



Bolton Brow Primary Academy

Positive Behaviour Policy

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1.0 Together Learning Trust Statement of Intent

At Together Learning Trust (TLT) we are driven by a shared commitment to providing magical learning experiences for all our students and a belief that all of them can achieve great things. We understand that outstanding achievement is inextricably linked to an exceptional culture which promotes impeccable behaviour, positive professional relationships and the personal development of staff and students.

The Bennett Report 'Creating a Culture: how school leaders can optimise behaviour', makes a clear link between good behaviour and achievement:

"The way students behave in school is strongly correlated with their eventual outcomes. When student behaviour improves throughout a school the impact is:

- Students achieve more academically and socially
- Time is reclaimed for better learning more often
- Staff satisfaction improves, retention is higher, recruitment is less problematic

Together Learning Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises. Our schools embody these expectations to embed a culture where students attend school on time, every day, are actively engaged in their learning, fully immersed in a rich array of extra-curricular opportunities, are independent and are resilient to challenge and change, a culture which is shared and supported by our parents, carers and community. Each school creates the climate that allows learning to flourish, ensures students feel safe and that they are recognised for positive behaviours which consistently uphold the values of the school and trust.

2.0 Core Purpose and Principles

This policy and associated systems consistently aim to ensure:

- A safe, calm, orderly and positive environment in the school.
- Each day is a fresh start and begins with a warm welcome.
- Opportunities for students to realise their potential and excel.
- Students are routinely praised and achievements celebrated.
- An engaging curriculum delivered expertly by our Teachers in an environment conducive to learning.
- Systems are kept simple with clear consequences which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels.
- Staff model the behaviours expected of students.
- A culture which does not accept discriminatory or prejudicial language or behaviour, bullying or abuse of any kind
- Alignment with current, up to date Government legislation.

This approach is underpinned by the following TLT core principals:

- **Supporting Staff** – A commitment to value, train and first and foremost support all staff. Setting the highest expectations for their performance and developing and challenging them to be the best - all day, every day.
- **Students Front and Centre** – Involve students in everything. Provide them with the opportunities and environment to grow, excel and learn.
- **Notice Everything** – A shared commitment to uphold the trust's high standards and expectations by "noticing everything", knowing our people and schools well and striving for the very best each day.

- **Recognition Focused** – Achievements of all students are routinely recognised and celebrated, forging a culture whereby we are all proud of our exceptional performance.
- **Creating Centres of Excellence and Opportunity** – Staff are motivated to provide the widest range of top-quality learning experiences and opportunities so all our students have the chance to shine.
- **Positive Relationships** – Empowering staff to be confident in enabling timely and effective resolutions which are then communicated effectively, promoting a culture of care, respect and support.

Certainty vs Severity – We believe in certainty of consequence rather than necessarily severity of consequence and that descriptive verbal praise is a powerful way of developing happy and purposeful schools.

3.0 Motivate, Educate and Nurture at Bolton Brow Primary Academy

Everyone matters and every dream counts. This precept, together with the traditional values of the school's rules are at the heart of everything we do.



What we offer is exceptional. What we demand is equally so. We expect everyone at Bolton Brow Primary Academy to follow the school rules. All staff and pupils expect to be challenged, to be extended, to compete and to understand that success comes from a commitment to our motto: 'Proud to be Brow'.

We recognise and support the diverse needs of everyone to create a fully inclusive school which provides equality and a huge range of opportunity for all. Our pupils and staff feel part of a vibrant, happy, caring, and safe environment built on mutual respect and clear expectations.

Ultimately our core purpose is to inspire a generation of high performing, joyful students with a love of learning, a zest for life and a genuine confidence to excel in a colourful world.

4.0 Roles and Responsibilities

TLT recognises that every pupil and member of staff is responsible for modelling outstanding behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated.

4.1 The Trust Board

The Trust Board annually scrutinises and approves the Trust policy; they have a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of pupils.

4.2 Local Governing Committees

The Local Governing Committee annually approves, monitors and scrutinises the individual school policy and practice. They systematically review key performance indicators and take responsibility for the continuous improvement of:

- student welfare, well-being and behaviour
- staff welfare and well-being
- safeguarding
- parental engagement and feedback

The Local Governing Committee will also act as panel members for behaviour and appeals committees and fulfil their statutory responsibilities regarding exclusions.

4.3 Headteacher

The Headteacher is responsible for ensuring the school aligns to the Trust's mission and values, follows policy and that their individual school has strong behaviour practices to support staff in managing behaviour, including the use of praise, recognition, and consequence.

4.4 SENDCO

The SENDCO will support the development and implementation of the behaviour policy, with due regard to pupils with SEND or SEMH needs in line with the schools SEND policy. They will also play a key role in supporting staff in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

4.5 All Staff

All Staff are aware of the strategies available to them, and due to the support provided by colleagues they will confidently challenge/reprimand students and ameliorate poor behaviour by applying appropriate consequences in a timely manner. All staff are responsible for modelling outstanding professional conduct and for maintaining a calm, safe environment. All Staff will be aware of relevant policies and procedures and apply these routinely and consistently, demonstrating a genuine care and respect for pupils.

4.6 Parents / Carers

Parents and Carers will promote and encourage excellent behaviour from their child(ren). They will be aware of school rules and expectations, which will be made explicit in school policy and associated home-school agreements and will support staff in ensuring their children meet the school's behaviour expectations. We ask parents and carers to work with us in a positive and productive manner thus ensuring any issues can be dealt with in a timely and appropriate way. We also remind parents, carers, and other visitors that verbal abuse, threats and acts of violence towards or against members of our school community will not be tolerated.

5.0 Recognising and Celebrating Success

At Bolton Brow Primary Academy we are recognition focussed and understand the importance of acknowledging and celebrating outstanding behaviours and achievements. By "noticing everything" and celebrating these positives, we aim to promote self-confidence and encourage pupils to go beyond what they thought was possible.

It is our belief that praise is the simplest and most effective way of recognising success and staff will proactively seek opportunities to praise our pupils. For praise to be most effective, staff will consider the following:

- making praise specific and linking it to a particular action or achievement
- offering praise sincerely, using the appropriate language and tone
- personalising praise through use of the pupil's name
- using praise consistently, in lessons as part of our teaching and across our school community as part of our common approach
- deciding on whether public or discreet praise is best by knowing our pupils well and judging each circumstance on merit.

- the use of different types of praise including, verbal, non-verbal (e.g., thumbs up) and written.

In addition to praise, staff are also able to recognise and reward examples of positive behaviour and achievement through a range of additional means, this includes but is not limited to:

- children can be rewarded for quality work, good behaviour or a positive attitude with house points – Class Dojo points, pasta / marbles in the jar.
- outstanding work / effort can be sent to the Headteacher for special praise.
- we celebrate success in our Achievement Assembly on a Friday.
- any child who attends our academy for a full term i.e., 100% attendance will receive a congratulatory certificate and a 100% PTB band.
- the class with the highest weekly attendance will receive a whole class gift from the Headteacher.
- we also operate a ‘Star Award’ each term. Two pupils are selected from each class for this prestigious award. These children are taken to a local bookstore or go bowling as a reward.
- Showcasing work and other achievements in lessons.
- Displaying work and other achievements on our display boards.
- Ensuring pupil achievements are at the heart of our communication strategy (e.g., website, Twitter newsletters etc)
- Positive phone calls and texts home
- Our annual Year 6 Awards Ceremony

6.0 Behaviour Expectations

To ensure a calm, orderly and purposeful environment permeates the school, it is important our behaviour expectations are clear and explicitly communicated to all pupils. This includes but is not limited to when pupils start at the school (induction), following school holidays and when pupils return from a suspension (reinduction).

6.1 Basic Expectations

- Attend school each day on time (see attendance and punctuality policy)
- School uniform worn correctly, in full and with pride.
- Be ‘Ready to Learn’ at the start of each day.
- Be considerate and respectful to others in both our words and actions. Be polite, courteous and kind to everyone in the school.
- Follow requests and instructions from staff at the first time of asking. These expectations extend to their journey to and from the school.
- Bullying, discrimination and abuse of any nature will not be tolerated.
- Be respectful to the school environment, especially with regards to dropping litter.
- Adhere to the rules regarding mobile phones and other mobile devices.

6.2 Expectations in classrooms and learning spaces.

- Sit / stand where you are asked by the teacher.
- Be respectful and considerate to other people, school property and equipment.
- Respect every person's right to work and learn without disruption or distraction
- Work hard.
- Show determination to persevere with hard work, try our best, demonstrating a “can do” attitude.

6.3 Expectations on corridors and around school

- Be respectful and considerate of others.
- Keep moving and avoid unnecessarily stopping or gathering.
- Walk around quietly and sensibly, no running or shouting.

6.5 Expectations beyond the school gate

At Bolton Brow Primary Academy we recognise our position at the heart of the community and want to ensure all members of our school contribute positively to the local area. As such we reserve the right to discipline pupils for behaviour incidents outside core school hours if:

- They are taking part in a school organised or school related activity.
- They are travelling to or from school.
- They are wearing school uniform or are in some other way identifiable as a pupil of the school.
- They are engaging in behaviour which could be considered peer on peer abuse (see section 11), including online bullying and misuse of social media

In addition, we will deal with pupils' misconduct at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or
- poses a threat or causes harm to another pupil or member of the public, or
- could adversely affect the reputation of the school.

6.6 Expectations of Parents/Carers and Visitors

Bolton Brow Primary Academy actively promotes positive relationships with parents/carers and members of the local community. We believe that pupils benefit when the relationship between home and school is a positive one and we welcome open and honest dialogue. However, such dialogue must always be done respectfully, all members of our school community deserve the right to work and learn in a safe and orderly environment. As such, abuse, threatening behaviour or violence against any member of our school will not be tolerated and will be followed up appropriately, including informing the police where appropriate. Persistent abusive, threatening or violent behaviour may also result in a person being removed from the premises and banned from entering the school site.

7.0 Behaviour Management Strategies

Whilst we make every effort to ensure positive behaviour is maintained at all times, we recognise that on some occasions, where behaviour falls short of our expectations, we may need to implement more robust strategies to minimise the detrimental effect on others and ensure pupils are dealt with fairly and consistently. The following behaviour strategies and systems are in place to support these efforts:

7.1 Encouraging Self-Regulation

We encourage all pupils to take responsibility for their behaviour and will use a range of strategies to promote self-regulation and positive behaviour. These include but are not limited to:

- Clear and consistent expectations communicated effectively.
- Non - verbal communication (eye contact, hand signal etc.)
- Pause in communication.
- Verbal Reminder
- Use of physical proximity

7.2 Supporting Self-Regulation

Where initial efforts to encourage self-regulation have not been successful, staff will endeavour to minimise any further impact of negative behaviour through a range of additional strategies, including but not limited to:

- Clear and consistent expectations communicated effectively.
- Look warning – this should be explicit and clear and could also be verbal, for example “I am giving you the look...”

- Verbal warning - this should be explicit and precise, for example “continuing to tap your pen on the desk is causing a disruption to learning, please stop or there will be a consequence.”
- Reminder of possible consequences, for example “If you do that again, you will have a tick next to your name”
- If the above does not have the desired impact a ticks – maximum of two, will be put next to the child’s name

If the negative behaviour continues, staff have the option to impose a range of consequences to encourage pupils to modify their behaviour. These include but are not limited to:

- Change of location within the classroom or learning space
- Time out (opportunity for repair and rebuild)
- Removal to another classroom within the school.

If a child is removed from class the teacher will inform parents / carers and the reason why.

7.3 On Call / SLT Call Out

Where a pupil continues to display behaviour which falls below our expectations, repeatedly fails to comply with the interventions put in place by staff, refuses reasonable requests or is involved in a serious incident, a senior member of staff may be called to support. The member of staff on call can decide to implement a number of strategies depending on the nature of the incident they are assisting with, including but not limited to:

- Reprimand and reaffirmation of behaviour expectations, conversation with member of staff and return to learning with clear consequences explained and monitored
- Supervised removal to another classroom

The ultimate aim of these strategies is to support staff in enabling the pupil to repair the situation and return to their lesson / activity as quickly as possible. However, should staff encounter further non-compliance, the pupil shows a lack of understanding or remorse or the pupil has been involved in a more serious incident of misbehaviour (for example verbal abuse directed at another) then additional strategies are available to the senior leader on call, including but not limited to:

- Removal to Reflection - to allow a resolution to be reached in a quiet, safe environment (see below).
- Removal to Reset - for a fixed period of time depending on the circumstances (see below)
- Referral to appropriate staff for decision on internal or fixed term suspension (see below)

7.4 SLT Supervision

There may be occasions where a pupil is placed under the supervision of a member of the senior leadership team, including joining the lessons of that member of staff. This strategy will be used to provide the pupil with an opportunity to reflect and reset following an incident without the need to withdraw them from the classroom environment.

7.5 Internal Suspension

At Bolton Brow primary Academy, Internal Suspension forms part of the schools behaviour management system. The purpose is to provide a suitable consequence and provision for Students who have, to a significant extent, contravened school rules. An Internal Suspension is a serious, formal sanction. By providing this provision, the school aims to reduce the number of (fixed term) Suspensions without having a detrimental effect on overall standards of behaviour. Pupils on Internal Suspension will be based in an SLT room for the entirety of the day. Through prior arrangement with parents, pupils may also be required to attend school at alternative times to reinforce the severity of Internal Suspension (for example 9.00am-4.00pm). Whilst serving an Internal Suspension, pupils will be provided with appropriate work and support to prevent lost learning time, alongside any restorative work which may be required to resolve the incident

for which they have received the Internal Suspension. Pupils will be provided with opportunities to eat, drink and use the toilet.

7.6 Behaviour and Attendance Collaborative (BAC)

Bolton Brow primary Academy is keen to avoid exclusions wherever possible. When the school has exhausted all other strategies, a pupil may be taken to the BAC, where **off-site direction** may be agreed with another school in Calderdale. The move will usually last 6 - 8 weeks. If successful, the pupil will be offered a place at the host school, known as a **managed move**. If the move is not successful, the child may return to Bolton Brow, go on another period of off-site direction or be permanently excluded. Pupil's with an EHCP referred to BAC would first have an emergency interim review.

8.0 Exclusion

At Bolton Brow Primary Academy, the decision to exclude both for a fixed term (Suspension) and permanently will always be made in line with Government guidance. Any decision to exclude a pupil from school will be:

- lawful
- rational
- reasonable
- fair
- proportionate

The decision to exclude a pupil from school will be done so only on disciplinary grounds. It is unlawful to exclude for non-disciplinary reasons, such as the action of a parent or academic achievement. A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure as required. In deciding whether to exclude, the school will consider contributing factors, for example, bereavement, mental health, and special educational needs. In accordance with DfE guidance, where a pupil is at risk of exclusion the school will explore early intervention strategies to assess and address any possible underlying need.

8.1 Suspension (fixed term exclusion)

A Suspension is an exclusion from school for a fixed period of time. A pupil may be issued with a suspension for one or more fixed periods, up to a maximum of 45 days per academic year. A suspension does not have to be for a continuous period. A suspension will usually run for a maximum of 5 days, during which time work will be provided by the school for the pupil to complete at home. Should a suspension be issued for more than 5 consecutive days, a suitable, full time alternative educational provision must be put in place from day 6 onwards by arrangement with the pupil's family. A suspension will be issued to address persistent poor behaviour which has not otherwise been rectified by our behaviour management strategies or in response to a serious incident where other strategies are not deemed sufficient. The pupil, their family and the appropriate local authority will be notified of all suspensions. The Local Governing Committee will also be made aware of all Suspensions through our reporting procedures. Following a suspension, the pupil and their parent/carer will be invited to attend a readmittance meeting where school expectations will be revisited and discussions can be had regarding next steps, additional support and further interventions.

8.2 Permanent Exclusion

Permanent Exclusion is the consequence of last resort. The decision to permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy and/or
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school.

In the event of a permanent exclusion, the pupil, their family, the local authority, the local Governing Body and the CEO of Together Learning Trust will all be notified. The local authority within which the pupil resides will arrange suitable, full-time education from day 6 following a permanent exclusion.

For full details regarding exclusions, including examples of incidents where exclusion would be appropriate, our exclusion process and the right of appeal, please see our Exclusion Policy.

It is also important to note that due to data protection and confidentiality legislation, we are unable to discuss with Parents / Carers any follow up action taken regarding children which are not their own.

9.0 Data Collection

At Bolton Brow primary Academy we use CPOMS to record instances of negative behaviour for each pupil. The recording of such points is not in itself a reward or consequence. The system is in place to ensure the appropriate and consistent application consequences and to ensure that the school has an accurate picture of the impact of this policy and associated strategies in promoting positive behaviour.

10.0 Additional Needs

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

10.1 Social, Emotional and Mental Health (SEMH)

To help reduce the likelihood of behavioural issues related to SEMH, the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

10.2 Special Educational Needs

At Bolton Brow primary Academy we are highly inclusive, behaviour will always be considered in relation to a pupil's SEND and we take steps to ensure that our most vulnerable pupils are supported in order to meet our high expectations and access a broad and ambitious curriculum in full. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. We may, therefore, personalise the curriculum in order to avoid potential difficulties and consider ways of ensuring these children can be successful in correcting and modifying their behaviour if it falls below the expected standard through reasonable adjustments. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Ultimately, however, we have high expectations of all our pupils and we ensure that they all experience a fair system.

11.0 Bullying and Child on Child Abuse

11.1 Bullying

Bolton Brow Primary Academy takes a strong and consistent approach to bullying of all forms. Further details of this are listed below in the 'child-on-child abuse' section. We also have an anti-bullying policy which outlines the approach the school will take to safeguard its pupils from exposure to bullying, and also links to this behaviour policy in relation to consequences for students who are identified as exhibiting bullying behaviours. For information on the management of bullying, please refer to the school's anti-bullying policy.

11.2 Child on Child Abuse

The term child on child abuse covers a wide range of serious misconduct. It could include bullying, online bullying, discriminatory language, physical or sexual abuse. More details are provided in the school's Child Protection and Safeguarding policy. Bolton Brow takes allegations of child-on-child abuse very seriously, and leaders will always investigate all such allegations. It is important to be clear that Bolton Brow will not tolerate instances of child-on-child abuse and will not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. We will recognise that abuse can occur between and across different age ranges and we will operate a zero tolerance to it. Where an incident of this nature is observed or suspected, senior leaders and the school's Designated Safeguarding Lead will be informed and agreed procedures will be followed. All instances of bullying and child on child abuse will be recorded on CPOMs to ensure that key staff are aware, and the associated actions are clearly documented and retained by the school.

12.0 Uniform

We believe that every student represents our school, and behaving well and looking smart, both in and on the way to school, are of the utmost importance. We are fiercely proud of our reputation in the local community, and the Bolton Brow Primary Academy uniform is an essential part of upholding our standards. Full details of our uniform expectations can be found in our Uniform Policy.

13.0 Mobile Phones and Devices

Please refer to our Mobile Phone and Electronic Devices Acceptable Use Policy. Our behaviour policy will be enacted whereby pupils' use of mobile devices contravenes the acceptable use policy and/or causes or may cause harm to others and or damage the reputation of the school or trust.

14.0 Use of CCTV

CCTV is in operation within the school for the purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence regarding an incident are identified and to consider/review the allegations made before the application of a suitable consequence.

15.0 Staff Induction, Development and Support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently. The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g., SEND and mental health needs. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake relevant training or qualifications. The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

16.0 Authority Available to Schools

The following powers are available to Headteachers and their staff where appropriate to ensure an outstanding behaviour culture is maintained:

- The use of reasonable force and other physical contact in order to maintain and restore order.
- The right to search students if it is necessary to maintain safety, discipline and good order and to recover prohibited items.
- The right to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the school / Trust and its staff.
- The right to confiscate any property that is not allowed in school or if its use contravenes school rules.
- The right to discipline students outside of school hours if it is a school-related matter, or the student's actions undermine the safety of anyone from our community or the good reputation of the school / Trust.
- The right to impose detentions outside of school hours, without parental consent. However, we do always inform our parents when a detention or correction is to occur outside of the usual working day.

Bolton Brow primary Academy works actively within local partnerships (Local Authority Partnership, Behaviour and Attendance Collaboration, Fair Access Protocol etc) to improve the standard of behaviour across the local authority.

17.0 Prohibited Items

The following items are prohibited at Bolton Brow Primary Academy (this is not an exhaustive list):

- stolen items
- chewing gum
- laser pens
- any article that is likely to be used to commit an offence, cause personal injury or damage property.
- fizzy drinks, energy drinks and unhealthy snacks

In the case of anything illegal, the items will be handed to the police. The Headteacher can authorise a search without consent for illegal items or those which may cause offence or harm). However, this will always be a last resort where staff encounter non-compliance and the health, safety and wellbeing of the school community is put at risk.

18.0 Scope and Legal Framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'

This policy will be implemented in conjunction with the following school policies and procedures:

- Behaviour
- Attendance
- SEND
- Wellbeing
- Anti-Drugs
- Child Protection and Safeguarding
- Positive Handling
- Suspension and Exclusion
- Equality / Equal Opportunities
- Professional Conduct
- Complaints
- CCTV

19.0 Policy Monitoring and Review

This policy will be reviewed routinely by the Senior Leadership Team. The next scheduled review date for this policy is August 2024.

Any changes made to this policy will be communicated to all members of staff, pupils, families, and our Governing Body.