and care plan is required.
 - Designing an individual behaviour plan and/or a pastoral support plan and/or individual provision maps with set targets and support strategies embedded within.
 - Contacting parents if there is a problem with attendance, punctuality or equipment, and about any concerns or problems that affect their child's work or behaviour.
 - Setting, marking and monitoring homework, and providing facilities for children to do homework in the academy, if required.
 - Sending parents an annual written report on their child's progress and arranging parents' evenings, during which progress will be discussed.
 - Engaging with and attending all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents

- Parents/carers:
- Support the academy in the application and enforcement of this policy.
- Inform the academy of any challenging behaviour exhibited at home, special education needs, or changes in circumstances that may account for changes in their child's behaviour.
- Ensure their child attends the academy on time, appropriately dressed, fed, rested and equipped.
- Work with the academy in support of their child's learning.

- Attend virtual or in person meetings at the academy with staff to discuss their child's behaviour [and adhere to any parenting contracts put in place].
- Inform the academy in writing of any medication their child needs to take (see the supporting children with medical needs policy).
- Support their child in homework and other opportunities for home learning.
- Attend parents' evenings and discussions about their child's progress, if reasonably possible.
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

4.7 Pupils

- Uphold school rules (see Behaviour Framework: School-Level Rewards and Sanctions for each academy)
- Engage with learning; treat others with respect; and accept consequences proportionately applied.

5. Rewards

Academies will encourage and celebrate good conduct through praise, points, certificates, responsibilities/privileges, class/year rewards and recognition assemblies/events. These are outlined in the **Behaviour Framework: School-Level Rewards and Sanctions**, which each Academy has developed and displayed on their website.

6. Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them, the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The academy will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident, and due consideration will be given to the pupil's age, any special educational needs or disability, and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The academy uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- Verbal reprimand.
- Requiring a written apology.
- Confiscation of a pupil's property.
- Missing break time.
- Extra work or repeating unsatisfactory work until it meets the required standard.

- Loss of privileges — for instance, the loss of a prized responsibility or not being able to participate in a non-uniform day or other extracurricular academy events.
- Removal from a class or groups.
- Internal exclusion.
- Detention
- Regular reporting, including early morning reporting, scheduled uniform and other behaviour checks, or being placed on report for behaviour monitoring.
- Suspension or permanent exclusion.

6.3 Academy staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future, and what will happen if their behaviour fails to improve. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the virtual school head for looked-after children, regarding pupils' behaviour, when necessary. When a sanction is imposed, parents will be informed accordingly.

6.4 The academy encourages restorative justice, and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

6.5 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and, possibly, in suspension or exclusion, depending on the circumstances:

*Please note that this list is not exhaustive and the Headteacher/Head of School has ultimate responsibility to determine the severity of any behaviour. The list also includes incidents which may be associated more with a Secondary School environment rather than a Primary School.

- Verbal abuse to staff and others.
- Verbal abuse to pupils.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on pupils.
- Any form of bullying (to the extent not covered above).
- Indecent behaviour.
- Damage to property.
- Gambling on academy property.

- Recording or taking images of pupils or staff without their express consent, including the creation of fake images using artificial intelligence (AI).
- Consuming, carrying, supplying or misusing illegal drugs and alcohol and other substances, including legal highs.
- Carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason.
- Theft.
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Malicious allegations against staff.
- Racist, sexist, homophobic or other forms of discriminatory behaviour.
- Persistent truancy/lateness.
- Possession of items prohibited under the academy rules.

No member of staff or pupil is expected to experience physical assault or repeated harm.

Where behaviour presents a significant risk to staff or pupils, leaders must take immediate protective action, including removal from class, same-day senior leader review and parent notification, and consideration of suspension or exclusion in line with this policy and statutory guidance.

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

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

During the period of removal, the pupil will remain continually supervised in a suitable environment and for only as long as required (until a suitable reintegration plan is put into place). Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom, and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, and sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Detentions (Secondary Schools) can be issued by any member of teaching or support staff. Staff will only issue detentions outside of academy hours when it is reasonable after having considered whether:

- The detention may put the pupil at increased risk or compromise their safety.
- The pupil has known caring responsibilities or religious requirements.
- The detention timing conflicts with a medical appointment.
- Parents ought to be informed of the detention.
- Suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.

6.9 Permanent exclusion will only be used as a sanction of last resort in response to a serious breach or persistent breaches of this behaviour policy, and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the Trust's exclusions policy and the latest DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7. Pupils with special educational needs and/or disabilities (SEND)

7.1 In the context of this policy, a child is considered to have SEND if they:

- Have difficulties in learning which are significantly greater than the majority of other pupils of the same age.
- Have a disability which prevents or limits them from accessing the curriculum.
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities, and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is a consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND it must have affected their behaviour on a particular occasion — this is a question of judgement for the academy on the facts of the situation.

7.3 An individual behaviour plan will be used for children with SEND whose condition causes them to display challenging behaviour, and advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed

7.4 The [respective] academy will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these.

7.5 Staff training will include matters such as how certain special educational needs, disabilities or mental health needs may, at times, affect a pupil's behaviour. Where relevant, engagement with experts such as educational psychologists, and other support staff such as counsellors and mental health support teams, can help to inform effective implementation of this policy.

8. Investigating incidents

Minor incidents may be investigated by a single member of staff; more serious matters by two staff. Witness accounts will be gathered appropriately and non-leading questions used. CCTV (where used) may inform investigations, following relevant Trust policies. On balance of probabilities decisions will be made. A short suspension pending investigation may be used if necessary to protect welfare.

9. Search, seizure and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by each academy Headteacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened; this includes the individual needs or learning difficulties of pupils with special educational needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

9.2 Authorised staff may search with consent for banned items and without consent for prohibited items in line with the DfE guidance. Searches must be proportionate, safeguard pupil welfare and, for searches without consent, normally be by a same-sex member of staff with a witness (except where there is risk of serious harm and immediacy prevents this). Staff must record searches and inform parents as soon as reasonably practicable. Electronic devices may be seized and data examined/erased where there is good reason. Strip searches can only be conducted by police under PACE; academy staff retain a duty of care and should inform parents in advance where reasonably possible.

10. Mobile phones and electronic devices

Each academy currently adopts its own approach as to whether mobile phones are allowed on academy premises. However, in all cases, mobile phones will be kept in the academy office and will not be allowed to be used on the premises. This policy remains under review by the Trust.

11. Restrictive interventions including use of reasonable force

All staff will adhere fully to the latest guidance around restrictive interventions: [Use of reasonable force and other restrictive interventions guidance](#)

11.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone to whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.

11.2 This power extends to times when staff are lawfully in charge of pupils but are off the academy premises, e.g. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time.

11.3 There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the academy or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

11.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a student or limits their movement, and this may or may not include direct physical contact. This can include holding or binding a pupil's body, securing them to a fixed object or depriving them of an aid usually used to help them move. This will be avoided where at all possible.

11.5 Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- Physically obstructing the pupil's way of leaving the place,
- Securing the place so that the pupil cannot leave it, or
- Causing the pupil to believe that they will be punished if they leave the place.

11.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff.
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

11.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

11.8 Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The academy recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The academy will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND pupils and the academy's approach generally, but in the context of restrictive interventions this might include:

- Pupil [behaviour plan and/or pastoral support plan and/or individual provision maps].
- Risk assessments.
- Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- Distracting techniques.

11.9 The academy will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

11.10 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the academy's safeguarding system:

- Names of pupils and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- Time, date, location and approximate duration of the intervention.

- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- The pupil's account of what happened, as well as any witness accounts.

11.11 A report will also be made to parents where there is a significant use of force, apart from where it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

11.12 A report of the incident made to parents will include the following details as a minimum:

- Time, date, location and approximate duration of the intervention.
- Brief account of why the intervention was assessed as necessary in that instance.
- Brief account of what type of force was applied, and the degree of force.
- Details of any physical injuries sustained, if applicable.

11.13 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the academy's safeguarding system in the same way as outlined above.

11.14 Apart from in the circumstances as set out in 11.11, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's behaviour plan and/or pastoral support plan and/or individual provision maps. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

11.15 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.10-11.13 will be used, with parents not needing to be informed twice.

11.16 The academy will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

11.17 Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

11.18 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the academy's duties under the Health and Safety at Work etc. Act 1974.

11.19 The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns and to make improvements to policies and practices.

12. Bullying

12.1 Bullying is a serious breach of this policy and will not be tolerated. The Trust's preventative strategy is embedded through curriculum, assemblies and daily life. Allegations will be taken seriously, investigated swiftly, recorded/reported, and met with proportionate sanctions and support for victims and those who have harmed.

12.2 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's senior leadership team. Following any such report an investigation will follow, during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation, this could lead to an adverse decision taken against the pupil.

13. Child-on-child abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

14. Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the principal in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

15. Implementation, training and review

All academies will brief staff on this policy at least annually and on induction; ensure phase-specific appendices are aligned; and schedule training for de-escalation, safe restrictive interventions, searching, removal, and recording/reporting. Termly behaviour reviews at academy and Trust levels will examine data (including disproportionality) and agree improvement actions.

Annex – Rights, responsibilities and academy rules

Pupils have the right to feel safe, learn free from disruption, be valued and supported, be listened to and treated fairly. Pupils are responsible for their own conduct, respecting others and property, following instructions, engaging with learning, and complying with academy rules.

Each academy outlines its own rules and expectations, their approach to encouraging positive behaviour and sanctions that will be applied when behaviour falls below what is expected. This is outlined in their **Behaviour Framework** which is available for parents to view on each academy website.