

Behaviour Policy and Professional Learning Standards

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1. Policy statement

Hodge Hill Girls' School upholds a consistent approach aimed at fostering a secure, calm, and purpose driven learning atmosphere that nurtures positive relationships and mutual respect among all members of the school community. This approach models and advocates for constructive behaviour conducive to learning and the cultivation of commendable character traits and virtues within a framework that respects rights. Throughout the academic year, students are regularly reminded of the school's professional learning standards and PRIDE values during assemblies and tutor sessions, and this is reinforced both within and outside the classroom.

As a 'UNICEF Silver Rights and Respecting School, and 'school of character'' our ethos and school culture prioritise the integration of positive character traits, virtues, and values. We understand that behaviour reflects underlying circumstances and should be judged accordingly recognising that some pupils may need more support than others.

The PRIDE values are prominently showcased within the card holder attached to the pupil lanyard, serving as a reminder for both students and parents regarding the school ethos. During year 6 induction sessions, students and parents are familiarised and briefed on the Code of Conduct and the school PRIDE values. The responsibility for promoting the PRIDE values for positive behaviour for learning rests with all staff members.

Hodge Hill Girls' School PRIDE Values

Partnership:

We value each member of our school community and work in partnership to achieve the best outcomes.

Respect:

We demonstrate respect for ourselves and others through our words and actions., we extend this respect to our environment.

Inspiration:

We are inspired to make positive contributions to both ourselves and the wider community in our daily lives. Additionally, we actively seek to challenge ourselves and achieve our highest potential.

Determination:

We display determination and resilience, persisting even in challenging circumstances. We embrace opportunities and rise to challenges with resolve.

Excellence:

We pursue excellence by upholding high standards in all aspects of what we do. Our actions, words, attire, and outcomes reflect our professional approach.

Our community at Hodge Hill Girls' promotes an environment where everyone is encouraged to excel. We value collaboration, active involvement, and the ability to take initiative. Our emphasis lies in cultivating leadership skills at all levels and ensuring that everyone can flourish and achieve their utmost potential.

Every child has the right to learn, and we acknowledge and celebrate pupils' positive behaviour and active participation. Instances of disruptive behaviour, especially those that impede others' learning or well-being, are addressed appropriately.

Our Pupil Leadership Team assumes various responsibilities, such as supporting and organising charity events, peer mentoring, and after school events, and they actively contribute to the shaping of the school's direction.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Implement a whole-school approach to uphold high standards of behaviour aligned with school values, making excellent behaviour a minimum expectation for all
- Develop self-disciplined learners
- Clearly outline behaviour expectations and consequences
- Employ an effective behaviour management approach that is applied effectively and consistently to all pupils
- Define unacceptable behaviour, including bullying and discrimination, to maintain a safe and inclusive environment
- Detail our system of rewards and sanctions to encourage positive behaviour and address misconduct effectively

2. Legislation, statutory requirements, and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Persistent non-completion of classwork or homework
- Incorrect uniform
- Truancy/persistent lateness

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Bringing the school into disrepute
- Any form of child-on-child abuse, including but may not be limited to:
 - Any form of bullying
 - Abuse in intimate personal relationships between children
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives, bladed items or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Energy drinks
- E-cigarettes, lighters or vapes.
- Fireworks/flares
- Pornographic images
- Using mobile phones/smart watches/ smart glasses
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power (please refer to the anti-bullying policy).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for:

- Reviewing and approving the Professional Learning Standards (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving careful consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Creating a school environment that fosters positive behaviour
- Ensuring staff effectively address instances of poor behaviour
- Overseeing consistent policy implementation by staff across all student groups
- Ensuring all staff comprehend behavioural expectations and their significance
- Providing comprehensive induction for new staff on the school's behavioural culture, rules, and routines to support pupil engagement
- Offering suitable training in behaviour management and recognising the impact of special educational needs and disabilities (SEND) and mental health issues on behaviour, to staff requiring it so they can fulfil their duties set out in this policy
- Ensuring this policy aligns with the safeguarding policy, offering students both sanctions and support as needed

- Regularly reviewing behaviour data to prevent any student groups from being disproportionately affected by the policy

5.3 Consistency with Teachers and Support Staff

Every staff member in the school bears the responsibility of upholding and modelling appropriate conduct within the school environment. Each staff member should strive to set a positive example by embodying and demonstrating appropriate standards of behaviour, character virtues, PRIDE values language, and attire. When addressing instances of misconduct, the goal should be to de-escalate a situation by resolving conflict. Vigilance is expected from all staff members while on duty and within the school grounds to maintain a safe, secure environment. Staff should follow the relevant procedures that support this policy.

Staff are responsible for:

- Creating an environment that is calm and secure for pupils
- Consistently implementing the behaviour policy and embedding learning behaviours
- Establishing and upholding clear boundaries of acceptable pupil behaviour
- Demonstrating positive behaviour for learning, character traits, and virtues
- Upholding the school PRIDE values as outlined in Appendix 2
- Reflecting the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Ensuring all seating plans are recorded on Class Charts and updated regularly
- Following up incidents of poor behaviour, this can include making phone calls to parents
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Class Charts promptly
- Challenging pupils to meet the school's expectations

Staff can get support from Subject Leaders, Faculty Leaders/Line Managers, the Pastoral Team and the Senior Leadership Team in responding to behaviour incidents.

5.4 Parents and carers

Parents/Carers hold a vital role in shaping the attitudes that foster good behaviour within the school community. We strongly encourage parents/carers to engage in both formal and informal channels of communication with the school. It is our commitment to establish and nurture positive relationships with

parents and carers by keeping them informed about their child's behaviour developments and the school's policies. We aim to work collaboratively with parents and carers to address behavioural issues effectively.

Parents are encouraged to reach out to the Class Teacher, Form Tutor, or Head of Year if they have any concerns about their child or wish to share information that could influence their behaviour and academic performance. It is presumed that all parents/carers who select Hodge Hill Girls' School for their child are willing to abide by the school's sanctions and support staff in upholding high standards of discipline and respect for others.

Parents and carers should:

- Familiarise themselves with the school's behaviour policy and reinforce it at home when necessary
- Support their child in adhering to the school's behaviour policy
- Download Class charts and monitor class charts
- Inform the school promptly of any changes in circumstances that may impact their child's behaviour
- Discuss any behavioural concerns with the class teacher without delay
- Participate in any pastoral work following instances of misbehaviour, such as attending review meetings
- Directly address any concerns about behaviour management with the Head of Year while maintaining a collaborative partnership with the school
- Work in partnership with the school
- Adhere to the school's ethos when visiting the school premises

5.5 Pupil Code of Conduct

At Hodge Hill Girls' School, we are dedicated to promoting and nurturing positive character traits and virtues among our pupils. These include courtesy, good manners, and consideration for others. We emphasise the importance of self-discipline and always encourage its practice. Our school places significant emphasis on recognising and praising children for their efforts, as well as high aspirations for all our pupils. Through these efforts, we aim to support our pupils in thriving and being global citizens.

Pupils are expected to:

- Develop their full potential and uphold the rights of others to do the same
- Expect consideration and courtesy and demonstrate these qualities towards others
- Model and uphold the school's PRIDE values and learn to be self-disciplined
- Listen to others and expect to be listened to in return
- Engage in learning and facilitate an environment where others can learn
- Behave in an orderly and self-controlled manner
- Demonstrate learning behaviours and positive character traits and virtues

- Show respect to both members of staff and pupils
- Communicate using rights respecting language
- Attend school daily and be punctual to all lessons
- Move quietly and respectfully around the school premises
- Treat the school building and property with care and respect
- Adhere to the correct uniform standards consistently and show pride in their uniform
- Reflect and take ownership of choices and accept sanctions when they are issued
- Refrain from behaviours that could bring disrepute to the school, even outside of school premises

The classroom rules for pupils support our code of conduct.

- Arrive punctually, calmly, and quietly with all necessary equipment and coats off
- Wear full uniform and bring equipment to lessons and be 'ready for learning'
- Listen attentively to and comply with all instructions from the teacher
- Complete work to the best of their ability and remain focused
- Sit in the correct allocated seats as indicated by the teacher
- Refrain from distracting other pupils during lessons
- Raise their hand if they wish to speak and wait for the teacher's permission to do so

School Uniform

Pupils are required to adhere to the appropriate school uniform when attending school. Pupils should arrive PRIDE ready at the start of each day, wearing a smart uniform with their shirt tucked in, ready to learn and represent the school positively. The school uniform policy is available on the school website for reference. Additionally, there is a specific uniformed P.E. kit that pupils must have. It is mandatory for pupils to bring a school bag and a pencil case containing the necessary equipment for learning. Additionally, pupils who wear trainers instead of school shoes will be provided with alternative footwear for the day.

Pupils who have not brought their own P.E. kit for their scheduled lesson will be provided with a washed P.E. kit by the school.

6. Electronic Devices

6.1 Mobile phones

Mobile phones must be switched off and locked in the mobile phone pouch that will be provided to each pupil in September before entering the school premises. It will be the responsibility of the pupil to keep the pouch safe. Pupils will be able to unlock their pouch at the end of the day as they leave the school premises using the magnet unlocking points which will be situated at the exit. If a mobile phone is found on a pupil and not locked in their pouch the mobile phone will be confiscated and returned to the parent. Heads of Year will

contact parents to arrange collection at a specified day and time. If a pupil loses or damages their mobile pouch parents will be required to purchase a replacement from school using ParentPay. Pupils are prohibited from bringing or wearing ear pods to school. Ear pods or any other electronic devices, such as tablets, will be confiscated. Head of Years will contact parents to arrange collection at a specified day and time.

1. Devices must never be used to photograph/record or film a pupil, staff member, or visitor to the school without their explicit permission. This rule applies to school trips as well.
2. Any use of devices to bully, intimidate, or harass others will be dealt with severely.
3. Pupils should not carry any material on their device that they would be uncomfortable with an adult or parent viewing.
4. Staff authorised by the Headteacher have the right to search for electronic devices if they reasonably suspect that the data or files on the device have been or could be used to cause harm, disrupt teaching, or violate school rules.
5. An authorised staff member may access and delete any data or files on the device if there is a valid reason to do so. If inappropriate material is found, the staff member will decide whether to delete it, retain it as evidence, or involve the police.

7. Responding to behaviour

All pupils at our school have access to the Pastoral Team, which serves as a support system for addressing their concerns. Pupils who have concerns can approach any member of staff or meet with their Head of Year, Form Tutor, or Subject/Faculty Leader during break, lunchtime, or after school. Additionally, pupils can seek further support from the school counsellor if needed. Those with behavioural issues are identified and provided with additional support is provided.

The school offers a diverse range of support services for pupils, including:

- Class charts
- Head of Year Reports
- School Counsellor
- Learning Support Assistants
- Mentoring and daily check-ins
- SENCO support
- Educational Psychologist
- Talk about Therapy
- COMPASS
- Leadership programmes
- Workshops (mindset. MADE)
- Behaviour Support Plan
- COBS mentoring
- Early Help
- Off-site Direction

The Hodge Hill Girls' school personal development journey includes the taught curriculum within the Form Time Programme, PSHE, Citizenship and wider curriculum areas. In addition, through school events, educational visits, workshops, drop- down days including Aspiration days, STEAM week, Wellbeing Day and Culture Day all pupils have the opportunity to explore and develop the skills and qualities required to become the very best version of themselves.

In addition, the school will work in tandem with external agencies as needed. These could include other schools, Children's Services, Forward Thinking Birmingham, Early Help support, James Brindley Hospital School.

Consistency in Practice

Consistency in the school is crucial for staff as it helps establish clear expectations, creates a positive learning environment, and promotes fairness and equity among pupils. When staff members consistently enforce classroom rules, policies, and procedures, pupils understand what is expected of them and feel supported in their learning journey. Consistency also contributes to effective classroom management, reducing confusion and ambiguity, and enhancing overall student engagement and academic performance. It also builds trust and credibility with pupils, parents, and the broader school community, leading to stronger relationships and a more cohesive school culture.

Staff should consistently demonstrate respect in challenging situations with challenging pupils. All Staff should exhibit emotional regulation, serving as role models for students. Behaviour routines should be consistently reinforced throughout the premises, including classrooms, reception areas, and all parts of the site. Genuine consistency is demonstrated through staff behaviour, not just procedural adherence.

Simple and clear expectations should permeate all conversations about behaviour. Follow up should be consistent, ensuring clarity in the classroom, department, and faculty level. Teachers must take responsibility for behaviour interventions, seeking support when needed but never delegating. Problems should not be passed up the line unless all other avenues of resolution have been exhausted. Establishing straightforward rules and expectations aimed at fostering appropriate behaviour is crucial.

All staff- Learning Behaviours

- Welcome students at the door and ensure an organised dismissal at the end of each lesson.
- Model positive behaviours and build positive relationships.
- Design lessons that are engaging, challenging, and inclusive of all learners
- Maintain composure, be calm and prioritise prevention over consequences
- Follow up consistently, take responsibility, and engage in reflective conversations with pupils
- Never ignore or walk past learners who are exhibiting inappropriate behaviour

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Instead, they are expected to work collaboratively with colleagues to provide support, guidance, modelling, and show unified consistency to the pupils.

- Welcome and engage with learners at the start of each day
- Maintain a visible presence in the Department to encourage appropriate behaviour
- Support staff in reintegrating learners into the learning environment by participating in restorative meetings and supporting staff in discussions
- Regularly acknowledge and celebrate the efforts of staff and learners who exceed expectations
- Promote the use of Positive Points and Positive Phone Calls to recognise positive behaviour
- Identify and address staff training requirements
- Utilise behaviour data to tailor and evaluate interventions
- Ensure accountability by taking responsibility for outcomes

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Instead, they are expected to work collaboratively with colleagues to provide support, guidance, modelling, and show unified consistency to the pupils.

- Welcome and greet learners at the start of each day
- Maintain a visible presence throughout the site, especially during lesson change over time
- Recognise and celebrate the efforts of staff, leaders, and learners who exceed expectations
- Share good practice on a regular basis
- Provide support to middle leaders in addressing learners with complex or deeply fixed negative behaviours
- Utilise behaviour data to evaluate school-wide behaviour policies and practices
- Review provision for learners who fall beyond the range of written policies
- Be visibly present daily in designated areas and corridors, particularly during peak movement times

7.1 Classroom management

Teaching and support staff play a crucial role in establishing the atmosphere and context for positive behaviour within the school.

They will:

- Welcome pupils at the door during form time and at the beginning of every lesson
- Challenge uniform/equipment that falls below expected standards

- Establish clear routines, ensuring a 'Do Now' activity is displayed on the board or on tables as pupils arrive
- Maintain up-to-date seating plans are recorded on Class Charts
- Conclude lessons in an orderly manner with pupils dismissed quietly
- Implement strategies outlined in school training
- Use Class Charts to log both positive behaviour and instances where behaviour falls below expectations, clearly stating any sanctions applied
- Address incidents of poor behaviour, including contacting parents when necessary and apply appropriate sanctions
- Cultivate and sustain a stimulating inclusive environment that encourages pupil engagement
- Foster positive relationships with pupils by:
 - Greeting them in the morning and at the start of lessons
 - Setting clear routines and expectations
 - Communicating behavioural expectations through various methods
 - Reinforcing school PRIDE values
 - Recognising and promoting good behaviour, positive character traits, and virtues
 - Encouraging the use of rights-respecting language
 - Ending the day on a positive note and starting each new day afresh
 - Having strategies in place for managing low-level disruption
 - Using positive reinforcement techniques
 - Moving around the classroom during lessons

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator

- That a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This policy can be found on the school website.

7.3 Rewards and Sanctions

When a pupil's behaviour meets or exceeds the expected standards, staff will acknowledge it with positive recognition and rewards. This allows all staff members to uphold the school's culture and ethos, promoting positive character values, virtues, and PRIDE values.

Positive reinforcements and rewards are essential components of our school's behaviour culture. Positive behaviour will be acknowledged and rewarded through:

- Verbal Praise: Acknowledgment of positive behaviour through verbal encouragement
- Positive Points: Accumulation of points as a form of recognition for positive conduct
- Communication with Parents/Carers: Sharing praise with parents/carers through phone calls, text messages, or written correspondence
- Certificates: Recognition of exemplary behaviour through certificates, including those awarded during termly rewards assemblies and the Headteacher's award
- Termly Reward Events: Special events held to celebrate and reward positive behaviour
- Positions of Responsibility: Assigning roles of responsibility, such as Prefects, to students who demonstrate outstanding conduct

Additionally, pupil achievements will be recognised through various avenues, including:

- Displaying pupils' work throughout the school
- Sending subject-specific postcards or emails to students
- Inviting Faculty Leaders, Head of Years, or SLT members to classrooms to deliver praise
- Awarding badges for roles of responsibility
- Subject staff nominations for Awards Evening

Positive conversations with Form Tutors/Faculty Leaders to acknowledge and celebrate achievements.

7.4 Responding to Misbehaviour

When a pupil's behaviour falls below the expected standard, staff will promptly respond to restore a calm and safe learning environment and prevent further misbehaviour.

Staff will strive to create a positive learning environment by consistently addressing behaviour that does not meet the standards, responding in a fair, proportional, and consistent manner, so pupils understand that misbehaviour will always be addressed.

De-escalation techniques, including school recommended scripts and phrases, may be employed to prevent the escalation of behaviour issues, including situations where staff may need to use a restrictive

intervention. All pupils will be treated fairly under the policy, with any contributing factors to the behavioural incident identified and considered. Consequences will be applied if pupils engage in unacceptable behaviour at any time during the school day or in specified circumstances outside the school environment. The seriousness of the incident will determine the consequence, with each incident carefully considered and handled professionally and consistently.

Initially, individual staff members are responsible for implementing sanctions, aiming to encourage improvement in pupil behaviour and motivation. When applying behaviour sanctions, staff will also assess what support can be provided to help pupils meet behaviour standards in the future.

The school employs various sanctions to address unacceptable behaviour, including but not limited to:

- Learning conversation: A discussion aimed at addressing the behaviour and its consequences
- Expecting work to be completed at home or after school as a consequence of the behaviour
- Time away from peers at break and lunch
- Detention after school: Remaining after school for a specified period as a consequence
- Referral to a Subject Leader or Faculty Leader for further intervention
- Communication with parents via text message or phone calls to inform them of the behaviour
- Implementation of a behaviour support plan tailored to the individual student's needs
- Placing a pupil 'on report' to monitor their behaviour closely
- Temporary removal from the classroom and assigned work in another classroom
- Internal suspension or isolation within the school
- Exclusion from participation in educational visits
- Off site direction: Transfer to a different educational establishment
- Respite placements: Temporary placements at a different education setting for pupils requiring additional support
- Alternative Provision: Placement in alternative educational setting
- Suspension from school for a specified period
- Permanent exclusion, reserved for the most serious circumstances and as a last resort

Behaviour logs will be recorded on Class Charts, with staff assigning the suitable level of sanction for each incident. When occurrences happen during unstructured time, the staff member who witnessed the incident will take charge of follow-up procedures, including completing the behaviour log and enforcing the appropriate sanction. Heads of Year will provide assistance and support for incidents during unstructured time as needed.

In cases involving criminal activity, the school will promptly report the incident to the police. Personal circumstances of the pupil will be considered when determining sanctions, with decisions made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them for example the Learning Hub or with a DSL.
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

7.6 Confiscation, and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) 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.

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 the Deputy Headteacher, and make sure a written record of the search is kept.

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead, to try to determine why the pupil is refusing to comply.

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 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.

The authorised member of staff may use a metal detector wand to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, 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, shoes, or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search 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 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). 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 child

Support after a search

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.

7.7 Child-on child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

7.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil/staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a DSL will make the report.

The school will not be involved with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.12 Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil 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 pupil 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 pupils 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.

8. Serious sanctions

8.1 Detention

Teachers have the authority to give detentions as a disciplinary measure. Parental consent is not mandatory for detentions; however, as a matter of courtesy, staff will endeavour to provide 24 hours' notice before scheduling an after-school detention. Additionally, staff may require students to remain for a 10-minute detention at the end of the school day without prior notice.

Pupils may receive detentions during breaktime, lunchtime or, after school. During lunchtime or breaktime detentions, pupils will be given adequate time to eat, drink, and use the toilet.

Detentions issued by Subject Teachers, Subject Leaders or Heads of Faculty (HOF) are to be completed in subject areas. The duration of detentions can be:

- Break time: Up to 20 minutes
- Lunchtime: Up to 40 minutes
- After school: Up to 2 hours

8.2 Removal from classrooms

In cases of serious or persistent breaches of this policy, the school reserves the right to temporarily remove the pupil from the classroom.

Pupils who are removed will receive continued education under staff supervision. While meaningful, this education may differ from the mainstream curriculum.

Removal is a significant disciplinary action and will be employed only in response to severe misbehaviour. Staff will resort to removing pupils from the classroom only after exhausting other behavioural strategies unless the behaviour is deemed so extreme as to necessitate immediate removal. Staff can utilise the 'on-call' system to reinforce the good neighbour system if needed. A member of the pastoral team will facilitate the pupil's transition to a good neighbour classroom if required.

Removal may be implemented to achieve the following objectives:

- Restore order in instances where the pupil is causing unreasonable disruption
- Ensure the safety of all pupils within the classroom environment

- De-escalate the situation to prevent further escalation of disruptive behaviour
- Enable the disruptive pupil to continue their learning in a controlled environment
- Provide the disruptive pupil with the opportunity to regain composure in a secure space

Pupils who are removed from the classroom will be supervised by a designated 'good neighbour' during the lesson. This may include the Head of Faculty, Subject Leader, or a neighbouring class teacher. Removal applies for that specific lesson only. Teaching staff will engage in communication with parents regarding subject concerns, fostering collaboration between parents and staff to support pupil progress. Staff will be required to document each instance when a pupil is removed from the lesson on Class Charts, providing a clear explanation of the reason for the removal. Pupils will not undergo prolonged removal from classrooms without explicit approval from the headteacher.

Reintegration into the classroom will occur as soon as it is deemed appropriate and safe. The school will assess the necessary support required for a pupil to reintegrate successfully into the classroom environment and meet the expected standards of behaviour. When attempting to reintegrate a pupil back into the lesson, staff members should receive assistance from their Subject Leader or Faculty leader.

The school will explore alternative approaches to behaviour management for pupils who are frequently removed from class.

These may include:

- Learning with their form tutor
- Meetings with outside agencies to provide additional support and intervention
- Implementing learning performance workshops to engage students in constructive activities
- Utilising teaching assistants to offer personalised support and guidance
- Generating faculty/subject-specific reports to address behaviour concerns
- Implementing short-term behaviour report cards to track progress and address issues
- Developing long-term behaviour plans tailored to individual student needs
- Arranging agreed time 'respite placements' to provide structured support and intervention
- Considering managed moves/off site direction to alternative educational settings when necessary
- Exploring alternative provisions to accommodate diverse learning needs
- Conducting multi-agency assessments to gather insights and develop comprehensive support plans

Staff will record all incidents of removal from the classroom, documenting details of the incident that precipitated the removal using Class Charts. Following the removal, staff members will engage in a restorative conversation with the student to address the behaviour and discuss appropriate sanctions.

The school partners with neighbouring schools to promote positive behaviour and offer students a fresh start at another school if internal behaviour management strategies are unsuccessful. The school will consider alternatives such as off-site direction, or alternative provisions where this is needed to nurture good behaviour. The school maintains a strong partnership with the police liaison officer, who conducts weekly visits to the school, strengthening our commitment to maintaining a safe environment.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to challenging behaviour may be adapted to cater to the needs of the pupil.

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or diagnosed with a medical need
- Training for staff in understanding the wider needs of pupils with SEND
- Use of separation spaces (learning support) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This may involve:

- Reintegration meetings to facilitate the student's return to the classroom environment
- Establishing daily contact with a designated staff member to monitor progress and provide support
- Implementing a personalised report card outlining behaviour goals and targets for improvement

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Parent/Carers will also have access to the parental booklet which is available on the school website.

11.2 Preparing for transition

To ensure a smooth transition, Year 6 pupils will have transition sessions with their new teacher(s). Year 11 pupils will receive support for life after post-16 education, and staff members may hold transition meetings with pupils who have more complex needs ready in preparation for the next academic year.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of the whole school CPD programme regular training relating to behaviour will be planned for throughout the year. All new staff will receive an introduction to the behaviour systems at the school through their induction programme. The school coaching programme can further support individual requests.

We recognise that there will be times when staff need support with classroom management. Professional dialogue with other members of staff can be helpful, Subject Leaders and Head of Faculty are available to offer assistance within their subject area. Head of Years are able to assist with concerns about a class or individuals within their year group and the school SENCO can advise about specific pupils and their learning needs.

Members of the Leadership team are regularly on walkabout and drop into classes. They are also available to support staff with specific groups or individuals. The Assistant Headteacher for Behaviour is available to support staff with pupil concerns and can work with teachers to develop a behaviour support action plan when needed and offer drop-ins. All staff will also have access and subscribe to the National College where additional training is available, staff can also request specific CPD through the Director of Teaching and Learning.

As part of their induction process, our staff are provided with regular training on managing behaviour, which includes:

- Understanding the needs of the pupils at the school
- Recognising how SEND (Special Educational Needs and Disabilities) and mental health needs can impact behaviour
- Promoting a positive and inclusive classroom culture
- Incorporating behaviour management into their continuing professional development

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions, and suspensions
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, and confiscation.
- Gathering experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristics

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Attendance and punctuality policy
- Anti-Bullying policy
- Learning outside the classroom policy
- SEND policy
- Safeguarding policy
- SMSC Policy
- Assessment, Feedback and Presentation policy
- School uniform policy

Appendix 1: Professional Learning Standards

- Every pupil understands they have the right to feel safe, be valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed term suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the **governing Body** annually.

Appendix 2: PRIDE Values

- **Partnership**

- We value each member of our school community and work in partnership to achieve the best outcomes

- **Respect**

- For ourselves and others in words and actions
- We demonstrate respect for our environment

- **Inspiration**

- We are inspired to make a positive difference to ourselves and the wider community within our daily lives
- We are inspired to challenge ourselves and to be the very best we can

- **Determination**

- We show determination, and we keep trying even when the going gets tough
- We demonstrate resilience, take risks, and rise to the challenge

- **Excellence**

- We aim for excellence, demonstrating high standards in all that we do
- We demonstrate a professional approach in our actions, words, attire, and outcome

