THE HOLMESDALE SCHOOL

Dedicated to Community, Committed to Equality, Striving for Excellence

Swale ACADEMIES TRUST

The Holmesdale School

Behaviour Policy

PERSON RESPONSIBLE	**Headteacher/AHT Behaviour**
DATE LAST REVIEWED	**September 2026**
DATE NEXT REVIEW	**September 2027**
DATE LAST APPROVED BY LGB	**14th September 2026**

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Contents

1. Introduction
2. School Values
3. Rewards
4. Student Expectations/Responding to behaviour
5. Sanctions, Interventions and Support
6. Mobile Phones
7. Home School Agreement
8. Internal and External Truancy
9. Attendance and Punctuality
10. Anti-Discrimination, Racism and Bullying
11. Threatening, aggressive and sexualised behaviour
12. Malicious Allegations
13. Suspensions & Exclusions
14. Separation for Safeguarding purposes
15. Uniform
16. Policy on breakages by students
17. Screen, Search and Confiscate
18. Use of Reasonable Force
19. Power to Discipline Offsite
20. Equality
21. Behaviour Panel

Appendices:
Appendix 1: SEND
Appendix 2: Pastoral Support Programme (PSP) template
Appendix 3: Post-suspension reintegration template

1. Introduction

This policy aims to:

- *Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.*
- *Establish a whole-school approach to maintaining high standards of behaviour that reflect the strong ECCO values of the school.*
- *Outline the expectations and consequences of behaviour.*
- *Provide a consistent approach to behaviour management that is applied equally to all students.*
- *Define what we consider to be unacceptable behaviour, including all forms of bullying and discrimination.*

The Holmesdale School's behaviour culture is born out of raising aspirations and kindness, where students know and understand the importance of work hard, be rewarded for successes and show respect for each other.
Our positive behaviour culture is grounded in staff consistently recognising the strengths of all students and understanding the power of letting students know they are valued and that their efforts are seen.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. The Holmesdale School recognises that reasonable adjustments to the application of this policy will, at times, have to be made where required to meet individual needs and avoid disability discrimination (see appendix one).

This policy is written in conjunction with key guidance provided by the Department for Education, including;

Behaviour and Discipline in Schools - A guide for headteachers and school staff

Suspension and Permanent Exclusion - DfE guidance 2026

The Holmesdale School's **Equality Policy & Objectives** can be found on the Policies & Procedures page of the school's website: Policies & Procedures

2. School Values

Vision
*Our vision is to provide a safe learning environment, to access a high-quality curriculum through the Holmesdale 'home' style of teaching which ensures that students are independent, resilient and suitably equipped for life-long learning. This is achieved through the celebration of **personal excellence** on each individual's unique learning journey.*



3. Rewards

When a pupil's conduct meets or goes above and beyond the expected behaviour standard, staff will acknowledge it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise.
- Communicating praise to parents via a phone call or written correspondence.
- Certificates, prize ceremonies or special assemblies.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Positive Behaviour points.
- Trips and visits.

Students earn these points for:

- Demonstrating the school ECCO values.
- Attending extra-curricular clubs and study sessions.
- Excellent or improving levels of attendance and punctuality.
- Notable contribution to the school community.

Students will be rewarded with bronze, silver and gold certificates when they reach the points threshold indicated below. These certificates/prizes will be given to students at opportune moments during the term. Bronze 50, Silver 100, Gold 150 and platinum 200

4. Student Expectations/Responding to behaviour

4.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons.
    - Establishing clear routines.
    - Communicating expectations of behaviour in ways other than verbally.
    - Highlighting, promoting and rewarding good conduct
    - Concluding the day positively and starting the next day afresh.
    - Having a plan for dealing with low-level disruption.
    - Using positive reinforcement.

4.2 Classroom Code

There is an expectation for all students to follow the classroom code. The classroom code is displayed at the front of the room in all classrooms.

- Follow instructions the first time.
- Arrive on time, ready to learn.
- Treat others as you would expect to be treated.
- Try your best at all times.

5. Sanctions, Interventions and Support

The Holmesdale School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. This will include:

- Teaching strategies - The Learning Leaders or SENCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- Support call - Staff may use a ‘Support Call’ on BromCom which alerts the roaming member of staff to attend a lesson. The support is used to initiate a conversation with the student around their conduct and reinforce expectations of their learning within the classroom environment.
- Planned “Time Out” - Students who experience difficulty with impulsive behaviour can be offered a Respite card where they will leave the lesson for a short period of time and visit a designated space. This time is monitored by designated members of staff with the expectation that the student will return to lesson and engage with their

learning.
- Pastoral Support Programme (PSP) - The aim of a PSP is to promote social inclusion and help to reduce the need for suspensions or permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school-based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills. (see appendix 2).
- SPR planned interventions - This could mean a short-term intervention delivered by staff within the SRP. Interventions in this environment are structured to meet the needs of the individual student.
- Repair and Restore led planned and responsive interventions - This could mean a short-term intervention delivered by staff within the schools' Repair and Restore facility.

Students have the right to expect fair and consistently applied sanctions for wrong behaviour choices which make a clear distinction between serious and minor infringements of the Code of Conduct. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups of students for the misdemeanours of a few. The Holmesdale School has developed and will implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by students.

The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school, particularly if the student is found to bring the school into disrepute.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the sanction. It also covers sanctions for a failure by the student to comply with those previously imposed on him/her.

In determining whether a disciplinary sanction is 'reasonable' the following must be taken into account:

- Whether the sanction was proportionate in the circumstances.
- Any special circumstances which are known to the person imposing the sanction, including:
    - The student's age.
    - Any Special Educational Needs or Disability.
    - Any religious requirement affecting him/her.

5.2 Removal Procedures

The Holmesdale School operates a 'Call-out' system for teaching staff. All lessons are timetabled with an appropriately trained member of the School's Middle and/or Senior Leadership on duty. As a rule, removal from lessons should only be used for matters that result in a lesson being unable to continue. If removed from a lesson, the student will be housed in the classroom of another member of staff. The student is to conduct themselves in a way which does not cause disruption to that classroom. If a student refuses to attend housing or is further removed from housing, the student will be issued with a full day of inclusion as a sanction.

5.3 Detention

Members of staff who have the right to hand out detentions include teachers who work at The Holmesdale School and in addition any other person who has the authority of the Headteacher, these include cover supervisors, SSM's, supply teaching staff and teaching staff.

Since September 2011 parental consent is not required for any detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put students aged under 18 in detention; this includes detention outside of school hours. However, in order to work successfully, staff are encouraged to contact home and arrange a suitable time for the 30-minute detention to take place. There are exceptions to this:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention, and they must come to a practical decision of whether it is appropriate, taking into account the circumstances of the student.
- As a supportive measure to encourage students to engage with sanctions given, if a student sits their detention on the day of issue, the detention will be discounted by 10 minutes. This is to be applied only to a school detention (30 minutes) and not a Senior Leadership Detention (45 minutes) or an SLT+ detention (1 hour)
- A Key Stage Lead and Designated Safeguarding Lead or a member of the Senior Leadership Team makes the

decision to retain the student after school hours for their own safety, this would not count as detention.
- For break and lunchtime detentions staff should allow reasonable time for the student to eat, drink and use the toilet.

Students can be detained for up to an hour at the end of the day and this should be via a text, email or telephone call.

Notification should clearly state why the detention has been given, who has given the detention, where it is being held and for how long.

Subject teachers, teaching assistants and cover supervisors can set a maximum of 30 minutes for detention with the expectation of truancy detentions which can be set by the classroom teacher which is 45 minutes.

Failure to attend the detention will result of the 30-minute detention increasing 45 minutes; Senior Leadership Team (SLT) detention.

Students may also receive an SLT detention in the first instance if they carry out a more serious offence.

The detention structure in summary:
On the day detention - 20 minutes
Detention sat after the day - 30 minutes' detention
SLT detention - 45 minutes
SLT+ detention - 1 hour

2.4 Failure to Attend a Detention
If a student fails to attend an after-school detention for a disciplinary offence without reasonable excuse, normally a more severe sanction will follow.

For example, an SLT detention is higher up than a 30-minute disciplinary detention. Please see above for the detention escalation structure.

If a student fails to attend their SLT+ detention, they will be placed in inclusion for the school day.

As per the DfE guidance for Behaviour in Schools - Advice for Headteachers and school staff (2024), teachers have the authority to issue a detention to students, including same-day detentions. Whilst staff will act in a supportive and collaborative manner, DfE guidance states that as long as suitable travel arrangements can be made for the student, 'it does not matter if making these arrangements is inconvenient for the parent'.

5.4 Community Service

At The Holmesdale School, our students value their school community. Therefore, where applicable, if a student has been engaged in behaviour which is not respectful of the school community, including damaging/vandalising school property, we may tailor sanctions to reflect this. It is hoped that community service will allow students to see the wider impact of their behaviour on the whole school community and develop their own sense of pride in their school community. Examples of community service may be, but are not limited to: litter picking, cleaning off graffiti, helping with appropriate administrative tasks or support teachers with appropriate tasks around the school.

6. Mobile Phones

At The Holmesdale School, we aim to provide all students with a calm and purposeful environment that allows all students to work without distraction. Mobile phones or other such electronic devices (such as smart watches) must be switched off and kept out of sight in a school bag for the duration of the school day.

In Years 7 - 11, if a mobile phone or electronic device is seen, heard, used or found to have been used during the school day, staff will confiscate the phone, and it will be placed in the school reception for safe keeping. If there is a known safeguarding risk, the DSL or another member of the school's leadership team has the right to allow the phone back to the student at the end of the day. However, if a breach of the mobile phone policy becomes repeated, the confiscated phone or electronic device can only be collected by a parent or carer. If a parent or carer is unable to collect the phone or electronic device, the student will have it returned on the last day of that specific term.

In Years 12 and 13 (Sixth Form), students only are allowed to bring personal electronic devices into school in order to use them as part of their independent study. They can only be seen and used in the Sixth Form area. This is a privilege and can be revoked for individual students if not used appropriately. If a mobile phone or electronic device is seen or used outside of the Sixth Form area, it will be confiscated and handed to a member of the Sixth Form Leadership Team. There

may be exceptional circumstances to this matter, and we comply with our duty to make reasonable adjustments.

To maintain a safe and respectful environment, students are strictly prohibited from taking photographs, or making audio or video recordings, this includes recordings of any individual (staff or students) on school premises. This rule applies to all electronic devices, including mobile phones, laptops or chrome books and any smart technology with recording functionality. Recording anyone without their express prior consent is a serious breach of our culture of mutual respect and may be regarded as a breach of individual rights or, in some instances, a criminal offence. Any such unauthorised use of a device will result in immediate confiscation, and the student will be required to permanently delete the recording in the presence of a staff member. Depending on the severity and impact, the sharing or uploading of such recordings will lead to significant sanctions, including internal isolation, external suspension, or, in extreme cases (such as upskirting or the sharing of indecent images), permanent exclusion. Please find the link below to the Department of Education guidance on mobile phones in schools:

DfE Mobile Phone Guidance - February 2024

7. Home School Agreement

At The Holmesdale School, we aim to provide a high quality, ambitious curriculum which ensures students are independent, resilient and suitably equipped for lifelong learning. This is achieved through celebrating personal excellence for every student on their unique learning journey.

To ensure this happens, the school will:
· Provide high quality teaching
· Provide a clear moral framework linked with our ECCO Values
· Provide a climate of high expectations through belief, aspiration and celebration of excellence
· Set regular, relevant homework
· Ensure that students' work is marked promptly and appropriate feedback given
· Provide access to resources, books and computers
· Work to develop a strong partnership with parents/carers and students · Provide a wide range of enrichment opportunities
· Keep parents informed of all issues on a regular basis
· Provide sound careers advice as well as references when students leave the school · Encourage a high standard of work and discipline in a safe and productive environment
· Encourage healthy lifestyles including providing healthy meals daily
· Make every effort to provide appropriate support when it is needed

As a parent/carer, I will:
· Ensure that my child attends school on time and on every possible occasion; not taking holiday in term time
· Encourage my child to work hard, complete homework and provide a suitable place for homework to be completed
· Support my child and attend parents' evenings
· Contact the school promptly regarding social or academic concerns
· Ensure that my child has the correct equipment for lessons
· Ensure that the school uniform is correctly worn at all times
· Keep the school informed of any changes in home/personal circumstances
· Contact the school by telephone or email on each day of my child's absence
· Support the teachers in the school with the implementation of the Behaviour policy, which states mobile phones must be switched off and not visible at any time during the school day.
· Attend meetings at the school when requested
· Support my child's reading and writing at home
· Communicate politely and productively with school staff and adhere to the school's communication protocol

Students, will:
· Embrace the school's ECCO Values
· Arrive punctually for school and all lessons
· Wear correct school uniform to, during and going home from school
· Bring all correct equipment and books to lessons
· Respect visitors and members of staff and work to build a good student/adult relationship
· Respect the wider community on the way to and from school
· Respect and care for other students and their property
· Complete homework and give it in on time
· Respect and care for the school building
· Respect and follow The Holmesdale School's Behaviour policy
· Ensure their mobile phone is switched off and not visible at any time during the school day
· Respect other students' right to learn
· Display a solution focused growth mindset

8. Internal and External Truancy

Internal truancy (avoiding lessons and wandering the school site) is not permitted in school for several important reasons. Firstly, students who choose not to go to lessons miss out on vital learning opportunities and in turn, limit the ability to reach their academic potential. Secondly, students miss out on the development of key skills developed in class such as teamwork and communication. Thirdly, students who choose to avoid lessons can disturb the good order of the school community as well as having a negative impact on the education of other students. Finally, students who truant and ignore staff instructions pose a significant safeguarding risk to themselves and others.

Steps will be taken by the school to put support in place for students who are struggling with access to lessons. However, students will be issued truancy detentions up to two occasions of truancy in one day. If a student truants 3 or more lessons, then they will be issued time in the repair and restore room.

Persistent or further incidences of truancy may result in off-site inclusion as an alternative provision for a fixed amount of time, which will be communicated to parents in advance.

9. Attendance and Punctuality

The Holmesdale School encourages 100% attendance and punctuality for all students. The school expects all students to attend regularly and to arrive to lessons on time, in order to take full advantage of and access to the full-time educational opportunities they are entitled to. The expectation is that parents/carers will ensure their child or young person arrives at school on time every day and supports the school's policies and procedures regarding attendance and punctuality. In order to achieve excellent attendance, The Holmesdale School provides a welcoming, safe and secure environment where students feel valued. Our focus is on "Right Place, Right Seat, Right Time" as a minimum expectation for each child.

Students who are late to school will be issued with a breaktime detention with the attendance officer, during breaktime on the same day.

Staff record the number of minutes late a student is to a lesson. Students accumulated late minutes across the course of the school week will result in a student being given a detention of the same number of minutes up to the value of 1 hour. Each year group has the following days for late detentions:

Year 7 – Monday

Year 8 – Tuesday

Year 9 – Wednesday

Year 10 – Thursday

Year 11 - Friday

Periodically, to ensure high expectations of punctuality are upheld, the school will also conduct 'lateness sweeps' of the school. Any student who is out of lesson still after the second pips and subsequent tannoy, will be taken to the hall for a reflection task on the impact of their lateness to lesson. Failure to comply with this procedure will automatically result in a full day in inclusion.

Please see further information in The Holmesdale School's **Attendance Policy** which can be found on the Policies & Procedures page of the school's website: Policies & Procedures

10. Anti-Discrimination, Racism and Bullying

The Holmesdale School is committed to anti-discriminatory, derogatory, racism and bullying practices that promote equality and values diversity for all staff, children and families. We are a committed school that aims to overcome sexist, racist, disablist, homophobic, bi-phobic, transphobic, xenophobic and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes. Students and staff have access to report any form of discrimination online. We are notified immediately and address the incident instantly. Through a clear guided tier system, incidents are investigated and fair sanctions proposed that educate the student through educational discriminative online packs,

teacher restorative meetings and an additional parental meeting, pending on the sanction.

All logs of behaviours which fall under the above category are recorded on the schools internal logging system, BromCom, which are the referred to Behaviour Panel for discussion.

Actions include:

Tier 1: Pastoral support manager or HOY provides words of advice following the logging of an incident for either the first time, or what is deemed to be a low-level incident. The incident is logged on the student's behaviour profile on BromCom.

Tier 2: An educational pack given to the student and a staff member from the pastoral team to have a restorative conversation. This tier may also include use of the inclusion room as a consequence. Pastoral teams will make a call home making the parents of all students involved aware.

Tier 3: This tier may result in the use of the repair and restore room, a fixed period placement at another local school or a fixed period suspension. In extreme or exceptional cases, the school reserves the right to issue a permanent exclusion. An education pack and a member of inclusion staff will have a restorative conversation with the student. The pastoral team will make a call home and if deemed necessary, will organise a parental meeting with a member of the Senior Leadership Team. By having such a policy, we give a clear message to everyone in the school community that discriminative language and/or behaviour will not be tolerated.

The Holmesdale School's **Anti-Bullying Policy** can be found on the Policies & Procedures page of the school's website: Policies & Procedures

11. Threatening, aggressive and sexualised behaviour

Sexual harassment and assault

The Holmesdale School is committed to providing a safe environment free from the risk of sexual violence or harassment. Where a student is accused of serious and or targeted sexualised behaviour they will be removed from circulation. The Designated Safeguard Lead (DSL)/behaviour panel will assess the information and ensure that it is categorised and recorded by the nature of the incident. The DSL/behaviour panel will identify appropriate outcomes to the incident which may include school-based support or interventions, as well as referrals to other agencies including the Police (if the allegation involves a potential criminal offence). Students who decide to act in this way, either directly or indirectly, are likely to receive severe sanctions ranging from detentions to possible permanent exclusion.

Aggressive, threatening and violent behaviour

Community is at the heart of our school and all staff and students are expected to treat others with kindness and respect. Students and parents should report issues to a member of staff so that any concerns can be investigated fully. Aggressive, threatening and violent behaviour is not accepted or tolerated at The Holmesdale School. Aggressive behaviour can be both physical and verbal. Students who decide to act in this way, either directly or indirectly, are likely to receive severe sanctions ranging from detentions to possible permanent exclusion.

12. Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils. The use of risk reduction plans may be used in conjunction with the safeguarding team and Lead DSL.

13. Suspensions & Exclusions

Whilst every effort is made to support student behaviour and conduct at The Holmesdale School suspensions and permanent exclusions 'are sometimes a necessary part of a functioning system where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school' (DfE guidance, 2026).

Whilst used as a last resort, suspensions and permanent exclusions may be used to ensure that the academic welfare and safety of staff and students is maintained. A student's behaviour outside of school can be considered grounds for a suspension (or permanent exclusion) and decisions made must be made in line with the principles of administrative law i.e. that it is lawful, reasonable, fair; and proportionate. When investigating the evidence in relation to a suspension or permanent exclusion the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' rather than the criminal standard 'of beyond reasonable doubt' (DfE guidance 2026).

A suspension can also be for parts of the school day. For example, if a student is continually disruptive during lunchtimes, they may be suspended from the school premises.

Only the Headteacher can suspend or permanently exclude a student, however, in instances where the Headteacher is absent from school and is uncontactable for an extended period, the Acting Head of School has delegated authority to suspend a student from school. In extreme circumstances the suspension will be immediate, and parents and carers may need to collect their child at short notice.

A suspension may be for a fixed period but in some cases, this may lead to a permanent exclusion from school.
A suspension may be for up to 45 days in a school year.

When the Headteacher suspends a student for a fixed period, parents/carers will be informed of the length of the suspension and the reason for it. When a student is suspended for a fixed period, arrangements will be made for the student to receive work to do at home. This can include online platforms such as Google Classroom, Seneca or Oak Academy. Students will be reintegrated into school following the 'Repair and Restore' programme which, depending on the reason for suspension or the frequency of the suspensions being received by a student, will complete post suspension packages with either a member of the pastoral staff, Senior Leadership Staff or inclusion manager. Following a suspension, the school will require a parental meeting before the student can return to mainstream learning. On return to lessons, the student will be monitored closely and support strategies, discussed at the reintegration meeting where notes will be taken for all parties (appendix 3), will be employed in an attempt to improve student behaviour.

For a suspension, less than 15 days in a seasonal term, parents can make representation. The governing body would then need to convene a meeting to consider reinstatement within 50 school days of receiving the notice of a suspension. If the result of suspension would be that the student may miss a public examination although at The Holmesdale School we would endeavour to avoid this, a meeting of the Committee will be arranged.

The reasons below are examples of the types of circumstances that may warrant a suspension. It is important to note that this list is not definitive or exhaustive and is not limited to the school site.

- Verbal abuse against an adult.
- Physical assault against a pupil.
- Encouraging and participating in a physical assault against a pupil.
- Verbal abuse or threatening behaviour against a pupil.
- Being in possession of a prohibited item or items relating to a prohibited item, such as an offensive weapon or dangerous piece of equipment, alcohol or drugs, pornographic images, or any item likely to cause significant disruption to the good order of the school.
- Child on child abuse, including various forms of bullying, including cyber-bullying.
- Abuse directed at race, sexual orientation, gender reassignment, disability and any other vulnerability or protected characteristic.
- Repeated incidents of defiance, particularly those which undermine the authority of the school or disturb the learning environment for others.
- Actions which are deliberately designed to bring the name of the school into disrepute, particularly relating to false allegations.
- Creating, generating, manipulating, uploading and sharing of images and videos which would cause distress and embarrassment to members of the school community or bring the school into disrepute. This is including the creation of 'deep fakes' or AI generated images.

If a student exhibits extreme behaviour, then the Headteacher has the right to pursue a permanent exclusion. As aforementioned, the Headteacher must consider if the decision to permanently exclude is lawful, reasonable, fair and proportionate.

A decision to permanently exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others.

The reasons below are examples of the types of circumstances that may warrant a permanent exclusion. **It is important to note that this list is not exhaustive.**

- Persistent breaches of the school's behaviour policy, including, but not isolated to, the list of behaviours in the suspensions section, particularly after significant interventions have been put in place by the school or outside agencies. It is important to note that a school can only use suspensions up to a maximum of 45 days in a single academic year. At this point, a permanent exclusion is highly likely.
- Violent assault against a pupil causing significant harm or discomfort.
- Physical assault or threatening physical assault against an adult.
- Using, threatening to use, or distributing an offensive weapon.
- Using, threatening to use, or distributing a prohibited item, such as alcohol or drugs, which could cause a significant safeguarding risk to the individual or other members of the school community.
- Extreme incidents of child-on-child abuse including sexual violence, sexual harassment, teenage relationship abuse, consensual and non-consensual sharing of nude/semi-nude images and upskirting.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

When deciding whether to use a suspension or permanent exclusion, leaders will always consider the impact and intent of any particular behaviour.

Off-site Direction and Managed Moves
As per the Department for Education's Suspension and Permanent Exclusion Guidance (July 2026)

Off-site direction

When a pupil is required to attend another education setting temporarily, to improve their behaviour when interventions or targeted support have not been successful. An off-site direction is used as a temporary preventative measure to permanent exclusion. The pupil might be placed at another mainstream school or an Alternative Provision. Timescales are suggested at the outset and review meetings are held at regular intervals. Detailed information about the off-site placement should be sent to parents at least two days before the placement, which includes the reasons for, and objectives of, imposing the requirement. Under the law the Local Governing Body is responsible for an off-site direction and will comply with the relevant requirements.

Managed move

When a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Parents and the schools must all be in agreement to ensure the move is part of a planned intervention to support the pupil. The school should be able to evidence that previous interventions have occurred and that relevant assessments and referrals to agencies have taken place. Pupils are encouraged to share their views. Managed moves do not allow for a 'trial', unlike an off-site direction. Managed moves cannot bypass normal admissions rules. If agreed by all parties then the school should ensure that any plans (such as a Personal Education Plan) are reviewed and amended.

Suspension and Permanent Exclusion - DfE guidance 2026

The Swale Academies Trust **Suspensions and Permanent Exclusion Policy** can be found on the Policies & Procedures page of the school's website: Policies & Procedures

14. Separation for Safeguarding purposes

The Headteacher and Lead Designated Safeguarding Officer can temporarily forbid a pupil from attending the premises if two or more pupils need to be separated for safeguarding purposes. This would not be considered a suspension on disciplinary grounds. It should only be used in rare circumstances and only when:

- separating pupils is essential, and
- there is not a practical way to allow one of more pupils involved to remain on school premises.

An example of a situation such as this could be because of an allegation of harm by one pupil against another which requires physical separation.

The Lead Designated Safeguarding Officer will inform and seek support from external agencies such as children's social care and the police, as required. Parents/carers will be informed about the reasons for using this protocol and the Local Governing Body and Local Authority will be informed. The Local Authority will arrange for the education of the pupil unless the school and parents choose to do so. The school will support the pupil upon their re-integration.

15. Uniform

Students are expected to wear their uniform with pride throughout the school day. They are also expected to follow the school's uniform policy on the way to and from school. If students are not compliant with our uniform policy, they will face a sanction. Students who live within walking distance may be asked to return home to collect the missing item or if they live further from the school will be required to wear borrowed items.

If students still do not have the correct uniform they may be asked to complete their learning in the inclusion room until the issue is rectified. Please refer to the school's uniform policy for further guidance and clarification. Jewellery is not allowed in school and should not be worn. Jewellery can be an added distraction, and our uniform policy is designed to ensure there is a consistency across the student body. Items of jewellery, including rings, earrings, necklaces, bracelets and nose piercings may be confiscated. This is not an exhaustive 14 list. If a student has lost an item of uniform or property, they should first check Student Services to see if it has been handed in. Another place to check would be with the appropriate year team.

16. Policy on breakages by students

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence. Parents may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence. Parents/carers may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

In some circumstances, the decision can be made that a student will carry out community service as a follow up to any damages.

17. Screen, Search and Confiscate

The school retains the right to search any student who we suspect of having contraband items on their person. This is outlined in 'Behaviour and discipline in school- guidance for headteachers'. If a student refuses to be searched, they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched the school may contact the police. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content. The school does not have to return confiscated items.

For further information, refer to the Department for Education's guidance on searching, screening and confiscation.

Prohibited items include, but not limited to:

Category A items (illegal items or those that may cause a danger to health and safety) may include:
• knives and other offensive weapons
• alcohol
• illegal drugs and drug paraphernalia
• stolen items
• tobacco and cigarettes / cigarette papers / lighters / matches
• vapes and e-cigarettes

• fireworks
• pornographic images / content
• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

Category B (items that may cause disruption or disturbance to the smooth running of the school) may include:
• energy drinks / sugary drinks such as Coca-Cola
• sugary sweets
• large quantities of unhealthy food
• jewellery (including rings / earrings / necklaces / bracelets / nose-studs / false eyelashes)
• electronic (including Bluetooth) speakers
• any item banned by the school rules which has been identified in the rules as an item which may be searched for (such as mobile phones, iPads, air pods, smart-watches, aerosols, water-based sprays, water pistols, stink bombs, water balloons).

In order to ensure staff and student safety, vape detectors and wands (hand-held metal detectors) may be used.

Offensive weapons
At The Holmesdale School the safety and wellbeing of students, staff and visitors is of paramount importance. The school takes a zero-tolerance approach to offensive weapons to ensure the safety of all.

An offensive weapon can be deemed as any article, made or adapted, for use for causing injury to the person, or intended by the person.

For further information on offensive weapons will be dealt with by The Holmesdale School, reference should be made to the Swale Academies Trust Offensive Weapons Protocol.

Returning items
Depending on the category of the confiscated item, a decision will be made on if or when an item will be returned. Items that are illegal or dangerous (category A) may need to be reported to the Police and will not be returned. For other items, such as those in category B, they may, at the discretion of senior staff, be handed back at the end of the school day, the end of the school week or the end of the school term. Students who refuse to hand over items or continue to repeat the behaviour may face sanctions in line with this behaviour policy and items will need to be collected by parents.

18. Use of Reasonable Force

In line with the April 2026 DfE Statutory Guidance on Restrictive Interventions, the school's primary goal is to prevent the need for physical intervention through proactive de-escalation and a "Professional Neutrality" approach.

However, all members of staff have a legal power to use Reasonable Force to prevent a student from:
● Causing Incapacitating Injury: Preventing a student from injuring themselves or others.
● Committing a Criminal Offence: (Or an action that would be an offence if they were of the age of criminal responsibility).
● Causing Severe Damage to Property: Where that damage creates a further risk of harm or significant disruption.
● Engaging in Behaviour Prejudicial to Maintain Good Order: This is used only when all other non-physical strategies have been exhausted and the behavior is causing a serious breakdown in the safe climate of the school.

Core Principles of the 2026 Framework:
1. Last Resort & Proportionality: Any force used must be proportionate to the risk, reasonable in the circumstances, and strictly necessary. It must be the "least restrictive" option available.
2. Prevention First: Staff will always seek to use "Non-Physical Restraint" (such as tactical positioning or environmental changes) to resolve situations.
3. Mandatory Recording & Reporting: Under the new statutory duty, every incident involving the use of force or restrictive intervention must be recorded on the school's MIS/CPOMS system.
4. Parental Notification: The school has a legal duty to inform parents/carers of any significant incident involving the use of force as soon as is practicably possible, and ideally on the same school day.
5. Post-Incident Support: Following any restrictive intervention, a "Restorative Reset" or debrief will be offered to both the student and the staff member involved to support the rebuilding of the professional relationship.

This policy is sanctioned under the Education and Inspections Act 2006 and updated in accordance with the 2026 Restrictive Interventions Regulations. School remains committed to a trauma-informed approach where physical intervention is never used as a punishment or a disciplinary sanction.

Use of Restrictive interventions - Department for Education guidance 2026

19. Power to Discipline Offsite

As outlined in the Department for Education's 'Behaviour and discipline in school - guidance for headteachers', the school has the power to discipline students, for their conduct and behaviour outside of the school premises (as well as online). The school will sanction any student whose behaviour could have the following impact:

- *repercussions for the orderly running of the school*
- *poses a threat to another student, member of staff or member of the public*
- *could adversely affect the reputation of the school*

The school is in regular contact with local service providers and will sanction when informed of incidents of poor behaviour committed by students in the local community.

20. Equality

The Holmesdale School is committed to providing all students with equal access to a rich, broad, balanced and relevant curriculum. Regular monitoring and evaluation of behaviour data in school will allow for this policy to be used fairly so that all students are treated as equal. Furthermore, reasonable adjustments will be considered (and acted upon where necessary and appropriate) to ensure that the needs of each individual child are taken into account.

Please refer to Appendix One for further information as to how this is applied for students with SEND. To ensure the thoughts and opinions of students are listened to, student voice will be conducted by senior leaders throughout the year.

The Holmesdale School's **Equality Policy & Objectives** can be found on the Policies & Procedures page of the school's website: Policies & Procedures

21. Behaviour Panel

At the end of the school day, 'Behaviour Panel' will sit to discuss behavioural events from the school day, including events which may need further investigation, those which are classified as a DRB (derogatory, racism or bullying) and any incident which may result in more than a day in inclusion as a sanction. The aim of the panel is to ensure that there is parity between the actions taken as a response to incidents and that relevant and appropriate stakeholders arrive at a collective decision. Members of the Panel include, but are not limited to, The Headteacher, Deputy Headteacher, both Key Stage Principles and each year group's respective Head of Year. In addition, the DSL and SENDCO for the school also attends to ensure that any relevant context to the event is known and if applicable, and where deemed appropriate, reasonable adjustments are made.

If a student is placed in inclusion for any reason throughout the day, communication will be made with parent/carer to inform them of this.

Useful links

Behaviour and Discipline in Schools - A guide for headteachers and school staff

Searching, screening and confiscation - GOV.UK

Part Time Timetable Protocols

Use of Restrictive interventions - Department for Education guidance 2026

Swale Academies Trust Offensive Weapons Protocol

Suspension and Permanent Exclusion - DfE guidance 2026

Swale Academies Trust **Suspensions and Permanent Exclusion Policy** can be found on the Policies & Procedures page of the school's website: Policies & Procedures

Appendix 1: SEND

Educational Needs and Disability (SEND) and vulnerable individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, students with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- *Positive reports to enable celebration of good behaviour*
- *Increased communication between home and school*
- *Individual behaviour plans.*
- *Mentoring*
- *Support from the special educational needs coordinator (SENDCo) or identified teaching assistants*
- *In house counselling service to offer 1:1 support to develop self-esteem and social skills*
- *Lunchtime social skills group sessions*
- *Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour*
- *Adjusted curriculum provision*
- *An adapted timetable with an agreed timescale*
- *Pastoral support meeting with parents and carers*
- *Facilitate multi agency meetings to plan next steps for a child's SEND provision*
- *Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers*
- *Strategies recommended by professionals are consistently implemented*
- *Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care*

Risk Assessments and Risk Reduction Plans:

- *The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children*
- *These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff*
- *The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g. as part of a reintegration meeting following a fixed term suspension*

A whole school overview is updated to reflect the number of children on these plans and with their review dates

- *If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan*
- *This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities*
- *This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated*

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Appendix 2: Pastoral Support Programme (PSP) template

PASTORAL SUPPORT PROGRAMME		
Student:	**DOB:**	**Year Group:**
SSM:	**Parents/Carers Names:**	
Secondary Schools Attended	**Dates**	**Reasons for Leaving**
Total Attendance	**Authorised**	**Unauthorised**

Additional Student Details	Yes/No
SEN Support	
Education, Health and Care Plan	
Child in Care	
Child Protection Register	
Child in Need	
Services Child	
Pupil Premium	
Free School Meals	
EAL	
Other (please specify)	

External Agencies	Yes/No	Key Contact
Specialist Teaching Service		
Child & Adolescent Mental Health (CAMHS)		
EWO		
Educational Psychologist		
G.P.		
Slideaway		
Kent Integrated Adolescent Support Services (K.I.A.S.S) /Early Help		
Other (please specify)		

Suspensions (No. of days)	Date	Reason

Achievement Points		Behaviour Points		Net Points:	

Pupil Profile – including voice of the child	
What is going well?	**What is not going well?**

Influencing factors on behaviour which need to be acknowledged: *(Including SEND)*

Pupil commitment	Parental commitment

School commitment	Support from outside agencies

Action plan and outcomes: *(These need to be specific, identify who is responsible and within which time frame)*		
ACTION PLAN	**INTENDED OUTCOME**	**OUTCOME**

Review dates (to be written in from the beginning of the PSP process)	
	Actions from the review meetings: *(What has worked well and what actions need to be continued/amended?)*
Week 4:	
Week 8:	

Signed		Date
Parents/Carers:		
The Holmesdale School:		
Student:		

Appendix 3: Post-suspension reintegration template

POST SUSPENSION MEETING		
Student:	**DOB:**	**Year Group:**
Number of days suspended	**Dates**	**Reason/s for Suspension**
Present in meeting		

Voice of the child **Why did this happen?**

Voice of the child **What have you learned?** **How will you manage these issues in the future?**

Voice of the parent/carer **How will I support my child to improve their behaviour?**

Other issues discussed

What educational intervention needs to take place now? **Who will deliver this and when will this happen?**

Voice of the child - **Who can you speak to when you need support?**

Agreed targets

Linked Documents

Signed	**Date**

Holmesdale School		
Parent/Carer		
Student		