



THAMESFIELD
COLLEGE

CHANGING LIVES | CREATING FUTURES

Behaviour, Relationships and Culture Policy

Relationships. Routines. Repair.
For implementation from September 2026

Policy statement

This policy sets out how Thamesfield College teaches behaviour, promotes positive relationships, responds to harmful behaviour and maintains a calm, safe and ambitious Pupil Referral Unit.

Changing Lives | Creating Futures

Thamesfield College | Pupil Referral Unit | Behaviour, Relationships and Culture Policy



CHANGING LIVES | CREATING FUTURES

**Behaviour, Relationships
and Culture Policy***Relationships. Routines. Repair.***Policy statement**

This policy sets out how Thamesfield College teaches behaviour, promotes positive relationships, responds to harmful behaviour and maintains a calm, safe and ambitious Pupil Referral Unit.

Document control information

Policy name	Behaviour, Relationships and Culture Policy
School	Thamesfield College
School type	Pupil Referral Unit
Policy owner	Headteacher
Approved by	Management Committee
Status	Draft for review
Version	1.0
Effective from	September 2026
Review period	Annually
Next review	September 2027
Publication	School website and shared annually with pupils, parents/carers and staff

Contents

1. Purpose and identity	13. Reflection time, repair and follow-up
2. Legislation, guidance and principles	14. Bullying, discrimination and child-on-child abuse
3. Scope of this policy	15. Online behaviour, mobile phones and behaviour beyond school
4. Our values: Integrity, Respect and Perseverance	16. Off-site activities and community expectations
5. Roles and responsibilities	17. Screening, searching, confiscation and banned items
6. Before the door	18. SEND, SSPs and reasonable adjustments
7. Uniform, bags and personal items	19. Restrictive intervention and reasonable force
8. Behaviour curriculum: five positive habits	20. Suspension, permanent exclusion and serious incidents
9. Recognition and rewards	21. Induction, re-induction and reintegration
10. Staff practice: relationships, PACE and restorative approaches	22. Recording, monitoring and governance
11. Responding when behaviour falls short	23. Staff induction, development and support
12. Offensive language and swearing	24. Links with other policies

1. Purpose and identity

Thamesfield College is a Pupil Referral Unit. We are proud of that and proud of the work we do. Many pupils arrive at Thamesfield after significant disruption in their education. Some have been permanently excluded. Some have lost trust in adults, school and themselves. Our role is not to lower expectations for those pupils. Our role is to teach them how to meet high expectations and to help them become ambitious for the next stage of their life or education.

Our approach is built on relationships, routines and repair. We believe behaviour is communication, but we also believe behaviour has an impact. We will always try to understand the need behind a pupil's behaviour, but we will not ignore the effect that behaviour has on other pupils, staff or the wider school community.

We give pupils everything they need to get it right. We provide equipment, food, snacks, drinks, structure, support, trusted adults and clear routines. This means pupils do not need to bring anything to school other than themselves, in the correct uniform, ready to give things a go.

This policy aims to:

- create a calm, safe and supportive environment where pupils can learn and staff can teach;
- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour from pupils;
- promote self-discipline, proper regard for authority and readiness for the next stage of education, training or life;
- prevent all forms of bullying, including cyber-bullying, prejudice-based and discriminatory bullying;
- ensure pupils complete tasks reasonably assigned to them in connection with their education;
- set out clear routines, expectations, rewards, support and consequences;
- ensure staff respond to behaviour consistently, fairly and proportionately; and
- make clear how the school supports pupils to repair harm and improve over time.

2. Legislation, guidance and principles

This policy is written with regard to relevant legislation and guidance, including:

- Department for Education guidance: Behaviour in schools - advice for headteachers and school staff;
- Department for Education guidance: Searching, screening and confiscation;
- Department for Education guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement;
- Department for Education guidance on restrictive interventions, including the use of reasonable force in schools;
- Keeping Children Safe in Education;
- The Equality Act 2010;
- The Special Educational Needs and Disability Code of Practice;
- Sections 88 to 94 of the Education and Inspections Act 2006; and
- Section 175 of the Education Act 2002.

The Headteacher is responsible for determining the measures in this policy. In doing so, the Headteacher will take account of the Management Committee's statement of behaviour principles and any guidance provided by the Management Committee.

The Management Committee expects the school to maintain high expectations, protect pupils and staff, make reasonable adjustments where appropriate, use sanctions proportionately, prevent bullying and discrimination, and ensure that behaviour is taught rather than assumed.

This policy will be publicised in writing to parents/carers, pupils and staff at least once a year and will be published on the school website.

3. Scope of this policy

This policy applies to pupils:

- on the school site;
- during the school day, including arrival, lessons, breaktimes, lunchtimes and departure;
- during off-site activities, trips, outdoor learning, DofE, work-related learning and community visits;
- when travelling to and from school, where behaviour affects the safety, wellbeing, reputation or orderly running of the school;
- online, where behaviour affects pupils, staff, families, the school community or the school's ability to keep pupils safe; and
- during any school-organised activity or interaction with external providers.

This policy applies to all staff. Staff are expected to model the values and routines in this policy and to respond to behaviour in a way that is calm, consistent and aligned with the school's relational approach.

4. Our values: Integrity, Respect and Perseverance

Our values are not posters on the wall. They are the way we describe what we expect from pupils and from ourselves.

Value	What this means at Thamesfield
Integrity	Doing the right thing at the right time, in the right place. For pupils, we describe this simply as: right time, right place, right thing.
Respect	We will do our best to be respectful to pupils, even when they are struggling to be respectful to us. Staff will not shout and scream, crowd pupils, deliberately escalate situations or use physical contact unless there is a clear risk of harm. We hold high expectations of ourselves and, when we fall short, we hold ourselves accountable. We also expect pupils to understand that disrespectful behaviour will always be followed up in some way.
Perseverance	We do not give up on pupils who are trying. Many pupils who arrive at Thamesfield have already given up on school or feel that school has given up on them. Our promise is that, as long as pupils are making an effort, even when they get things wrong, we will keep working with them and pushing them to become the best version of themselves.

5. Roles and responsibilities

5.1 The Management Committee

The Management Committee is responsible for:

- reviewing and approving the school's statement of behaviour principles;
- supporting and challenging the Headteacher on the implementation and impact of this policy;
- monitoring behaviour, suspension, discrimination, bullying and safeguarding information at half-termly meetings;
- ensuring that the school's behaviour policy is reviewed regularly and published appropriately; and
- considering whether the policy is applied fairly, including for pupils with SEND, pupils with protected characteristics and other vulnerable groups.

5.2 The Headteacher

The Headteacher is responsible for:

- setting the measures in this policy and ensuring they aim to regulate pupils' conduct;
- ensuring the policy reflects the values, routines and expectations of Thamesfield College;
- ensuring staff understand the behaviour culture and are supported to implement it;
- ensuring the policy works alongside safeguarding, SEND, attendance and restrictive intervention arrangements;
- making final decisions on suspensions and permanent exclusions;
- ensuring behaviour information is reviewed and acted upon; and
- reporting to the Management Committee on the implementation and impact of the policy.

5.3 Senior leaders and pastoral leaders

Senior leaders and pastoral leaders are responsible for:

- supporting staff with behaviour throughout the school day;
- leading reflection, restorative conversations and re-integration meetings where appropriate;
- reviewing behaviour information daily and weekly;
- making decisions about reflection time, serious follow-up and escalation;
- liaising with parents/carers and external agencies;
- ensuring pupils are re-inducted after serious incidents, suspensions or significant absence; and
- ensuring that behaviour concerns are followed up and fed back to staff where appropriate.

5.4 Staff

All staff are responsible for:

- creating a calm and safe environment for pupils;
- teaching and modelling the school's expectations, routines, values and positive habits;
- using relational, PACE-informed and restorative approaches where appropriate;
- challenging behaviour that falls short of expectations in a calm and proportionate way;
- adapting teaching and routines where reasonable adjustments are needed;

- recording recognition and behaviour accurately on Arbor;
- recording safeguarding concerns, protected characteristic concerns, bullying and child-on-child abuse on CPOMS;
- seeking support from SLT or pastoral staff where needed; and
- taking part in training, debrief and reflective practice.

5.5 Parents and carers

Parents and carers are expected, wherever possible, to:

- understand and support the school's behaviour policy;
- support their child to wear the correct uniform and meet the two rules before the door;
- work with the school when behaviour concerns arise;
- attend meetings, including induction, reintegration and review meetings, in person or online where necessary;
- collect phones or pupils where this is required under the policy;
- share information that may affect their child's behaviour, safety or wellbeing; and
- reinforce the school's expectations at home.

5.6 Pupils

Pupils are expected to:

- wear the correct uniform;
- leave it at the door;
- follow staff instructions;
- attend lessons and give learning a go;
- respect pupils, staff, visitors, property and the wider community;
- hand in phones, vapes, cigarettes and smoking paraphernalia as required;
- avoid bringing unnecessary items into school;
- complete tasks reasonably assigned to them in connection with their education;
- take part in reflection and repair when behaviour has caused harm; and
- work towards the five positive habits.

6. Before the door

There are two expectations pupils must meet before they come into school each day.

Rule	What this means
1. Wear your uniform	Uniform tells us that a pupil is ready to be part of the school community and prepared to give things a go. Where a pupil arrives in incorrect uniform, staff will work with them to resolve this before they enter the main school environment. This may include replacing unsuitable clothing with appropriate uniform or agreeing a reasonable short-term concession.
2. Leave it at the door	Pupils must not bring conflict, social media issues, arguments or problems with other members of the school community into the school day. If there is a problem, pupils must tell staff so adults can help deal with it properly. Pupils who take the law into their own hands will be followed up quickly and seriously.

Leave it at the door also means that phones, vapes, cigarettes and smoking paraphernalia are handed in, secured and kept away for the school day. Phones are returned at the end of the day. If a phone is found during the school day, parents or carers will be informed and will be expected to collect it. Vapes, cigarettes and smoking paraphernalia will be confiscated and disposed of; they will not be returned.

Where drugs, weapons or other items that present a serious risk are found, the school will contact the police and take appropriate safeguarding and disciplinary action.

6.1 Where entry expectations are not met

Where a pupil does not meet the entry expectations, staff will work with the pupil to resolve the issue before they enter the main school environment. This may take place in a supervised arrival or support area. Staff will listen to the pupil, explain the concern, offer reasonable solutions and contact parents/carers where needed.

Where the issue cannot be resolved safely or reasonably on the day, parents/carers may be asked to collect the pupil. Where pupils travel by taxi or other arranged transport, the school may arrange a safe return home in line with safeguarding, transport and risk assessment arrangements.

This response is not used as a punishment. If a pupil is not free to leave a space because of an immediate safety risk, this will be managed and recorded in line with the school's Restrictive Intervention Policy.

7. Uniform, bags and personal items

7.1 Uniform

Pupils are expected to wear the correct Thamesfield College uniform each day. The uniform is:

- black trousers, shorts, skirt or leggings;
- white T-shirt; and
- black sweater.

T-shirts and sweaters must not have visible logos unless they are purchased through the Thamesfield College uniform supplier.

7.2 Bags and personal items

Pupils do not need to bring bags or personal items into school. Thamesfield College provides the equipment, food, snacks, drinks and resources pupils need during the school day.

Bags may be allowed where the school has organised an activity where one is needed, such as DofE, outdoor learning, PE, a trip or another planned off-site activity. In these circumstances, staff will make clear what pupils need to bring and how items will be stored or managed.

Any personal items brought onto site may be searched, stored or confiscated in line with this policy and current guidance where there is a safeguarding, safety or behaviour concern.

8. Behaviour curriculum: five positive habits

At Thamesfield, behaviour is taught. We do not assume that pupils arrive knowing how to behave successfully in lessons, relationships or wider community settings. Our behaviour curriculum is based on five positive habits.

Positive habit	What pupils are taught
Do now	Take the first step on your path to success.
Give it a go	Read, write, speak, make or move at the right time.
Read to succeed	Read it, think it, use it.
Make a contribution	Your voice matters; we want to hear it.
Respect our environment	This is your home away from home.

These habits are taught, modelled, practised and reinforced throughout the school day. They are not separate from learning. They are the behaviours pupils need in order to learn, rebuild trust and prepare for their next setting.

Staff use consistent language to connect behaviour to these habits. For example, staff may say:

- "This is your Do Now. Just take the first step."
- "Give it a go first, then we can help you improve it."
- "Read it, think it, use it. That is the habit we are building."
- "Your voice matters, but it needs to be at the right time."
- "This is our environment. We look after it together."

9. Recognition and rewards

Recognition is central to our behaviour culture. Many pupils arrive at Thamesfield with a negative view of school and a limited sense of themselves as successful learners. We therefore make a deliberate effort to notice and reward the small steps as well as the big achievements.

Pupils earn points for attending lessons, remaining in lessons and demonstrating the school values of Integrity, Respect and Perseverance. These are recorded on Arbor.

Points are linked to rewards through NESSSS Express. The name may be reviewed as part of the transition to Thamesfield College, but it may also remain as a positive legacy of the school's history.

Recognition may include:

- verbal praise;
- recognition board nominations;
- positive phone calls or messages home;
- tutor celebration;

- assemblies;
- reward activities and trips; and
- trusted responsibilities.

We do not rely heavily on certificates, although these may be used where appropriate. Each day, staff nominate pupils for recognition during the site debrief. This ensures that pupils who have made progress, shown maturity, repaired harm, tried again or represented the school well are noticed.

10. Staff practice: relationships, PACE and restorative approaches

Relationships are at the heart of everything we do. We cannot do meaningful work with a pupil until there is enough trust to begin. Sometimes that takes time. Staff are expected to build relationships deliberately while maintaining clear boundaries and high expectations.

Staff are supported to use PACE-informed approaches where appropriate:

PACE element	How it is used
Playfulness	Using warmth and lightness where this helps reduce tension. This does not mean sarcasm or making light of serious behaviour.
Acceptance	Recognising the pupil's feelings without accepting unsafe or harmful behaviour.
Curiosity	Wondering what is underneath the behaviour rather than jumping straight to blame.
Empathy	Showing the pupil that adults understand something is difficult, while still holding the boundary.

Examples of language staff may use include:

- "I can see something is not right. I am not going to argue with you, but I am going to help you sort it."
- "You are not in trouble for being angry. We do need to deal with what happened."
- "I am going to give you a minute. Then we need to talk about how we fix this."
- "I understand why that felt unfair. I also need you to understand why your response was not okay."
- "You can have a fresh start, but we cannot pretend it did not happen."
- "I am not going to shout at you. I am also not going to ignore this."

Restorative work at Thamesfield is not a soft option. It is the process by which pupils are helped to understand harm, take responsibility and repair where this is possible.

11. Responding when behaviour falls short

When behaviour falls short, staff will respond calmly, clearly and proportionately. We do not use detention as our main response, although it may be used at times when low-level disruption or work avoidance becomes unreasonable. In these cases, we work with pupils and parents or carers to ensure it is effective. Our main response is conversation, reflection, restorative repair and carefully planned follow-up.

Staff will usually use the least intrusive response that is likely to be effective. Responses may include:

- a reminder or quiet correction;
- re-teaching the routine or expectation;
- moving closer to the pupil or reducing the audience;

- offering a short regulation break or change of adult where appropriate;
- asking the pupil to rephrase, restart or repair;
- contact with home;
- reflection time with a trusted adult;
- restorative conversation or meeting;
- adjustment to timetable or support arrangements;
- loss of privilege, reward or off-site opportunity where linked to the behaviour;
- detention, where reasonable and appropriate;
- suspension where behaviour is serious, unsafe, harmful or persistent; and
- police involvement where behaviour may constitute a criminal offence.

Where pupils make mistakes, we will work with them. Where pupils continue harmful, unsafe or persistently disruptive behaviour after support, reflection and reasonable adjustment, senior leaders will consider further action, including suspension.

If a pupil deliberately damages school property or the property of others, the school may seek reimbursement for repair or replacement costs from parents/carers. Where damage may constitute criminal damage or creates a serious risk, the school may contact the police.

12. Offensive language and swearing

Many pupils arrive at Thamesfield College using language habits that would not be acceptable in most school, college, workplace or community settings. Some pupils do not yet recognise the impact of swearing, aggressive language or offensive comments because this may have become normal in other parts of their lives.

We do not ignore this. Staff will consistently pick pupils up on swearing, offensive language and disrespectful comments. This does not mean every incident will lead to a serious sanction, but it does mean every incident will be challenged, corrected or followed up in some way.

Our first response is usually to teach, remind and reset. Staff may explain why the language is not acceptable, ask the pupil to rephrase what they have said, give them time to regulate, or use reflection time to help them understand the impact of their words.

Language becomes more serious when it is directed at another person, repeated after support, aggressive, threatening, sexualised, discriminatory, abusive or used to intimidate. In these circumstances, senior leaders may consider further action, including suspension.

As with all behaviour at Thamesfield, we will try to understand what is underneath the language, but we will not excuse the harm it can cause. Pupils need to learn that the way they speak matters, because it affects relationships, safety, learning and their next steps beyond our school.

13. Reflection time, repair and follow-up

Reflection time is used when a pupil needs time with a trusted adult to work through what has happened, understand the impact of their behaviour and decide what needs to happen next. This is not about punishment. It is about helping the pupil return to learning safely and successfully.

Reflection time may include:

- time to regulate with a known adult;

- a conversation about what happened and why;
- identifying the impact on others;
- planning how to repair harm;
- agreeing what will be different next time;
- contact with home;
- re-teaching a routine, value or positive habit; and
- agreeing a fresh start.

Staff will avoid turning reflection into a public argument. Follow-up may happen later in the day or on another day if the pupil is not yet ready to engage. However, the issue will not simply be ignored.

Where a pupil has caused harm to another person, repair may include an apology, a mediated conversation, practical repair, changed behaviour over time, or another action that is meaningful and safe. Pupils are not forced into restorative meetings where this would be unsafe or inappropriate.

14. Bullying, discrimination and child-on-child abuse

Bullying, discriminatory language, sexual harassment, online abuse, intimidation and harmful behaviour are not accepted at Thamesfield College.

We also recognise that some pupils may arrive with poor social understanding, harmful learned behaviour or limited understanding of the impact of their words and actions. Our first response is to understand, teach and repair where it is safe and appropriate to do so.

14.1 Bullying

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, emotional, sexual, discriminatory, indirect or online.

Not every conflict is bullying. However, all conflict, intimidation, name-calling, exclusion or harmful behaviour will be taken seriously and followed up.

14.2 Discriminatory and harmful language or behaviour

Discriminatory and harmful behaviour may include:

- racist language or behaviour, including behaviour targeting race, ethnicity, nationality, skin colour, culture, accent or language;
- faith-based abuse, including behaviour targeting religion, belief or lack of belief;
- sexist, misogynistic or misandrist language or behaviour;
- homophobic, biphobic or transphobic language or behaviour, including behaviour based on perceived identity;
- disability-based abuse, including behaviour targeting SEND, physical disability, sensory need, mental health or learning difference;
- sexual harassment, including unwanted sexual comments, gestures, rumours, online behaviour, image sharing, sexualised language or unwanted physical attention;
- intimidation, threats or coercive behaviour; and
- harmful online behaviour, including cyber-bullying, abusive messages, fake accounts, image sharing or AI-generated content used to humiliate or harm.

14.3 How we respond

Our response will usually include:

- making sure pupils are safe;
- speaking to pupils individually to understand what has happened and where it has come from;
- recording the concern on CPOMS where it relates to safeguarding, protected characteristics, bullying, discrimination or child-on-child abuse;
- informing parents/carers where appropriate;
- using restorative work where this is safe and appropriate;
- teaching the pupil about the harm caused by their behaviour;
- setting clear expectations for what must change;
- using reward or recognition where pupils demonstrate improved behaviour over time;
- monitoring whether the behaviour changes; and
- considering sanctions, including suspension, where behaviour is serious, repeated or continued after support.

Once a pupil understands the harm caused by their behaviour, continued or repeated harmful behaviour will be treated seriously and may lead to suspension or further action.

15. Online behaviour, mobile phones and behaviour beyond school

15.1 Mobile phones and devices

Thamesfield College is a mobile phone-free school during the school day. Pupils must hand in phones and personal devices as part of the entry routine. These are secured and returned at the end of the day.

If a phone or device is found during the school day, parents/carers will be informed and will be expected to collect it. The school will consider reasonable adjustments or exceptions where required for medical, safeguarding or other agreed reasons. Any exception must be agreed by SLT in advance.

Pupils do not need phones to contact home during the school day. Staff will support communication with parents/carers where needed.

15.2 Online behaviour

Behaviour online can have a significant impact on pupils, staff and the school community. Thamesfield College may respond to online behaviour where it:

- affects the safety or wellbeing of pupils or staff;
- amounts to bullying, harassment, discrimination, abuse or intimidation;
- causes or is likely to cause disruption in school;
- targets pupils, staff, families or the school community;
- damages the reputation of the school; or
- raises safeguarding or criminal concerns.

Online behaviour concerns will be recorded on Arbor or CPOMS depending on the nature of the concern. Safeguarding, protected characteristic, bullying, sexual harassment and child-on-child abuse concerns must be recorded on CPOMS.

16. Off-site activities and community expectations

Thamesfield College regularly takes pupils off site as part of the curriculum and wider personal development offer. This may include outdoor learning, DofE, college visits, work-related learning, sporting activities, rewards, community visits and educational trips.

When pupils are off site, they remain members of the Thamesfield College community. The same values, expectations and standards of behaviour apply. Pupils are expected to follow staff instructions, represent the school positively, respect members of the public, respect property and behave safely.

Before off-site activities, staff will remind pupils of the purpose of the visit, the expectations for behaviour, any specific safety arrangements and the consequences of unsafe or inappropriate conduct.

Where behaviour off site places the pupil, other pupils, staff or members of the public at risk, staff will act to maintain safety. This may include adapting the activity, removing a pupil from the activity, contacting parents or carers, arranging collection, recording the incident and considering further action.

Where behaviour outside school, including online behaviour, affects the safety, wellbeing, reputation or orderly running of the school, Thamesfield College may respond in line with this policy.

17. Screening, searching, confiscation and banned items

17.1 Daily screening

To keep the school safe, pupils are screened each day using a metal detector wand. Screening is part of our normal daily safeguarding routine. Daily wand screening is not routinely recorded unless a concern is identified, a prohibited item is found or a further search or safeguarding response is required.

Where there are specific concerns, or where a pupil has a known risk assessment linked to weapons, drugs or other serious risk, further action may be taken by authorised staff.

17.2 Searches

Searches will be carried out by the DSL on site and a member of SLT, or by other staff authorised by the Headteacher where appropriate, in line with current guidance and safeguarding procedures.

Searches will be carried out respectfully and with regard to the pupil's age, sex, SEND, vulnerabilities, safeguarding needs and any known risks. A record will be kept where a search is carried out beyond daily screening, where a banned or prohibited item is found, or where safeguarding concerns arise.

Reasonable force may only be used to search for prohibited items where the law allows this. It will not be used to search for items that are banned only under school rules, such as mobile phones.

School staff do not conduct strip searches. If the police consider that a strip search is necessary, the school will follow safeguarding guidance, seek to protect the pupil's dignity and welfare, and ensure appropriate recording and support.

17.3 Banned and prohibited items

Pupils do not need to bring personal items into school. Thamesfield provides the equipment, food, drinks and resources pupils need.

Banned items include, but are not limited to:

- knives, weapons or replica weapons;
- drugs, drug paraphernalia or substances suspected of being drugs;
- alcohol;

- stolen items;
- fireworks;
- pornographic images or sexualised material;
- tobacco, cigarettes, cigarette papers, lighters and matches;
- vapes and vaping equipment;
- aerosols, energy drinks or other items not needed for the school day;
- phones or personal devices that have not been handed in;
- any item that could reasonably be used to cause harm, damage property, commit an offence, intimidate others or undermine the safety and good order of the school.

Vapes, cigarettes and smoking paraphernalia will be confiscated and disposed of. They will not be returned. Phones found during the school day will be held securely and parents/carers will be expected to collect them. Illegal items or items that present a serious risk may be passed to the police.

18. SEND, SSPs and reasonable adjustments

Many pupils at Thamesfield have SEND, social communication needs, mental health needs, trauma histories, disrupted education or other barriers to learning. We recognise that behaviour can be linked to unmet need, distress, frustration or an inability to access the curriculum.

We also recognise that understanding behaviour does not mean ignoring its impact. Our approach is to understand the need, adapt the provision, teach the missing behaviour and still hold the pupil accountable for harm caused.

Student Support Plans (SSPs) are central to this work. SSPs provide staff with information about the pupil's profile, known needs, risks, strengths, triggers and classroom strategies. They are started as part of the interview process and developed as staff get to know the pupil. We never assume we fully understand a pupil from paperwork alone; relationships and professional curiosity remain essential.

Staff will use SSPs and their knowledge of pupils to make reasonable adjustments where appropriate. This may include:

- reducing cognitive load;
- chunking instructions;
- providing processing time;
- using checklists, visuals or storyboards;
- adapting seating or grouping;
- supporting transitions;
- using regulation breaks;
- providing trusted adult support;
- adapting the way instructions are given; and
- planning lessons so pupils have no unnecessary excuses to avoid learning.

Reasonable adjustments do not mean that expectations disappear. They mean that staff do everything reasonable to help pupils meet expectations successfully.

19. Restrictive intervention and reasonable force

Restrictive intervention and reasonable force are covered in detail in the school's Restrictive Intervention Policy. This behaviour policy should be read alongside that policy.

Staff will not use physical contact, reasonable force, restraint or seclusion as a punishment, threat or deterrent. Restrictive intervention is only used as a last resort where there is an immediate risk of harm and where prevention and de-escalation have not been possible or have not been effective.

Staff should not block pupils from entering or leaving rooms unless there is an immediate safety risk that requires intervention. Where a pupil needs time away from others for reflection or regulation, staff will make clear whether this is voluntary supported time or whether safety concerns mean the Restrictive Intervention Policy applies.

Any significant incident involving force, restraint or seclusion will be recorded and reported in line with the Restrictive Intervention Policy, safeguarding procedures and legal requirements. Parents/carers will be informed unless doing so would place the pupil at risk of significant harm.

Following any incident involving restrictive intervention, the school will prioritise pupil and staff welfare, emotional recovery, reflection, review of risk and relational repair.

20. Suspension, permanent exclusion and serious incidents

The Headteacher is responsible for decisions about suspension and permanent exclusion. In the absence of the Headteacher, this responsibility will sit with the appropriate senior leader acting in that capacity.

Suspension may be considered where behaviour is serious, unsafe, harmful or persistent. This may include, but is not limited to:

- behaviour that creates a risk of harm to the pupil, other pupils, staff, visitors or members of the public;
- violence or serious threats of violence;
- possession of drugs, weapons or items that present a serious risk;
- suspected drug-related behaviour;
- serious damage to property;
- abusive, threatening, discriminatory or persistently offensive language;
- bullying, discrimination, sexual harassment or child-on-child abuse that is serious, repeated or continued after support;
- serious online behaviour that affects safety or wellbeing;
- persistent disruption where support and reasonable adjustment have not led to change; and
- behaviour that prevents the school from maintaining a safe and orderly environment.

In some situations, pupils may be suspended even where there is an underlying need, because the immediate risk or harm requires a clear and serious response. In other situations, particularly where a pupil has not understood the impact of their actions, the school may prioritise teaching, restorative work and close monitoring before deciding whether suspension is necessary.

Permanent exclusion from the PRU will only be considered in the most serious circumstances and in line with statutory guidance. The school will also consider whether other support, risk management, alternative arrangements or external agency involvement is appropriate.

Where behaviour may constitute a criminal offence, including possession of drugs, weapons, serious damage, violence or serious threats, the school will contact the police and will support any police investigation or criminal justice process where appropriate.

21. Induction, re-induction and reintegration

21.1 Induction

Every pupil has an interview before joining Thamesfield College. This involves the on-site DSL and a member of SLT and must include an appropriate adult from the pupil's life. The interview is used to describe the school, explain the two rules before the door, explain the values, complete initial SSP information and give the pupil and family a clear understanding of what to expect.

Pupils are given a tour and are introduced to key routines. Staff use this opportunity to begin building trust and to make clear that Thamesfield is a fresh start, not a lowering of expectations.

21.2 Re-induction

Pupils may be re-inducted after:

- a suspension;
- a serious incident;
- a long absence;
- a period of part-time or off-site provision;
- a change in site, timetable or provision;
- return from mainstream reintegration or another placement; or
- where staff feel the pupil needs routines and expectations re-taught.

21.3 Reintegration after suspension

Reintegration after suspension is taken seriously. The school will usually hold a reintegration meeting with the pupil and parent/carers. Where parents/carers cannot attend in person, the school will try to arrange the meeting online.

Reintegration may include:

- reviewing what happened;
- checking the pupil and staff are ready for the pupil to return safely;
- updating the SSP or risk assessment;
- agreeing a repair plan;
- agreeing any reasonable adjustments;
- setting short-term targets;
- identifying a trusted adult; and
- making clear what will happen if the behaviour continues.

22. Recording, monitoring and governance

Recognition, rewards and behaviour incidents are recorded on Arbor. This includes points, behaviour incidents, reflection time, sanctions, suspensions and patterns of behaviour that need to be monitored by tutors, pastoral staff and SLT.

CPOMS is used where an incident relates to safeguarding, child-on-child abuse, protected characteristics, bullying, discrimination, sexual harassment, online abuse or any concern where pupil welfare, risk or vulnerability is the main issue.

Staff are expected to record incidents promptly and clearly. Records should focus on what happened, who was involved, what action was taken, whether parents or carers were informed, and what follow-up is needed.

Arbor	CPOMS
Recognition, rewards, behaviour incidents, reflection time, sanctions, suspensions and behaviour patterns.	Safeguarding, child-on-child abuse, protected characteristics, bullying, discrimination, sexual harassment, online abuse and welfare/risk concerns.

Behaviour is reviewed daily through site debriefs. Staff nominate pupils for recognition and incidents from the day are reviewed so that follow-up is clear and timely. Follow-up is delegated as appropriate between tutors, pastoral staff and SLT.

SLT reviews behaviour weekly, including patterns, trends, pupils causing concern, pupils improving, staff support and any actions needed. The Management Committee receives behaviour information at half-termly meetings.

The school monitors behaviour incidents, suspensions, reflection time, searches, confiscations, bullying, discrimination, online incidents, restrictive interventions, attendance links, protected characteristics and positive recognition to ensure the policy is being implemented fairly and effectively.

23. Staff induction, development and support

Staff will be inducted into the school's behaviour culture, routines and expectations. This includes the two rules before the door, the five positive habits, PACE-informed practice, restorative approaches, recording systems, safeguarding links and escalation procedures.

Regular staff training and support may include:

- understanding behaviour as communication;
- PACE-informed practice;
- de-escalation and co-regulation;
- restorative conversations;
- SEND and adaptive teaching;
- reducing cognitive load and increasing access to the curriculum;
- searching, screening and confiscation procedures;
- restrictive intervention and reasonable force, where relevant to role;
- recording on Arbor and CPOMS; and
- reflective debrief following incidents.

Staff involved in difficult or serious incidents will be offered support. This may include debrief, SLT follow-up, practical adjustments, access to staff wellbeing support and, where appropriate, external support services.

24. Links with other policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Restrictive Intervention Policy;
- SEND Policy and information report;
- Attendance Policy;
- Uniform expectations;
- Online Safety Policy;
- Suspension and Permanent Exclusion procedures;
- Anti-bullying arrangements, where separate;
- Staff Code of Conduct;
- Health and Safety Policy;
- Educational Visits Policy; and
- Complaints Policy.

Where there is any conflict between policies, safeguarding, pupil welfare and legal requirements will take priority. Leaders will review and clarify expectations where needed.

Final note

The purpose of this policy is not to catch pupils out. It is to make expectations clear, teach pupils how to meet them, protect the school community and ensure that every pupil has the best possible chance of success beyond Thamesfield College.