



Mullion Scool

Behaviour Policy

(Secondary phase policy using relational foundations to support behaviour)



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Term	Definition
Behaviour	Anything a person does, says or communicates. Behaviour may be influenced by needs, experiences, environment, relationships and circumstances.
Relational practice	An approach placing positive, respectful relationships at the centre of behaviour support, combining understanding, connection, clear boundaries and repair.
Dysregulation	A state where emotions, stress or arousal temporarily affect a pupil's ability to think, communicate, regulate behaviour or respond to expectations.
Co-regulation	Support from a calm, regulated adult that helps a pupil manage emotions, arousal and behaviour until they can regulate more independently.
De-escalation	Strategies used to reduce distress, conflict or heightened behaviour and prevent a situation becoming more serious.
Reasonable force	Physical force used by staff where lawful, necessary and proportionate, for example to prevent injury, serious property damage or significant disruption.
Restrictive intervention	A means to prevent, restrict or subdue the movement of a pupil's body, or part of their body. Restrictive interventions include both physical and non-physical actions intended to restrict a pupil's movement or freedom to act independently, used only when necessary, proportionate and lawful.
Restrictive physical intervention	A physical action by a member of staff intended to prevent, restrict or subdue a pupil's movement, or the movement of part of their body. This includes physical restraint and the use of reasonable force where lawful and necessary.
Non physical restrictive intervention	An action, instruction or environmental measure that prevents, restricts or subdues a pupil's movement or freedom to act independently without the use of physical force. This includes measures that prevent or restrict a pupil from leaving a space or situation which can include seclusion which is a supervised confinement of a pupil in a room or area from which they are prevented from leaving. It is not a punishment or threat.
Appropriate physical contact or intervention	Appropriate physical contact or intervention between staff and pupils which is not intended to restrict or subdue movement. This may include comforting a distressed pupil, providing first aid, guiding or escorting a pupil, supporting participation in an activity, or appropriate physical contact such as a handshake or pat on the back.
Time in	A relational approach where a pupil remains connected to a trusted adult or supportive environment while being helped to regulate, reflect and return to learning normally within the classroom.
Time out	A supportive measure where a pupil is given time outside of the classroom to regulate or have a sensory break either to a key adult (normally pre-arranged) or as a walk and talk with an adult.
Reset	A planned opportunity to step away, regulate and reflect before returning to learning or the wider school environment.
Removal	Temporary removal of a pupil from a classroom or activity where necessary to maintain a safe and orderly learning environment.
Suspension	Temporary removal of a pupil from school for disciplinary reasons, following statutory requirements and current DfE guidance.
Permanent exclusion	Permanent removal of a pupil from school where the legal threshold has been met, in accordance with statutory requirements and the Exclusions Policy.
Off-site direction	A temporary placement at another educational setting to improve behaviour and support successful reintegration or future education.
Managed move	A permanent transfer from one mainstream school to another, agreed by the relevant parties where it is in the pupil's best interests. It is not an informal exclusion or trial placement.
Safeguarding separation	Temporary separation where necessary to respond to a safeguarding concern or protect a pupil or others from harm; it should be proportionate, supervised and managed under safeguarding principles.
Prohibited item	An item pupils are not permitted to possess on school premises, including items prohibited by law or identified by the school.
Confiscation	Taking a pupil's property by an authorised member of staff where permitted by law and school policy, for example to maintain safety or prevent disruption.
Search	A proportionate examination of a pupil, clothing or possessions where there are reasonable grounds to suspect a prohibited item or item that may cause harm or disruption.
Screening	Checking pupils for prohibited items, including use of screening equipment where appropriate, in accordance with school arrangements and statutory guidance.
Reasonable adjustment	A change or adaptation made to reduce a disadvantage experienced by a disabled pupil or, where appropriate, a pupil with additional needs, enabling access to education and expectations.

Glossary of key words used in the behaviour policy

1. Policy Statement

At Mullion School, we recognise that wellbeing and behaviour are inextricably linked. Every pupil deserves the opportunity to succeed, enjoy learning, experience belonging and realise their full potential. We recognise that pupils learn best when they feel safe, known, respected and connected to trusted adults.

We understand behaviour as communication. This does not mean that every behaviour is acceptable; rather, it means that adults have a responsibility to listen to what behaviour may be communicating, understand barriers to regulation and learning, and respond with clear boundaries alongside relational support.

Our approach is relational, inclusive and trauma aware. We prioritise connection and regulation, teach behaviour explicitly, set high expectations and use consequences where necessary. When relationships experience rupture, we seek repair. The purpose of a consequence is not to shame or humiliate a pupil, but to maintain safety, protect learning, uphold rights and responsibilities, and help the pupil learn a better way to respond next time.

The policy is structured around a relational model which includes the school's core expectations Kindness, Self-Belief and Determination alongside principles such as Praise in Public and Remind in Private; time-in and wellbeing support; Positive Report Cards; and Behaviour Support Plans. It also incorporates the strongest procedural features of previous behaviour policies and the latest guidance from the Department for Education.

This policy should be read alongside the Trust and school policies on safeguarding and child protection, SEND policy, anti-bullying and anti-discrimination framework, suspension and permanent exclusion policy, complaints, staff code of conduct and any relevant individual behaviour or support plans.

The school will have regard to the Department for Education's April 2026 guidance, Restrictive interventions, including use of reasonable force, in schools. The guidance states that its recording/reporting provisions are statutory guidance and that schools must have procedures for recording and reporting significant incidents involving force as well as the latest version of Keeping Children Safe in Education (KCSIE). A full list of guidance and statutory documents used for this policy is held in Appendix 5.

2. Aims

- Create a positive culture in which pupils can learn in a calm, safe, supportive and respectful environment.
- Put relationships, belonging, regulation and repair at the heart of behaviour practice.
- Teach pupils the behaviours, routines, social and emotional skills needed for successful learning and relationships.
- Maintain high expectations while recognising developmental stage, individual need, SEND, vulnerability and context.
- Respond to behaviour consistently, fairly, proportionately and with professional judgement.
- Use positive recognition to strengthen intrinsic motivation, resilience, empathy and responsibility.
- Support pupils to understand the impact of their actions and to take responsibility without resorting to shame.
- Minimise the use of restrictive interventions through prevention, early support and de-escalation.
- Ensure any use of force or other restrictive intervention is necessary, proportionate, welfare-informed, lawful, recorded, reported and reviewed.
- Work in partnership with pupils, parents/carers, staff and external agencies to improve behaviour and reduce barriers to learning.

3. Managing Behaviour Relationally

- Relational practice is the foundation of our approach. Consistency lies in the behaviour of adults, not simply in the mechanical application of procedures. Staff are expected to be positive, calmly and consistently relational in every interaction.

- Behaviour is communication, and the pupil is not defined by the behaviour they display.
- Adults seek to understand need, context, developmental stage, triggers and barriers while maintaining clear boundaries.
- Shame is not used as a behaviour-management strategy. Empathy, accountability and repair are used to support healthy development.
- Mistakes are treated as opportunities for learning. Pupils are supported to understand impact and make a different choice.
- We use containment, predictability and routine to increase safety and support regulation.
- We distinguish between regulation and compliance: the aim is not simply to make behaviour stop, but to help pupils develop the skills to manage themselves safely.
- We seek to restore relationships and change behaviour rather than punish the pupil. This does not remove the school's ability to use proportionate sanctions or serious consequences.
- Every significant incident should have an appropriate follow-up so that the pupil and adults can learn, repair and plan for future success.
- Adults reflect on their own contribution to the interaction and seek support rather than working in isolation.

3.1 Relational tools used within the school

Approach	How it is used
Meet and Greet / End and Send	Adults establish connection at the beginning and end of the day or lesson.
Praise in Public / Remind in Private	Positive behaviour is noticed publicly where appropriate; correction is private wherever possible.
Time in and time out	A supported opportunity to regulate within the class by moving space or providing support / resources. An opportunity to regulate outside of the classroom, time to reflect which may be with an adult or access to an adult within the school.
Repair	A restorative conversation that acknowledges what happened, considers impact and agrees what will happen next.
Behaviour Support Plan	A personalised plan identifying barriers, triggers, strengths, targets, adjustments, regulation strategies and adult responses.

Appendix 2 contains further information and guidance on relational approaches: VRFs, 3 Rs, PACE and the Rupture Repair Cycle.

4. Behaviour, Conduct and Uniform Expectations

Our five core expectations are:

RESPECT	LISTEN	SAFE	RESPONSIBILITY	EQUIPMENT
Respectful towards self, others, property, differences and the learning environment.	Listening carefully, following instructions and helping create a positive learning environment.	Safe in words, actions, movement and use of equipment and technology.	Responsible for choices, actions, behaviour and learning.	Equipped with the correct equipment and ready to learn every lesson.

These expectations are explicitly taught, modelled, practised and revisited. The behaviour curriculum will include routines for arrival, learning, transitions, movement around school, social times, use of resources, digital safety, conflict resolution, reporting concerns and seeking help. The behaviour curriculum is delivered within lessons as situations arise and as part of a specific programme within PSHE lessons and delivered via assemblies throughout the year.

Pupils are expected to behave in an orderly and self-controlled way; enable others to learn; follow reasonable adult instructions; care for people and property; use respectful language; reject discriminatory, violent and abusive behaviour; and seek help when they or others are unsafe.

Behaviour expectations apply in school, on school transport, on trips and visits, when wearing school uniform, when representing the school, and to relevant conduct outside school or online where the school is entitled to act.

The school will provide additional induction and repeated teaching of routines for new pupils, pupils returning after absence or suspension, and pupils who need further support to understand and meet expectations.

The school believes that high standards of uniform, personal presentation and conduct support a positive learning environment, foster a sense of belonging, and promote readiness for learning and future employment. Full details of all uniform and punctuality expectations are set out in Appendix 1 of this policy.

Pupils are expected to:

- Wear the school uniform correctly and in accordance with school expectations.
- Maintain a neat, clean and appropriate appearance.
- Attend school and lessons punctually and fully prepared to learn.
- Comply with school expectations regarding hairstyles, jewellery, make-up, nails, piercings and other aspects of personal presentation.
- Follow reasonable instructions from staff relating to uniform, appearance and conduct.

Pupils should take pride in representing the school both on and off site. Uniform and presentation should not compromise health and safety, disrupt learning, or undermine the school's values and standards.

The school will clearly communicate its specific expectations relating to uniform, appearance and punctuality. These expectations will be applied fairly and consistently, while taking account of individual circumstances, including reasonable adjustments, special educational needs, medical needs, religious observance and protected characteristics where appropriate. All uniform expectations will be: gender-neutral wherever possible, accommodate religious dress, accommodate disability/medical requirements, accommodate sensory needs and avoid rules that disproportionately affect particular groups or faiths.

5. Roles and Responsibilities

5.1 Local Monitoring Committee

- Monitor the effectiveness and implementation of this policy and hold the Headteacher to account.
- Review behaviour and restrictive-intervention data, including equity and proportionality.
- Ensure the school has appropriate procedures for recording and reporting significant incidents involving force and for seclusion/restraint.
- Support a culture in which behaviour practice is relational, safe and evidence-informed.
- Review the number of suspensions, permanent exclusions, off-site directions, managed moves/pupil movement and repeat removals to the reset base and monitor any trends or disproportionality among different groups.

5.2 Headteacher

- Ensure the school environment supports positive behaviour and belonging.
- Review the behaviour policy and ensure it is implemented consistently for all groups of pupils.
- Ensure staff have the knowledge, training and support needed to manage behaviour effectively and safely.
- Ensure expectations, rewards, consequences and restrictive-intervention procedures are implemented consistently and fairly.
- Ensure staff induction includes the school's behavioural culture, routines, relational practice, safeguarding and restrictive-intervention expectations.

- Monitor behaviour data, discrimination, bullying and use of reasonable force and restrictive interventions and identify any disproportionate impact on pupils with SEND, protected characteristics or other vulnerabilities.
- Ensure incidents involving restrictive interventions (physical and non-physical) are appropriately recorded, reported, reviewed and acted upon and complies with DfE guidance and this policy.
- Monitor support and interventions for behaviour for effectiveness and impact and support provision changes where ineffective practice is identified.
- Ensure concerns, complaints and allegations about behaviour management are handled under the relevant procedures.

5.3 Staff

- Model calm, respectful and relational behaviour.
- Teach and reinforce expectations explicitly.
- Use prevention, positive reinforcement, de-escalation and reasonable adjustments before consequences wherever possible.
- Use professional judgement and seek support when behaviour becomes complex or unsafe.
- Record incidents promptly and accurately, including significant restrictive interventions.
- Retain ownership of repair and follow-up rather than passing responsibility between adults.
- Use physical contact only, when necessary, appropriate, safe, proportionate and consistent with this policy and safeguarding expectations.
- Regulate themselves before responding and use calm, respectful language, avoiding sarcasm and confrontation.
- Give clear instructions and allow pupils sufficient processing time.
- Follow through on agreed consequences.
- Seek help when needed.

5.4 Pupils

- Learn and practise the school's expectations and routines.
- Treat others with respect and help maintain a safe learning environment.
- Take increasing responsibility for their choices and their impact on others.
- Ask for help when they are struggling to regulate or when they are concerned about someone else's safety.
- Participate in repair and restorative conversations as appropriate.
- Participate and engage with the support provided.

5.5 Parents and carers

- Work in partnership with the school and become familiar with the behaviour policy.
- Share relevant information about circumstances or changes that may affect behaviour.
- Support their child to meet expectations and develop self-regulation.
- Listen to both the child's and school's perspective when resolving concerns.
- Participate in behaviour support, restorative meetings and reviews where appropriate.
- Model respectful communication with school staff and pupils.

6. Recognising and Celebrating Positive Behaviour

The best behaviour intervention acknowledges and strengthens the positive. Staff will notice effort, kindness, curiosity, resilience, connection, teamwork, creativity, bravery in learning and respectful choices. Praise should identify the behaviour or process being recognised, helping pupils understand what they did well and why it matters.

- Specific verbal praise and recognition
- Green point/badges

- Positive communication with parents/carers
- Certificates, Star of the Week/awards and celebration assemblies
- Class or team recognition
- Positions of responsibility and opportunities to contribute
- School reward systems such as tokens, points or recognition
- Recognition of progress, effort and successful regulation, not simply compliance

7. Managing Behaviour Which Does Not Meet Expectations

Consequences are not automatic. Staff will use professional judgement to ensure that any response to behaviour is reasonable, proportionate and appropriate to the circumstances. Responses should be consistent but not necessarily identical, recognising that fairness may require different approaches for different pupils. Where behaviour is serious, unsafe or discriminatory, or where the circumstances require a different response, staff may move directly to an appropriate higher-level response.

STAGE	DESCRIPTOR	ACTION
BEYOND STEP 3	PERMANENT EXCLUSION	A decision to permanently exclude a pupil will be taken only in response to serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of others. The decision to permanently exclude will follow the Exclusions policy.
	OFF SITE DIRECTION	A measure used by schools, under the Education Act 2002, to temporarily place a pupil at another educational setting, as a supportive measure, to improve their behaviour. This should be a planned intervention, typically lasting 6 to 12 weeks with clear reviews, targets and support. Parents must be notified in writing. The trust uses the term 'Reset & Return' for rapid response intervention which sets up a short term off-site direction placement within a partner school to help a pupil reset and improve behaviour. Length of placement is typically 1-5 days. Can be used in response to an incident and is rooted in the best interests of the pupil to support a behaviour reset and avoid a suspension.
	SUSPENSION	A suspension would follow government guidance and upon return to school, a pupil would have support through a Reintegration Meeting with parents in which agreement is reached on targets and actions for the pupil, parents and school. Where it is deemed unsafe or ineffective for the suspension to be held at home then an in school suspension can be used where the suspension is served at a partner school. These are likely to be rarely used. The E code should be used in all instances of suspension.
STEP 3	RESET (R3) (RECORDED ON CLASSCHARTS / MIS, PARENTS / CARERS INFORMED)	At this step the pupil will be referred to the reset base within the school which is a supervised educational / regulation provision where the pupil remains within the school's care and receives education / support. During this time, an adult can support co-regulation to prepare for time in the reset room. The teacher can at this stage support the decision of length of time in the reset room. Normally it will be two lessons and a break time but can be extended or reduced depending on specific circumstances.
STEP 2	FINAL WARNING (R2) (RECORDED ON CLASSCHARTS / MIS)	A clear conversation and 'Final Warning' aimed to be delivered privately to the pupil using a script (see below) if needed to make them aware of their behaviour and clearly outlining the consequences if they continue. Notice → Wonder → Remind → Redirect → Consequence → Walk Away. Where appropriate an impactful action can be used at this stage such as a move of location in the classroom, individual support, use of a walk and talk or time outside of the classroom.
STEP 1	1st WARNING (R1)	Formal 1st Warning reminder of expectations 'respect, listen, safe, responsibility, equipment'
Foundations to managing behaviour: RELATE Consistent high-quality teaching. Praise, read the room and redirect using PACE, VRFs and small acts of kindness. Use of Walkthrus – meet and greet, end and send, positive relationships and positive framing. Making pupils feel important, valued and that they belong and matter.		

STEP	SUPPORT	ACTION
Additional Available Support	BEHAVIOUR MENTORING (RECORDED ON CLASS CHARTS / MIS AS AN INTERVENTION)	A key adult is provided to offer mentoring support both informal and formal sessions to discuss behaviour choices and making positive choices. These could be bespoke to a specific area (e.g. anti-bullying, discrimination etc).
	BEHAVIOUR SUPPORT PLAN (RECORDED ON CLASS CHARTS / MIS, PARENTS / CARERS INFORMED)	A Behaviour Support Plan (BSP) aims to help a pupil to improve their social, emotional and behavioural skills. The BSP will identify precise and specific targets for the pupil to work towards and will include the teacher, pupil, parents / carers and a member of the SLT in the drafting process.

	REPORT CARD (RECORDED ON CLASS CHARTS / MIS , PARENTS / CARERS INFORMED)	Pupil supported with a Report Card. Where possible use a Positive Report Card (PRC) with agreed targets that will be monitored, shared at a meeting with the teacher, pupil, parent / carer and a member of the SLT. If needed use a conventional report card at tutor, SLT levels.
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Foundations Relate: consistent high-quality teaching, interesting, engaging lessons, lower sensory arousal environments (where possible). Read the room and use a combination of positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders of the expected behaviours. Reposition, and redirect using PACE and VRFs.

Step 1 – 1st Warning: Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations.

Step 2 – Final Warning: the script (below) involves a conversation with the pupil that seeks to address their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit: State the consequence **once** and **without emotion**.

- Link it to the pupil's **choice**.
- Be **specific** about the behaviour you expect to see.
- **Walk away** and give them thinking time.
- **Return when promised** and follow through consistently, whether that means praise or consequence.

Notice → Wonder → Remind → Redirect → Consequence → Walk Away

Example script

"I've noticed you're struggling with [behaviour]. I wonder if you're feeling [emotion]? Right now, the Ready, Respect, Safe expectation around [behaviour] isn't being met. I know you can do better because I've seen you [positive example]. I'll come back in [X] minutes, and I expect to see [desired behaviour]. If that hasn't happened, I'll need to move to the next step, which is [school consequence]. Thanks for listening."

At this stage, a positive action may also be used to support the pupil. This could be a move of seats, support or resources provided, time in the classroom. This may also be a time out option where appropriate which could be a walk and talk or a time out to a key adult.

Step 3– Time In Reset Base [Recorded on MIS]

At this step the pupil will be referred to the reset base within the school which is a supervised educational/regulation provision where the pupil remains within the school's care and receives education/support. During this time, an adult can support co-regulation to prepare for time in the reset base.

The member of staff setting the consequence should support the decision about the length of time in the reset room which will normally be two lessons and a break time but can be extended or reduced depending on specific circumstances and behaviour choices made within the reset base. Whilst in the reset room reflection around behaviours should be undertaken and productive educational work completed.

Step 3 is 'time in the reset base', not isolation - a pupil in the reset base should not be left without appropriate supervision or support. Any use of seclusion, as legally defined, is dealt with under Section 13 and must never be used as a disciplinary punishment.

This step is recorded by the teacher onto the school MIS system and a notification generated to inform parents. The teacher will also make contact with parents normally at the end of the day, preferably via telephone but may be via email.

Beyond Step 3 - Off-site direction

Where appropriate, and where in-school interventions and/or outreach have been unsuccessful or are considered inappropriate, the school may use off-site direction to arrange a temporary placement at another school or alternative provision for the purpose of improving a pupil's future behaviour.

Off-site direction is not a sanction or punishment for past behaviour. Any placement will be based on an assessment of the pupil's needs and the support required to improve behaviour, including consideration of SEND, health, safeguarding and wellbeing needs.

The school will ensure that the pupil and their parents/carers are informed and given appropriate opportunity to contribute to the decision. The pupil's views will be sought and taken into account. The placement will be time-limited, subject to appropriate review, and arrangements for education, attendance, safeguarding, transport and reintegration will be agreed before it begins and will be used in accordance with the DfE Suspension and Permanent Exclusion guidance and relevant legislation.

Where a pupil has an EHCP or is looked after, the relevant professionals will be involved in accordance with statutory requirements.

Step 4 - Managed moves

A managed move is a permanent transfer of a pupil from one mainstream school to another and should only be considered where it is in the pupil's best interests and other appropriate interventions have been considered.

A managed move must be agreed by the relevant parties and must not be used as an informal exclusion or as an alternative to the statutory suspension or permanent exclusion process. Trial managed moves are not permitted. Where a temporary placement is required to improve behaviour, the appropriate mechanism is off-site direction rather than a trial managed move.

Before a managed move is agreed, the pupil's views will be sought and taken into account, and appropriate information about the pupil's educational, SEND, safeguarding and pastoral needs will be shared with the receiving school. The school will work with the pupil, parents/carers and receiving school to support a successful transition.

A pupil will not be permanently excluded because a parent/carer or pupil does not agree to a managed move.

7.2 Detentions

Detention may be used as a consequence where it is a reasonable and proportionate response to a breach of the school's behaviour expectations. Schools may use lunchtime, after-school or other detentions.

Before issuing a detention, staff will consider the individual circumstances of the pupil, including any SEND or disability, reasonable adjustments, safeguarding or wellbeing needs and other relevant factors. A detention will not be issued where there is reasonable concern that it may compromise a pupil's safety. For detentions outside normal school hours, appropriate consideration will be given to matters such as safe travel home, caring responsibilities and relevant medical appointments. For lunchtime detentions, pupils will be allowed reasonable time to eat, drink and use the toilet.

Parents/carers will be informed of detentions in accordance with the school's procedures. Parental consent is not required for a lawful detention, and advance notice is not always required, provided the detention is reasonable and the pupil can get home safely.

Failure to attend a detention without a reasonable explanation may result in a further response in line with this Behaviour Policy. Schools will ensure that their detailed arrangements for issuing, recording, supervising and communicating detentions are clear to pupils, parents/carers and staff.

8. Serious Behaviour, Sanctions and Exclusions

Serious behaviour includes, but is not limited to, violence or threats of violence, serious disruption, bullying, discriminatory or prejudicial behaviour, sexual harassment or violence, child-on-child abuse, possession of prohibited items, serious damage to property, theft, malicious allegations and behaviour that creates significant risk.

Serious sanctions are proportionate, case-by-case and informed by context, SEND, vulnerability, previous support, the seriousness of the behaviour and the impact on others. They may include removal from an activity, loss of privilege, use of the reset base, parental meeting, behaviour contract/reporting, restorative work, suspension or permanent exclusion.

Suspension and permanent exclusion are used in accordance with the TPAT Exclusions Policy and current DfE guidance. They may be considered for a first or one-off serious incident where the legal threshold is met.

9. Bullying, Discrimination and Child-on-Child Abuse

Please refer to the anti-bullying and discrimination framework for detailed guidance on the processes and protocols around dealing with incidents and allegations of bullying and how to effectively eradicate bullying using a pathway approach where support and consequence escalate as bullying behaviours continue.

Bullying and discrimination are not tolerated. Bullying is deliberate, hurtful and repeated behaviour involving an imbalance of power. It can be physical, verbal, emotional, social, sexual, prejudice-based or discriminatory, and can occur online. All reports are taken seriously, investigated sensitively and responded to proportionately. The school will support those harmed, address the behaviour of those responsible, consider safeguarding needs and use restorative approaches where safe and appropriate. Restorative approaches will not be used where they could increase risk, pressure or harm to a potential victim or undermine criminal or safeguarding investigations.

Sexual harassment and sexual violence are never ignored. Reports are managed under safeguarding procedures and on a case-by-case basis, with the safety and welfare of pupils as the priority. Pupils are supported and encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will always be; proportionate, considered and supportive and decided on an individual case-by-case basis. The school will also take into account a pupil's special educational needs or disabilities.

Where a pupil's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

10. Equality, Diversity, Inclusion and SEND

The school is committed to ensuring that behaviour expectations, policies and consequences are fair, inclusive and applied consistently, while recognising that fairness does not always mean treating every pupil in exactly the same way.

Staff will consider individual circumstances when responding to behaviour, including SEND and disability, protected characteristics, reasonable adjustments, safeguarding and wellbeing needs, and any relevant cultural, religious or personal circumstances. Where appropriate, the school will adapt its approach to remove barriers and ensure that pupils are able to meet expectations.

Behaviour that is discriminatory, prejudicial or harmful towards another person, including racism, sexism, homophobia, biphobia, transphobia, religious discrimination or disability discrimination, will not be tolerated and will be addressed in accordance with the school's behaviour, safeguarding and equality procedures.

The school will monitor behaviour, sanctions, suspensions, searches and restrictive interventions to identify any disproportionate impact on particular groups of pupils. Where patterns or disparities are identified, leaders will investigate these and take appropriate action.

All pupils have the right to be treated with dignity, respect and fairness, and to learn in an environment where they feel safe, valued and included.

The school recognises that SEND may affect how a pupil understands, communicates or responds to expectations. This does not mean that all behaviour by a pupil with SEND is caused by SEND; each incident is considered individually.

Staff will anticipate and reduce known triggers, including sensory overload, communication difficulties, unfamiliar environments, anxiety or pain.

Behaviour support plans will be co-produced where appropriate with the pupil, parents/carers and relevant professionals. Plans may include movement breaks, adjusted seating, sensory regulation spaces, communication supports, changes to routines, visual prompts and personalised adult responses. Where there is an identified risk of restrictive intervention, a risk assessment and clear prevention/de-escalation plan will be used. Support plans will be reviewed periodically and following any significant restrictive-intervention incident. Safety of the pupil and others remains the priority, while dignity, welfare and equality duties are protected.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When determining a consequence for behaviour that does not meet school expectations, the school will consider whether the pupil was able to understand the expectation or instruction and whether reasonable adjustments are required. These adjustments may include modifying the length or type of consequence, changing the location of the consequence, splitting the consequence into shorter periods or ensuring a trusted adult is present to support the pupil. Additional support may also be incorporated, such as restorative approaches, sensory breaks, or activities like social stories to help the pupil.

By adapting the nature, timing, or delivery of behavioural consequences—rather than relaxing standards or disregarding the behaviour pathway—we uphold fairness, meet our legal obligations, and create an inclusive learning environment where all pupils, including those with SEND, can thrive.

11. Safeguarding and Behaviour

Not all poor behaviour is a safeguarding concern. However, significant changes, patterns or behaviours indicating distress, exploitation, abuse or unmet need must not be treated solely as disciplinary matters. Changes in behaviour can indicate that a pupil is experiencing harm, distress, exploitation or unmet need. Staff will consider whether behaviour may be linked to safeguarding concerns, mental health, family circumstances, trauma, abuse or neglect.

Behaviour may also be an indicator that a pupil is being exploited, coerced or groomed, including through Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), trafficking, gang association or peer exploitation. Changes such as increased secrecy, unexplained money or possessions, changes in friendship groups, unexplained absences, disengagement from education, concerning online activity, harmful sexualised behaviour or involvement in criminal or harmful activity may require further safeguarding consideration.

Staff should remain alert to the possibility that a pupil who is displaying harmful, risky or criminal behaviour may also be a pupil at risk of harm or exploitation. Behaviour management must never obscure or replace a safeguarding response. Where there is a concern, staff must follow the school's Safeguarding and Child Protection Policy and report concerns to the Designated Safeguarding Lead (DSL) without delay.

The school will consider the individual circumstances and safeguarding context when responding to behaviour and will ensure that appropriate support and protective action are considered alongside any behaviour response. Safeguarding concerns will take priority over the application of behavioural consequences where necessary to protect a pupil from harm.

Where a behaviour incident involves an allegation against a member of staff, the relevant safeguarding and managing-allegations procedures will be followed.

11.1 Malicious or Deliberately False Allegations

The school will take all allegations seriously and will ensure that concerns about the behaviour or conduct of pupils or staff are responded to appropriately and in accordance with the school's safeguarding and complaints procedures.

Where an allegation is found to be deliberately invented or malicious, the school will consider whether the behaviour falls within the scope of this Behaviour Policy and whether an appropriate, proportionate response or sanction is required.

An allegation that is unsubstantiated, unfounded or unable to be proven will not, in itself, be treated as malicious or result in a sanction. The school will consider the circumstances carefully, including whether the pupil may have misunderstood events, been influenced by others, been unable to provide sufficient evidence, or may have raised a genuine concern that could not be substantiated.

Where there are concerns about the reasons for, or circumstances surrounding, an allegation, the school will consider whether the pupil may require additional support. Where appropriate, this may include pastoral support or referral to relevant safeguarding or external services.

Where an allegation concerns a member of staff, the school will follow the appropriate safeguarding procedures and, where required, seek advice from the Local Authority Designated Officer (LADO). The school will not prejudice the outcome of any safeguarding or disciplinary process.

12. Physical Intervention, Reasonable Force and Restrictive Interventions

The school adopts the principles of the DfE April 2026 guidance. For the purposes of this policy, TPAT uses the term physical intervention as an umbrella term covering three broad categories of staff response: appropriate physical contact or intervention, non-physical restrictive intervention and restrictive physical intervention.

Appropriate physical contact or intervention is not a restrictive intervention and includes appropriate physical contact that does not seek to restrict a pupil's movement. Non-physical and restrictive physical interventions are forms of restrictive intervention as

defined by the Department for Education. Restrictive interventions must only be used where lawful, necessary, reasonable and proportionate, with de-escalation and less restrictive approaches used wherever practicable.

This policy provides the practical framework for appropriate physical contact and restrictive intervention, including the distinction between restrictive physical intervention and non-physical restrictive interventions. This section updates that framework so that it aligns with the DfE's April 2026 recording, reporting and welfare requirements with further details held within Appendix 4.

12.1 Appropriate physical contact or intervention

The school does not operate a 'no contact' policy. There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other physical interventions and is not intended to restrict or subdue movement. This may include comforting a distressed pupil, providing first aid or providing intimate care (see separate policy), guiding or escorting a pupil, supporting participation in an activity (e.g. PE lessons or using a music instrument), or appropriate physical contact such as a congratulatory handshake or pat on the back.

In assessing whether physical contact or intervention is appropriate in a given situation, the member of staff should use their professional judgement and have regard to: the school's child protection (or any other relevant) policy, the applicable circumstances, such as whether there are other adults present, the individual pupil's age, any other material factors, including but not limited to whether: the pupil has SEND or other vulnerabilities or any alternative strategies that do not include physical contact can be used.

Appropriate physical contact or intervention is brief, purposeful, respectful and consistent with safeguarding. It must never be invasive, prolonged, coercive, used to force compliance, used to meet an adult's emotional needs or used as behavioural control.

12.2 Restrictive interventions

Restrictive intervention is the umbrella term covering physical and non-physical actions intended to prevent, restrict or subdue a pupil's movement or freedom to act independently.

12.2.1 Restrictive physical intervention (RPI) is a physical action by a member of staff intended to prevent, restrict or subdue a pupil's movement, or the movement of part of their body. This includes physical restraint and the use of reasonable force where lawful and necessary.

12.2.2 non-physical restrictive intervention (NPRI) refers to an action, instruction or environmental measure that prevents, restricts or subdues a pupil's movement or freedom to act independently without physical contact or the use of physical force. Examples include seclusion and, depending on the circumstances, other measures that prevent or restrict a pupil from leaving a space or situation. Whether an action constitutes a non-physical restrictive intervention will depend on the circumstances, the degree of restriction and whether the pupil was genuinely free to leave or act independently.

Seclusion is a non-disciplinary safety intervention in which a pupil is kept in a place away from others and prevented from leaving by physical obstruction, securing the place or causing the pupil to believe they will be punished if they leave. The pupil must be allowed to leave as soon as the immediate risk of harm has reduced sufficiently for it to be safe to do so. It may only be used as a safety measure where there is an immediate and significant risk of harm to the pupil or others and less restrictive approaches are not sufficient. Seclusion is never a punishment or threat.

The space must be safe and not intimidating; the pupil must be supervised throughout; and they must be allowed to leave as soon as the immediate risk of harm has reduced. Every seclusion incident must be recorded and reported in accordance with Section 12.5.

Other examples of non-physical restrictive intervention may include, depending on the circumstances: preventing a pupil from leaving a space by blocking an exit without physical contact; using instructions or consequences in a way that effectively prevents a pupil from leaving; or using the physical environment to restrict a pupil's freedom of movement. Routine behaviour-management instructions, requests to remain in a particular place, ordinary classroom boundaries, or temporary withdrawal from an activity are not in themselves restrictive interventions where the pupil remains free to leave or act independently.

12.3 Planned intervention and training

Where a pupil has a known risk of dysregulation, staff will seek to reduce the likelihood of restrictive intervention through a Behaviour Support Plan (BSP) or Safety Plan, risk assessment, environmental adjustments, prevention and de-escalation strategies. Planned restrictive physical interventions may only be carried out by appropriately trained staff (see section 12.8) and in accordance with the pupil's plan and current training. An individual plan does not create permission to use force regardless of circumstances. Every use of restrictive intervention remains a decision based on the actual circumstances at the time.

12.4 Decision making

All members of school staff have a legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence

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

There may be times when restrictive intervention is necessary as an immediate decision to prevent harm to the pupil or others or to protect property from serious damage or to maintain a safe learning environment. There are also restrictive interventions which are planned for and staff are trained to use which normally form part of a pupil's support plan (see Section 12.4).

Staff should consider their own physical and emotional wellbeing before intervening or using reasonable force and must not place themselves at unnecessary risk of harm. Where reasonably practicable, staff should seek assistance from colleagues when an intervention may present a risk to their own safety.

The school emphasises the importance of minimising the need for the use of restrictive interventions by using prevention and de-escalation strategies. These are part of whole school approaches and staff training as well as personalised behaviour support plans created in collaboration between school and parents and may involve other professionals.

The decision on whether it is reasonable to use restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider whether the intervention is necessary and proportionate, and whether the pupil's welfare has been properly considered.

Necessary: are there more effective, less restrictive ways of managing the situation? Will physical intervention reduce the risk or will it escalate the situation further?

Proportionate: least amount of force or least restrictive intervention necessary for the least amount of time to reduce the relevant risk. If this approach is escalating the situation reconsider and attempt an alternative strategy.

Pupil's Welfare: balance the pupil's welfare and any medical or educational need against any actions taken, including past trauma, neglect, communication difficulties or other needs where physical intervention would be particularly distressing. All actions should minimise the impact on any pupils.

Pupils with special educational needs or those with Adverse Childhood Experiences (ACEs) and trauma may react to situations by displaying behaviours that may be harmful to themselves or others. The school will seek to understand any underlying triggers or factors contributing to behaviour that may become harmful or present a risk to the pupil or others, in order to create a supportive environment and reduce the likelihood of such incidents occurring. This will normally be undertaken as part of a Behaviour Support Plan involving the school, parents/carers and other professionals.

We will seek to ensure that, as far as is practical, colleagues who know individual pupils well help to identify trigger points for potentially disruptive incidents. We will work with parents/carers and other professionals to ensure these are understood, managed and minimised.

12.5 What must not happen when using reasonable force or restrictive intervention

Reasonable force or restrictive intervention must never be used as a form of punishment, retaliation or to cause pain, humiliation or distress. Any intervention must be necessary, proportionate and for the shortest time reasonably necessary to achieve the intended purpose.

Staff must never use a method of restrictive physical intervention that restricts a pupil's airway, breathing or circulation, including applying pressure to the neck, throat, chest, abdomen, nose or mouth. Staff must also remain alert to signs of distress, breathing difficulty, reduced responsiveness or other indications that the intervention may be causing harm and must take immediate action if these occur.

Where a pupil is on the floor, or an intervention results in a pupil being on the floor, staff should avoid maintaining a restrictive position wherever reasonably practicable. Where immediate intervention is necessary to prevent harm, staff should use the minimum force necessary and release or move the pupil to a safer, less restrictive position as soon as it is safe and practicable to do so. Floor-based restrictive intervention should therefore be kept to the shortest possible duration and must not be prolonged simply because it is easier to maintain.

Staff should continue to monitor the pupil throughout any restrictive intervention and, where practicable, seek assistance from colleagues. Following any incident, the pupil should be checked for injury or distress, and any injury should receive appropriate first aid, medical assessment or treatment as soon as possible.

12.6 Recording and reporting (also see Appendix 4)

The school will comply with all applicable statutory recording, reporting and notification requirements relating to restrictive interventions, including those set out in relevant regulations and Department for Education guidance.

Every incident involving the use of reasonable force or restrictive intervention must be recorded as soon as practicable after the event, and staff should endeavour to complete the record no later than the same day. This requirement applies even where the intervention was agreed in a Behaviour Support Plan.

The school will record, at minimum: pupil and staff names; relevant needs and circumstances, including SEND status; date, time, location and approximate duration; what led to the incident and known or potential triggers; preventative and de-escalation strategies; type and degree of force where relevant; injuries; why the intervention was considered necessary; and post-incident support or medical treatment. This should be recorded on the school's safeguarding system, CPOMS, with the type of intervention clearly recorded.

The school will inform the pupil's parent/carer of each restrictive physical intervention and each use of seclusion as soon as practicable. Appropriate information will be provided about the circumstances, including the date, time, location, approximate duration, reason for the intervention and any injuries. Where restrictive physical intervention has been used, this will include the type and degree of force where appropriate. Where informing a parent/carer would be likely to result in serious harm to the pupil, the school will follow the relevant DfE exception and safeguarding arrangements, including informing another appropriate parent/carer or the local authority where required.

12.7 Post-incident support, debrief and repair

Following any restrictive intervention, the school will evaluate the incident as soon as practicable. The pupil and staff member will be supported to consider what happened, why it happened, what worked, what did not work and how future risk can be reduced. If a suspension is given, then additional consideration should be made in respect of any reintegration following a restrictive intervention. This should include a focus on preventing such an incident from occurring in the future.

Where appropriate, the pupil and staff member will receive medical assessment and treatment. A follow-up conversation should facilitate reflection, learning, wellbeing and repair. Wherever possible, the restorative/debrief conversation should be facilitated by an adult who was not directly involved in the incident.

The school will consider whether the pupil's support plan, risk assessment, environment, staffing, training or de-escalation strategies need to change. Witnesses, including pupils who were distressed by the incident, will receive appropriate support.

12.8 Training and Staff Support

It is the Headteacher's responsibility to ensure that staff whose role or circumstances may require them to use reasonable force or restrictive physical intervention receive appropriate training from a Trust-approved provider and suitably qualified trainer. This would more typically apply in settings with a specialist provision attached (e.g. ARB) or where restrictive physical intervention may be needed to support a specific pupil's needs within a primary setting.

The training undertaken emphasises safe, lawful and least restrictive approaches. Training is refreshed in accordance with the requirements of the training provider, the Trust and the needs identified through local risk assessment and review. For schools with an ARB, refresher training will normally be undertaken annually.

Staff who have not received specialist restrictive physical intervention training should not attempt trained physical restraint techniques. However, the absence of specialist training does not prevent staff from taking reasonable and proportionate action, including using reasonable force where lawfully necessary, to prevent immediate harm to themselves or others.

All staff should understand the legal framework and school procedures relating to restrictive interventions, including staff who are new to the school. Key procedures and expectations relating to restrictive interventions should be included in the staff handbook and covered as part of staff induction.

Staff are supported following incidents involving restrictive interventions, including appropriate consideration of their emotional and physical wellbeing.

12.9 Monitoring and Review

The Headteacher is responsible for this policy and its implementation; they may be assisted by other senior leaders who will:

- Monitor the use of restrictive interventions
- Review data regularly to reduce reliance on such practices
- Ensure compliance with DfE guidance and legal duties
- Identify patterns in the use of restrictive interventions.

A review of restrictive interventions will form part of any safeguarding review by the Trust Safeguarding Lead. The Local Monitoring Committee will receive reports on the use of restrictive interventions to ensure oversight, identify patterns and monitor.

13. Search, Screen, Confiscation and Prohibited Items

The school follows current DfE guidance on searching, screening and confiscation. Headteachers and authorised staff may search pupils and possessions where there are reasonable grounds to suspect a prohibited item and it is considered necessary to perform a search.

13.1 Prohibited / Banned Items

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Knives or weapons
- Alcohol
- Aerosols
- Energy drinks containing caffeine
- Illegal Drugs or Legal Highs or any items associated with the use of drugs.
- Prescribed drugs or medications (must be handed in to reception on entry to school)
- Stolen items
- Tobacco/cigarette papers and vapes and paraphernalia
- Fireworks
- Pornographic material
- Any item reasonably suspected of being used to commit an offence, cause injury or damage or that poses a risk to the safety and efficient running of the school community.
- Any additional items identified in the school's published rules

Should a student be found in possession of a banned item, the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction. Possession of a prohibited / banned item will result in consideration of a Permanent Exclusion.

13.2 Confiscation

Any prohibited items (listed in section 13) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

13.3 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

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

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, bag, desk or locker. ‘Outer clothing’ includes:

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

13.4 Search involving the removal of more than outer clothing (Strip Search)

School staff must not conduct a strip search of a pupil. The school's statutory search powers do not permit staff to require a pupil to remove clothing beyond outer clothing. A strip search is a search involving the removal of more than outer clothing and, on school premises, can only be carried out by the police in accordance with the relevant legal requirements.

If the police propose to conduct a strip search of a pupil on school premises, the school will adopt a safeguarding-first approach. Before involving the police where a strip search may result, staff should consider whether police involvement and the potential for a strip search are necessary and proportionate, balancing the risk of not recovering the suspected item against the potential impact on the pupil's physical and mental wellbeing.

The Designated Safeguarding Lead (DSL), or their deputy, should be involved in decision-making and the school should advocate for the pupil's welfare and dignity throughout. Relevant factors should include the pupil's age, sex, SEND or disability, medical or mental health needs, religious or cultural considerations, previous experiences, vulnerability and any safeguarding concerns. The school should appropriately challenge any proposed search where it considers that the circumstances do not justify the level of intrusion.

Where a police strip search takes place, the school will seek to ensure that the requirements relating to an appropriate adult, parental involvement, recording and safeguarding aftercare are followed. An appropriate adult is normally required where a police search exposes a pupil's intimate body parts, subject to the limited exceptions set out in police procedures.

Following any strip search, the school will ensure that the pupil is offered appropriate safeguarding and pastoral support, regardless of whether a prohibited item is found. The incident, decision-making and outcome will be recorded in accordance with the school's safeguarding and recording procedures, and any concerns about the pupil's welfare will be referred to the DSL.

13.5 Screening

In order to maintain a safe, secure and orderly environment for all pupils, staff and visitors, the school reserves the right to conduct screening for prohibited and banned items using appropriate screening equipment comprising handheld metal detecting wands.

Screening is a preventative safeguarding measure designed to reduce the risk of weapons, illegal substances and other prohibited items being brought onto the school site.

The use of screening equipment is not intended to be punitive and is conducted following intelligence or concerns regarding possession of prohibited items or as part of a risk assessment and safety plan for a pupil.

Screening will be conducted by authorised members of staff. Staff will explain the purpose of the screening and provide clear instructions to pupils. It will be conducted respectfully, proportionately and in a manner that preserves dignity.

Pupils may be asked to: empty pockets, remove metallic items such as keys, belts, watches or electronic devices and present bags, coats or personal belongings for inspection if required.

13.6 Refusal to Participate

If the pupil refuses to agree to a search or screen, the member of staff can give an appropriate behaviour consequence. If a pupil continues to refuse to co-operate, the member of staff will contact the Headteacher, Deputy Headteacher or Behaviour Lead to try to determine why the pupil is refusing to comply. This may result in:

- Restricted access to school premises.
- Removal from lessons while the matter is investigated.
- Contact with parents or carers.
- Further action under the school's Behaviour Policy.

The school will always seek to resolve concerns calmly and proportionately and will consider any safeguarding, additional needs, disability, or medical issues that may affect a pupil's ability to comply.

Reasonable force may be used to search for legally prohibited items. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration of whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

13.7 Recording and Reporting

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 13
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 13), including incidents where no items were found, will be recorded in the school's safeguarding system. This will allow monitoring of the use of searches and any trends to be identified.

Parents/carers will always be informed of any search for a prohibited item (listed in section 13). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

13.8 Support after a search or screen

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

14. Behaviour Outside School

This policy applies to behaviour on school trips, visits, transport, when wearing uniform, when representing the school and to relevant behaviour outside school or online where it has repercussions for the orderly running of the school, poses a threat to another pupil, or adversely affects the school's reputation. The school will work with parents, other schools, social care and the police where appropriate.

15. Suspected Criminal Behaviour

Where a pupil's actions may constitute a criminal offence, the school will undertake an initial assessment to determine whether the matter should be referred to the police.

In establishing the facts, the school will take reasonable steps to secure and preserve any relevant evidence. This may include retaining confiscated items, maintaining written records, securing CCTV footage, and obtaining witness accounts where appropriate.

The decision to report an incident to the police will normally be made by the Headteacher or a designated member of the Senior Leadership Team. In making this decision, the school will consider the nature and seriousness of the alleged offence, the age and circumstances of those involved, any safeguarding concerns, and relevant statutory guidance.

Where a referral is made, the school will fully cooperate with any subsequent police investigation and will not take actions that could compromise criminal proceedings. However, the school reserves the right to continue its own disciplinary investigation and implement appropriate sanctions in accordance with this Behaviour Policy, provided that such action does not prejudice any police enquiry.

Where criminal behaviour may indicate that a pupil is vulnerable, at risk of harm, or involved in exploitation, the Designated Safeguarding Lead (DSL) will be informed without delay. The DSL will consider whether a referral to pupils' Social Care or any other relevant agency is required as part of the school's safeguarding responsibilities.

The school recognises that some incidents involving pupils may be most appropriately addressed through education, support, restorative approaches, or safeguarding interventions rather than criminalisation. Decisions will therefore be made on a case-by-case basis, taking account of the individual circumstances and the best interests of the pupil, whilst maintaining the safety of the wider school community.

Nothing in this policy prevents a parent, carer, pupil, victim, or other member of the community from reporting a matter directly to the police should they wish to do so.

16. Mobile Phones and Digital Devices

In line with Department for Education guidance, the school operates a mobile-phone-free school day. Pupils who bring a mobile phone or other smart device to school must ensure that it is switched off and kept securely in their bag or locker throughout the school day. Devices must not be used, accessed or visible at any time within the school site. This expectation applies from arrival at school until pupils leave at the end of the school day, including where pupils are participating in school activities.

This applies to mobile phones and other smart devices with similar functionality, including smart watches and other devices capable of communication, recording or accessing the internet. School-issued devices (iPads) which are used for learning remain subject to the school's Acceptable Use Policy and do not fall within this policy due to the level of centralised safety and safeguarding controls.

Where pupils are taking part in a school trip or other off-site activity, the member of staff leading the activity will confirm the arrangements for mobile phones and digital devices.

The school recognises that some pupils may require access to a device because of a medical need, disability, SEND, safeguarding or other exceptional circumstance. Appropriate exceptions will be agreed by the school and communicated to relevant staff.

Parents/carers are reminded that the school office is the appropriate route for urgent messages to pupils during the school day. Parents/carers should not routinely contact pupils directly on their mobile phones during school hours. If a pupil needs to contact home, they should seek permission from a member of staff and use the school's agreed arrangements.

Where a pupil is found using or accessing a mobile phone or prohibited device during the school day, the device may be confiscated and an appropriate behaviour consequence applied. Refusal to hand over a device when instructed will result in an escalation of the response in accordance with this Behaviour Policy. Repeated breaches may result in additional consequences, including restrictions on bringing a device to school. Any confiscation will be managed in accordance with the school's Searching, Screening and Confiscation procedures.

Where a device is associated with bullying, harmful or illegal content, safeguarding concerns or other serious misconduct, the matter will be dealt with in accordance with the school's Safeguarding and Child Protection Policy and relevant behaviour procedures.

Responsible and appropriate use of digital technology, including social media, is expected of all members of the school community. Further guidance is provided through the school's Acceptable Use Policy.

Where AI-generated content is used to target students or staff, including through the creation of false, misleading, humiliating or harmful content, the school will respond in line with its Behaviour, Safeguarding and Online Safety policies. Sanctions will reflect the severity of the incident, including the intent, impact and distribution of the content. Students are expected to use emerging technologies, including artificial intelligence, responsibly, ethically and safely. The deliberate use of AI to deceive, impersonate, target, harm or undermine others is unacceptable.

Sixth form students are to adhere to these rules but are allowed to use their mobile phones within their designated space in school (common room).

17. External Support

Where targeted school-based support has not improved behaviour or where needs are complex, the school may seek advice or referral to external services, with parents/carers informed and involved as appropriate. This may include educational psychology, autism or cognition and learning services, early help/family support, CAMHS where appropriate, attendance services, health professionals or other relevant agencies.

External support will be proportionate to need and focused on understanding barriers, improving outcomes and reducing the need for restrictive intervention.

18. Monitoring, Recording, Reporting and Reviewing

Behaviour records will be reviewed regularly by school leaders. Analysis will consider frequency, location, time, type of behaviour, pupil characteristics, SEND, protected characteristics, repeat patterns, restrictive interventions, sanctions and outcomes. The purpose is improvement, not simply counting incidents.

Leaders will look for disproportionate use of sanctions or restrictive interventions and will review patterns with staff, pupils and parents where appropriate. Where an intervention or consequence is repeatedly ineffective, the school will change its approach and consider whether further assessment or support is required.

The policy will be reviewed at least twice yearly, and sooner where legislation, DfE guidance, Trust policy or learning from incidents indicates that changes are required.

19. Pupil, Parent / Carer and Staff Voice

The school values the views of pupils, parents/carers and staff and recognises that listening to those affected by the behaviour system is an important part of a relational approach. The school will seek feedback when developing and reviewing behaviour expectations and will use pupil, parent and staff voice, alongside behaviour data and professional evaluation, to identify what is working well and where improvements may be needed.

Pupils and parents/carers are encouraged to raise concerns about the application of the behaviour policy or individual decisions in the first instance with the Headteacher, who will seek to understand the concern and, where appropriate, resolve matters informally and relationally.

Where a concern cannot be resolved informally, or where the complainant wishes to pursue the matter formally, it will be managed in accordance with the school's Complaints Policy.

Appendix 1: School Expectations: Uniform, Presentation & Punctuality

The school believes that high standards of uniform, personal presentation and conduct support a positive learning environment, foster a sense of belonging, and promote readiness for learning and future employment.

Area	
School uniform	

	• Light blue polo shirt with the school logo. (Students who are selected to be prefects wear a red polo shirt). • Dark blue school sweatshirt. • In cool weather, pupils wear both polo shirt and sweatshirt. In warmer weather, pupils may wear the polo shirt only. Vests or T-shirts (if worn under the polo shirt, should not be visible). • Formal black school trousers (no elasticated fabric, leggings, joggers, denim, contrast stitching, studs, skinny jeans or combat trousers) or • Formal, tailored black shorts (knee length) or • Formal school black skirt • Black or white socks or black tights (without rips or holes). If socks are worn over tights, they must be black.
School Shoes	• Completely black footwear with a heel less than 5cm high. No logos, flashes or coloured laces. No boots above the ankle. Polishable shoes are preferred. A trainer style shoe is acceptable.
Sports Uniform	Blue sports t-shirt – compulsory Students may choose to wear: • Black shorts • Black $\frac{3}{4}$ length leggings • Black Skort • Black unisex hoody • Trainers • Plain navy hoody • Black or navy base layer top and /or bottoms • Black or navy waterproof jacket Football/rugby boots and shin pads will need to be worn when appropriate
Jewellery & accessories	One watch and one plain ring are permitted. ‘Smart’ watches are not allowed. Students may wear 1 stud earring in either one or both ears. Studs must be smaller than the ear lobe and discreet. Hooped earrings are not permitted. Students may wear a single, stud in the nose. Nose rings, hoops and any other body piercing including eyebrow piercings and tongue piercings are not permitted. Neck jewellery must not be visible. All jewellery must be able to be removed on request e.g. for PE lessons.
Hair, make-up & presentation	Discreet make up, hair slides, hair bands and grip are permitted.
Punctuality	Registration starts at 8:50am and at 2.00 pm. Thereafter a student’s absence will be recorded as late (L). All students who arrive late to school must sign in at Reception. Office staff will record the child as Late on Arbor if they arrive after 9.20 or 2.05pm. A student should be marked as late on classcharts when the teacher has completed the register, and a student arrives after the register

Appendix 2: Behaviour Steps – One Page Summary

STAGE	DESCRIPTOR	ACTION
BEYOND STEP 3	PERMANENT EXCLUSION	A decision to permanently exclude a pupil will be taken only in response to serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of others. The decision to permanently exclude will follow the Exclusions policy.
	OFF SITE DIRECTION	A measure used by schools, under the Education Act 2002, to temporarily place a pupil at another educational setting, as a supportive measure, to improve their behaviour. This should be a planned intervention, typically lasting 6 to 12 weeks with clear reviews, targets and support. Parents must be notified in writing. The trust uses the term 'Reset & Return' for rapid response intervention which sets up a short term off-site direction placement within a partner school to help a pupil reset and improve behaviour. Length of placement is typically 1-5 days. Can be used in response to an incident and is rooted in the best interests of the pupil to support a behaviour reset and avoid a suspension.
	SUSPENSION	A suspension would follow government guidance and upon return to school, a pupil would have support through a Reintegration Meeting with parents in which agreement is reached on targets and actions for the pupil, parents and school. Where it is deemed unsafe or ineffective for the suspension to be held at home then an in school suspension can be used where the suspension is served at a partner school. These are likely to be rarely used. The E code should be used in all instances of suspension.
STEP 3	RESET (R3) (RECORDED ON CLASSCHARTS / MIS , PARENTS / CARERS INFORMED)	At this step the pupil will be referred to the reset base within the school which is a supervised educational / regulation provision where the pupil remains within the school's care and receives education / support. During this time, an adult can support co-regulation to prepare for time in the reset room. The teacher can at this stage support the decision of length of time in the reset room. Normally it will be two lessons and a break time but can be extended or reduced depending on specific circumstances.
STEP 2	FINAL WARNING (R2) (RECORDED ON CLASSCHARTS / MIS)	A clear conversation and 'Final Warning' aimed to be delivered privately to the pupil using a script (see below) if needed to make them aware of their behaviour and clearly outlining the consequences if they continue. Notice → Wonder → Remind → Redirect → Consequence → Walk Away. Where appropriate an impactful action can be used at this stage such as a move of location in the classroom, individual support, use of a walk and talk or time outside of the classroom.
STEP 1	1st WARNING (R1)	Formal 1st Warning reminder of expectations, 'respect, listen, safe, responsibility, equipment'
Foundations to managing behaviour: RELATE Consistent high-quality teaching. Praise, read the room and redirect using PACE, VRFs and small acts of kindness. Use of Walkthrus – meet and greet, end and send, positive relationships and positive framing. Making pupils feel important, valued and that they belong and matter.		

Appendix 3: Relational Approaches additional guidance

Vital Relational Functions (VRFs)

Vital Relational Functions (VRFs) describe the core relational skills and responses that underpin a pupil's emotional, social, and neurological development. They are drawn from the work of **Margot Sunderland, Heinz Kohut, and Daniel Stern**, whose research highlights the fundamental role of secure relationships in human growth and learning.

Key Vital Relational Functions (The relational tools we use every day to build safety, trust, and resilience)

Attune	Demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.
Validate	Acknowledging and naming feelings, teaching pupils that emotions are real, acceptable, and manageable.
Contain	Staying calm and steady when pupils are overwhelmed, holding their emotions safely until they can regulate. Offering their feelings back to them, named and in small pieces.
Regulate	Co-regulating with pupils to help them return to balance and gradually build self-regulation skills. Communicating the capacity to regulate emotional states by modelling how to do it.
Soothing and Comforting	Offering warmth, reassurance, and care that reduce stress and activate feelings of safety.
Playful Interaction	Using humour, joy, and shared positive experiences to strengthen connection and reduce tension.
Guidance and Modelling	Providing consistent relational boundaries and modelling positive, constructive responses.

Why VRFs Matter

- They create a relational climate where pupils feel secure, valued, and ready to learn.
- They help build secure attachments and resilience, reducing the impact of stress and trauma.
- They support the development of neurological pathways essential for emotional regulation, empathy, and social understanding.

The provision of emotional containment by the adult who is working closely and regularly with the pupil is a significant contributing factor to the pupil's developing capacity to contain and regulate his/her own emotions. The relationship between a pupil and a significant adult can be an under-recognised and under-used resource that has a significant positive impact on a pupil's ability to regulate and build positive relationships.

We recognise that **VRFs are not “extras” but essentials** in daily practice. Through conscious use of these relational skills, staff provide pupils with the secure base they need to thrive academically, socially, and emotionally.

○

Regulate Relate Reason (The Three R's)

The *Regulate, Relate, Reason* approach, developed by **Bruce Perry** through the *Neurosequential Model of Therapeutics*, provides a clear sequence for supporting pupils when they experience emotional distress or dysregulation. It recognises that pupils cannot think or learn effectively when their nervous system is overwhelmed.

The sequence we follow when a pupil is distressed or dysregulated.

Regulate

- The first priority is to help the pupil regain a sense of calm and safety.
- Strategies may include a calm tone of voice, co-regulation through breathing exercises, sensory activities, movement, or quiet presence.

Aim: settle the pupil's nervous system so they feel physically and emotionally safe.

Relate

- Once calmer, the adult reconnects through empathy, attunement and warmth.
- This stage shows the pupil they are understood and not alone in their experience.

Aim: rebuild trust and strengthen the relational bond.

Reason

- Only when the pupil is regulated and reconnected can problem-solving and reflection take place.
- At this stage, the adult and pupil explore what happened, consider the impact, and agree constructive next steps.

Aim: promote insight, responsibility, and learning in a safe relational context.

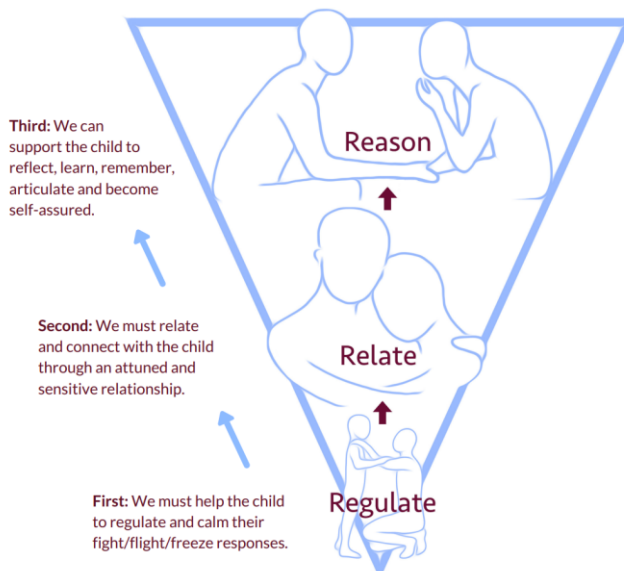
Why it Matters

- Aligns support with the pupil's neurological state: survival → emotional → thinking.
- Prevents escalation by avoiding reasoning before the pupil is ready.
- Builds long-term skills in self-regulation, resilience, and reflective problem-solving.

School staff follow *Regulate, Relate, Reason* to ensure that pupils receive responses that are both emotionally attuned and developmentally appropriate. This sequence supports not only immediate de-escalation but also long-term relational growth.

Regulate, Relate, Reason provides the sequence we follow when a pupil is distressed or dysregulated.

Together, the three Rs and VRFs ensure that staff responses are both emotionally attuned and developmentally appropriate, supporting immediate regulation and long-term wellbeing.



Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.	Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.
Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.	Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

Real examples of PACE in action:

Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

Playfulness- Use playful language to de-escalate the situation.

Acceptance- the pupil is experiencing extreme anxiety because of a fallout with a friend and that this is a real experience. Communicate that you accept how they feel.

'I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

Curiosity- Enquire and check what the pupil's emotional experience is.

'I wonder if you're feeling angry because of what X just said?'

Empathy- Show that you understand that how difficult they are finding things.

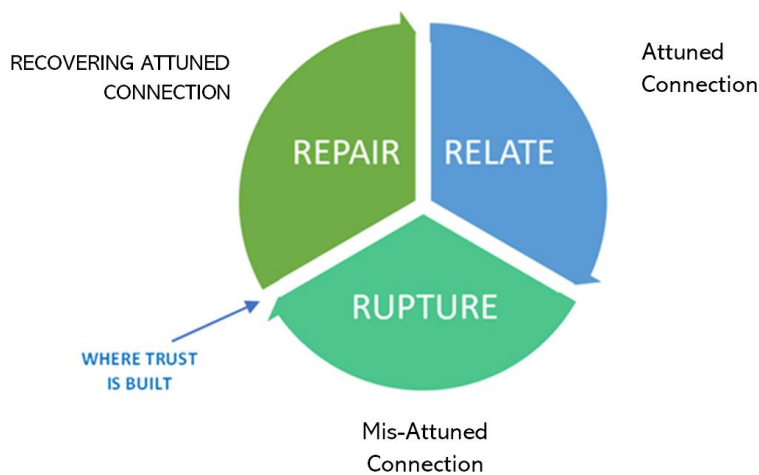
'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything.'

For more information about the PACE approach please refer to literature by Dan Hughes.

[pace-model-dan-hughes-with-sarajayne-bowater.pdf](#)

Rupture Repair Cycle: Dr Suzanne Zeedyk

We recognise that all relationships experience moments of difficulty or "rupture", often during times of heightened emotion or conflict. What matters most is the process of repair. When adults calmly and consistently revisit the incident, acknowledge what happened, and guide pupils through reflection and restorative conversation, trust is rebuilt and relationships are strengthened. This cycle teaches pupils that mistakes can be mended, behaviour learning can take place, and that school remains a safe and supportive place.



The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human.

It means experiencing emotional misconnections which feel unsettling and even shaming, and then “repairing” the relationship to a deeper level of trust.

RELATE	RUPTURE	REPAIR
The ‘relate’ phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the relate phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the pupil. The adult can connect with the pupil and focus on their needs being met. The adult is present and can contain the pupil’s emotional experience for them. The connection between the two is reciprocal.	The ‘rupture’ phase refers to misunderstanding or misattunement in relationships. In other words, when we don’t get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the pupil’s resilience. When a rupture happens, the pupil no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult can stay regulated, they can repair the rupture effectively with compassion.	The ‘repair’ involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using VRFs and PACE to reaffirm the attunement. The repair needs to be modelled by an adult. By repairing the relationship, the pupil’s arousal state can settle, and the attuned relationship can re-establish.

Appendix 4: Physical Intervention, Reasonable Force and Restrictive Interventions

Purpose: This appendix provides a quick-reference summary of Section 12. It uses the Trust’s three categories: appropriate physical contact, non-physical restrictive intervention (NPRI), and restrictive physical intervention (RPI). Staff should always use professional judgement and follow Section 12 in full.

Category	Definition	Examples	Recording and reporting
1. Appropriate physical contact	Physical contact not intended to restrict or subdue movement. It should be brief, purposeful, respectful and consistent with safeguarding.	• Comforting a distressed pupil • Providing first aid • Guiding or escorting where movement is not restricted • Supporting participation in PE or another activity • Handshake or pat on the back	• Routine appropriate contact: normally no separate behaviour record. • First aid/medical treatment: record under school procedures. • If contact becomes restrictive or raises a safeguarding concern: record and report under the relevant category.
2. Non-physical restrictive intervention (NPRI)	An action, instruction or environmental measure, without physical contact or force, that prevents, restricts or subdues movement or freedom to act independently.	• Seclusion • Blocking an exit so a pupil cannot leave • Instructions/consequences that effectively prevent leaving	• Record every NPRI as soon as practicable; endeavour to complete by the same day. • Record on CPOMS and inform DSL and SLT.

		• Using the environment to restrict freedom of movement • Routine boundaries/requests are not NPRI where the pupil remains free to leave or act independently.	• Include: lead-up/triggers; prevention/de-escalation; restriction and why necessary; duration; welfare/injury; post-incident support. • Every use of seclusion must be recorded and reported. Parent/carer informed as soon as practicable, normally the same day.
3. Restrictive physical intervention (RPI)	A physical action intended to prevent, restrict or subdue a pupil's movement or movement of part of their body. Includes physical restraint and lawful use of reasonable force.	• Preventing injury to the pupil or others • Preventing a criminal offence, serious property damage or disorder • Planned intervention in accordance with a BSP/Safety Plan by appropriately trained staff • Immediate reasonable and proportionate action to prevent harm • Self-protection, e.g. blocking kicks or preventing a bite; classification depends on the circumstances.	• Record every use of reasonable force/RPI as soon as practicable; endeavour to complete by the same day. • Record on CPOMS and inform DSL and SLT. • Include: pupil/staff; relevant needs/SEND; date/time/location/duration; lead-up/triggers; prevention/de-escalation; type/degree of force; injuries; why necessary; post-incident support/medical treatment. • Parent/carer informed as soon as practicable.

Key decision-making principles

Necessary: Is there a more effective, less restrictive response? Will intervention reduce risk or escalate it?

Proportionate: Use the least amount of force or least restrictive intervention necessary for the shortest time reasonably necessary.

Pupil welfare: Consider SEND, communication difficulties, trauma, neglect, anxiety, medical/educational needs and other vulnerabilities.

Prevention and de-escalation: Use prevention, co-regulation, reasonable adjustments and de-escalation wherever practicable. A BSP/Safety Plan does not create automatic permission to use force.

Staff wellbeing: Consider your own physical and emotional wellbeing and seek assistance where reasonably practicable.

What must not happen

- Never use reasonable force or restrictive intervention as punishment, retaliation, or to cause pain, humiliation or distress.
- Never restrict airway, breathing or circulation, including pressure to the neck, throat, chest, abdomen, nose or mouth.
- Monitor for distress, breathing difficulty, reduced responsiveness or other signs of harm and act immediately.
- Where a pupil is on the floor, use minimum force necessary and move/release to a less restrictive position as soon as safe and practicable; keep floor-based intervention as short as possible.
- Check the pupil for injury or distress afterwards and provide first aid, medical assessment or treatment as required.

After any restrictive intervention

- Evaluate and debrief as soon as practicable; support pupil and staff; provide medical support where needed; facilitate reflection, learning and repair; support witnesses; and review the BSP/Safety Plan, risk assessment, environment, staffing, training or de-escalation strategies where necessary.

Appendix 5: Statutory Guidance, Legislation and Key References

This policy should be read alongside current Trust and school policies and the latest statutory guidance and legislation applicable to schools in England.

Department for Education statutory guidance and other key guidance

- Department for Education, *Keeping children safe in education 2026*, July 2026.
- Department for Education, *Working together to safeguard children 2026*, March 2026.
- Department for Education, *Behaviour in schools: advice for headteachers and school staff*, updated February 2024.
- Department for Education, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, July 2026.
- Department for Education, *Restrictive interventions, including use of reasonable force, in schools*, April 2026.
- Department for Education, *Mobile phones in schools*, updated June 2026.
- Department for Education, *Searching, screening and confiscation in schools*, updated July 2023.
- Department for Education, *Working together to improve school attendance*, updated July 2026.
- Department for Education and Department of Health and Social Care, *Special educational needs and disability code of practice: 0 to 25 years*, January 2015, as amended.
- Department for Education, *Children missing education: statutory guidance for local authorities and schools*, current edition.
- Department for Education, *Supporting pupils at school with medical conditions*, current edition.
- Department for Education, *Preventing bullying*, current guidance.

Legislation and regulations

- Education and Inspections Act 2006, including sections 93 and 93A.
- Equality Act 2010.
- Children and Families Act 2014.
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Trust and school policies

- TPAT Safeguarding and Child Protection Policy.
- TPAT SEND Policy.
- TPAT Exclusions and Suspensions Policy.
- TPAT Anti-Bullying and Anti-Discrimination Framework.
- TPAT IT Acceptable Use Policy.
- TPAT Complaints Policy.