



THE MOUNTBATTEN SCHOOL

## School Improvement Committee

### Behaviour Policy

September 2024

Review Date: March 2026

Company No. 07560175

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## 1. Aims

### Aims

This policy outlines what we expect from all our students in terms of their behaviour, and the rewards and sanctions that will be consistently applied. Good behaviour and self discipline have strong links to effective learning and are vital for students to carry with them both during and after their school years. This policy aims to:

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- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment (no student has the right to disrupt the learning of others)
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the 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 bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as a [serious single breach](#) or repeated breaches of the school rules

- Repeated breaches of school expectations
- Any form of bullying
- Persistent disruptive misbehaviour
- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Racist abuse
- Sexual misconduct
  - 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 like 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
- Drug and/or alcohol related

- Damage and/or vandalism
- Theft
- Persistent disruptive behaviour/disruptive general behaviour
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation or gender identity
- Abuse relating to disability or protected characteristics
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protected measures in place to protect public health
- Possession of any prohibited items. These are:
  - Knives
  - Alcohol
  - Illegal drugs and legal highs
  - Stolen items
  - Tobacco and smoking paraphernalia, E-cigarettes
  - Fireworks
  - Pornographic images
  - Explicit materials that could incite activism or behaviours listed within this policy
  - 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 student)
  - Any behaviours in and outside of the school, including online that bring the school, it's students and/or staff into disrepute

#### 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.

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: <ul style="list-style-type: none"><li>● Racial</li><li>● Faith-based</li><li>● Gendered (<i>sexist</i>)</li><li>● Homo/biphobic</li><li>● Transphobic</li><li>● Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic ( <i>e.g. gender, race, sexuality</i> )
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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

## 5. Roles and responsibilities

### 5.1 The Board of Trustees

The Board of Trustees is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headmaster to account for its implementation.

### 5.2 The Headmaster

The Headmaster is responsible for:

- Reviewing and approving this Behaviour Policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied

consistently to all groups of students

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its expectations and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (*SEND*) on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Designated Safeguarding Lead to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the Behaviour Policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the form tutor promptly
- Take part in any pastoral work following misbehaviour
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Behaviour Policy
- The school's key expectations and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate (*eg: at the start of the academic year, reintegration meetings*).

Students will be supported to develop an understanding of the school's Behaviour Policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

Extra support and induction will be provided for students who are in-year arrivals.

## 6. Mountbatten Standards of Behaviour

### Trustees' Statement of General Principles

Trustees, the Headmaster and staff at the school believe that a safe environment of mutual respect and cooperation is an essential requirement for an effective climate for learning and teaching.

The Mountbatten School encourages positive attitudes, in line with the school motto to *care, respect, and achieve*. Positive behaviour points ("merits") are awarded for the positive attitudes and attributes we seek to promote. The vast majority of our students are very well-behaved, highly motivated and pleasant. We are very proud of them. Our Rewards Policy ensures that they are recognised, praised and rewarded.



## **Mountbatten Standards of Behaviour**

At Mountbatten we are proud to uphold the highest of standards in all areas of school life. In doing this our students will leave us confident in the knowledge that they can be successful in whatever they aspire to do and be. We passionately believe that this is not simply about the grades they achieve but also in the way they are able to present themselves as confident, respectful, eloquent individuals.

### **In order to achieve this, we expect students to:**

- Behave in an orderly and self-controlled way
- Move quietly around the school
- Be punctual to registration and all lessons
- Be properly equipped for all lessons
- Actively listen in class
- Contribute positively to lessons
- Complete all class and homework to the best of their ability, seeking guidance if required
- Speak and behave respectfully to all members of the school community
- Show respect and proper regard for the authority of all members of staff and students
- Accept sanctions when given
- Treat the school environment respectfully
- Wear the school's uniform correctly at all times
- Demonstrate our values to our neighbours and the wider community.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online and on school trips.

Where appropriate and reasonable, adjustments may be made to routines to ensure all students can meet behavioural standards.

## **Mountbatten Standards of Uniform**

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students. The school uniform is to be worn by all students. Minor infringements will be corrected with the use of the POM card. Students with uniform infringements which cannot or will not be corrected immediately will be removed to work in Student Support. Students who come without the correct school uniform on, will usually be sent home to change. Repeated incidents of non compliance may result in further sanctions being applied. See the Uniform Policy for further details.

### **6.1 Mobile Phones and Electronic Devices**

The use of these devices is strictly forbidden at any time of the school day or on any part of the school site. If such equipment is seen, used, or heard, it will be confiscated and will be available to collect at the end of the day, from the school's Main Reception.

Students are also advised not to bring cash or valuable possessions into school as **we cannot accept responsibility for loss or damage.**

Allowing access to mobile phones in schools introduces complexity and risk including distraction and bullying and can be a detriment to learning.

## **7. Managing Behaviour**

### **7.1 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student'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 Services is appropriate.

### **7.2 Responding to Good Behaviour**

#### **Rewards**

We believe that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. This is outlined in greater detail in our Rewards Policy.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise 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.

### **7.3 Responding to Misbehaviour**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

In classrooms a system of 'warn, move, remove' is used as a stepped approach to behaviour management. This ensures students have the opportunity to improve their attitude to learning and avoid a consequence. Where necessary, students will be removed from the lesson in order to allow others to learn.

Students are explicitly taught about our expectations and the normal operating procedures in place around the school. A record is made when a student makes a poor choice. This may result in a consequence such as:

- discussion with a student and reminder of the expectations of behaviour (*warn*)
- moving the student in class (*move*)
- removing the student from class (*remove*)
- written reflection on the behaviours which led to the removal (*reflect*)
- contact with home (*phone, email, letter*)
- student attends homework catch-up (*intervention/support*)
- student going on report (*intervention/support*)
- detention issued
- loss of privileges (*e.g. free time, representing the school, school trips*)
- parent-teacher meeting (*online or in person*)
- time spent in Student Support room (*remove*)
- fixed-term suspension (*remove*)
- school-based community service, such as picking up litter
- permanent exclusion

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

#### **7.4 Reasonable Force**

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

Reasonable force covers a range of interventions that involve physical contact with students:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a

student's path, or active physical contact, such as leading a student by the arm out of a classroom or breaking up a fight.

The Department for Education believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their students and staff.

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on the individual circumstances.

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

## 7.5 Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### Confiscation

School staff can confiscate, retain or dispose of a student's property as a disciplinary action in the same circumstances as other disciplinary actions. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated. Any confiscation should be proportionate and consider circumstances relevant to the case.

### Searching a Student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headmaster, or by the Headmaster himself.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 student 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 student; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure 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 Headmaster, Designated Safeguarding Lead (*or deputy*) or pastoral

member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

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

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

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

If they still refuse to cooperate, the member of staff will contact the Headmaster / Designated Safeguarding Lead (*or deputy*) / pastoral leaders, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from 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 to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- any item of clothing that is worn immediately over another garment
- hats, scarves, gloves, shoes, boots, socks, trouser pockets, blazers,

## Searching Students' Possessions

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

- lockers
- bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items.

## Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay and log on CPOMs

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

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs. Any confiscated items must be recorded on CPOMs as they may be required by police or parents.

## Informing Parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action has been 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 student 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 if pastoral support or a referral to Children's Services is appropriate.

## Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (*removing more than the outer clothing*) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Strip searches on school premises can only be carried out by the police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, the school staff retain a duty of care to the student involved and should advocate for student wellbeing at all times, which includes making contact with the parents/carers.

## **7.6 Off-site Misbehaviour**

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

- Taking part in any school-organised or school-related activity (*including school trips*)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school which could:

Have repercussions for the orderly running of the school

Pose a threat to another student

Adversely affect the reputation of the school

Where the school is made aware of serious off-site misbehaviour, such as criminal or suspected criminal behaviour, proven or otherwise, the school may need to take steps to support the child or protect the school community (for example, through the formulation of a risk assessment).

## **7.7 Online Misbehaviour**

The school can issue behaviour consequences to students for online misbehaviour when:

- It poses a threat or causes harm to another student or member of staff
- It could have repercussions for the good order of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school and/or member of staff

## **7.8 Suspected Criminal Behaviour**

If a student 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 member of the Safeguarding Team will make the report.

The school will not interfere 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.

On occasions, the police may require staff to identify potential victims or perpetrators of crime. More than 2 members of the safeguarding team will be involved.

### **7.9 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. The school has a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and will never be passed off as an inevitable part of growing up or banter.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school have made sure that students have a variety of ways in which to report such incidents, so that everyone has a tool which they feel comfortable to use to report concerns. This includes reporting face-to-face, via email or online reporting system and an app.

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, ensuring that all victims are reassured and kept safe
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to Children's Services
- Report to the police
- Please refer to our Child Protection and Safeguarding Policy for more information

### **7.10 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 student 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 Services 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 students.

## **8. Consequences**

The school believes that the certainty of a consequence to unacceptable behaviour is more important than its severity.

### **8.1 Detention**

Students can be issued with detentions during break, after school or on weekends during term time.

Parents will be informed of all detentions through the ePraise notification process and the school will ensure that there is 24 hours notice for any after school detention.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

### **8.2 Removal from Classrooms**

All children deserve disruption-free learning every minute of every lesson. Where a student compromises the learning of other children, the teacher will firstly warn, then move within the classroom (where possible) and issue a final warning, then send to the Student Support Room. At their discretion, the teacher may decide that the initial warning or second warning should take place outside the classroom so may ask the student to briefly step outside of the classroom briefly for this warning to take place.

Students sent to the Student Support Room will undertake a reflection process before completing a minimum of two lessons of satisfactory subject work and a break time detention before being considered for return to lessons. Parents will be informed of this through the ePraise notification process. A removal on a third occasion from the same subject within one term will necessitate a telephone conversation, online meeting or in person meeting between teacher and parent.

Pastoral and faculty teams may issue breaktime detentions for lateness or lack of equipment. Students who miss breaktime detentions (unless absent) will be escorted to the Student Support Room to complete two lessons of satisfactory subject work and a breaktime detention.

Truancy from registration or lessons, and other poor behaviour may result in the same consequence.

### **8.3 Suspension and Permanent Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour.

#### **Suspensions**

The Headmaster is permitted to suspend a student for one or more fixed term periods not exceeding 45 school days in any one school year. When a child is suspended, parents/carers will need to work with the school to determine how best to support their child, along with any allocated social workers/other agencies.

Where a pattern of suspensions develops, staff will work with parents to determine the next stages of support. This may include offsite direction, a managed move to another school, alternative provision and/or student and parents meeting with the Trustees' Disciplinary Committee (TDC) to help decide what further support the student may need.

The school will support students to reintegrate successfully in order that they can return to mainstream education and meet the expected standards of behaviour following a period of suspension or off-site direction. The reintegration meeting should offer the student a fresh start and help them to understand the impact of their behaviour on themselves and others; remind them of the high expectations of behaviour in line with the school culture; foster a renewed sense of belonging and re-build an engagement with learning. At the reintegration meeting, the child will be expected to identify how they will improve their behaviour; parents and carers will identify how they will support their child to make this improvement and how they will work with the school to support the interventions put in place for their child.

Where possible the school will always seek to involve the parents and carers in this meeting, which may be face to face, online or over the phone. Where this has not been possible, the school will provide a summary of the meeting to parents. Where appropriate, social workers and Virtual School Heads will be invited.

#### **Permanent Exclusion**

The Headmaster is permitted to exclude a student permanently, as befitting its gravity. This will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional 'one-off' offence has been committed.

In discharging their duties the Headmaster will have regard to the Secretary of State's guidance on exclusions as if the school were a maintained school, except that:

- the school, and not the Local Authority (LA), is responsible for making arrangements for Independent Review Panels (IRP) to hear appeals against permanent exclusions where the Trustees do not direct reinstatement
- the Trustees are not expected to seek the advice of a LA officer when considering exclusion,

although a LA officer may attend any meeting to consider exclusion at the request of a parent or if invited by the school (*but they are not allowed to make representations*).

#### **The Decision to Exclude:**

- only the Headmaster can exclude a student (*or the person in charge on the day, if the Headmaster is absent from the school*)
- will be made after an appropriate investigation has been conducted and the relevant evidence considered
- consultation has taken place with other relevant people, if necessary.
- having considered these matters, the Headmaster will make a decision based normally on the balance of probability, having regard to any current guidance from the DfE.

Further guidance on exclusion can be found here:

See Appendix 1

<https://www.gov.uk/government/publications/school-exclusion>

## **9. Responding to Misbehaviour from Students with SEND**

### **9.1 Recognising the Impact of SEND on Behaviour**

The school recognises that students' behaviour may be impacted by a special educational need or disability (*SEND*). In supporting all children, professional judgments will be used to determine appropriate reasonable adjustments which can be made within lessons to support the child.

When acute needs are identified in a student, 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.

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

The principle that every child deserves disruption-free learning every minute of every lesson extends to all students at all times. Where a student with SEND is disrupting the learning of other children then reasonable adjustments will be made to the support and sanctions that the SEND student receives following an incident but it will not prevent them being removed from the classroom. This is so all other students can be supported to have disruption free learning. Where such reasonable adjustments are appropriate this will be shared with all staff by the SENCO and reviewed as necessary with parents.

### **9.2 Pupils with an Education, Health and Care Plan (EHCP)**

The provisions set out in the EHCP must be secured and the school will cooperate with the local authority and other bodies.

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

## 10. Links with other policies

This Behaviour Policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Rewards Policy

## Appendix 1

### National standard list of reasons for exclusions

The *Guidance* notified LAs in March 2003 of plans to collect termly data on suspensions and permanent exclusions. The notification was amended in September 2020 so that up to three reasons may be given for each exclusion. The list provides descriptors of reasons for exclusions. The 16 categories should cover the main reasons for exclusions. The further detail which suggests what the descriptors cover should be used as a guide: this list is not intended to be used as a 'tick list' for exclusions.

It may be helpful for the administrators filling in the forms to have a copy of the list below; the list of sub-categories may assist in defining the main category of the form.

#### Physical assault against a pupil

Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

#### Physical assault against an adult

Includes:

- violent behaviour
- wounding
- obstruction and jostling

#### Verbal abuse/threatening behaviour against a pupil

Includes:

- threatened violence

- swearing
- verbal intimidation
- aggressive behaviour
- homophobic abuse and harassment
- carrying an offensive weapon

### **Verbal abuse/threatening behaviour against an adult**

Includes

- threatened violence
- swearing
- verbal intimidation
- aggressive behaviour
- homophobic abuse and harassment
- carrying an offensive weapon

### **Bullying**

Includes:

- verbal
- homophobic bullying
- physical
- racist bullying

### **Racist abuse**

Includes:

- racist taunting and harassment
- racist bullying
- swearing that can be attributed to racist characteristics
- derogatory racist statements
- racist graffiti

### **Sexual misconduct**

Includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

### **Drug and alcohol related**

Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing

- smoking
- alcohol abuse
- substance abuse

### **Damage**

Includes:

- damage to school or personal property belonging to any member of the school community
- vandalism
- arson
- graffiti

### **Theft**

Includes:

- stealing school property
- stealing personal property (from pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

### **Persistent disruptive behaviour / Disruptive general behaviour**

Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

### **Use or threat of use of an offensive weapon or prohibited item**

Includes:

- deliberately bringing an offensive weapon to school in order to cause harm
- threatening others with an offensive weapon
- using an offensive weapon or prohibited item to harm someone
- possession

### **Abuse against sexual orientation and gender identity**

Includes:

- verbal/threatened/taunting/mimicking/mock/harassment abuse
- written abuse/derogatory comments and/or publishing on social media
- physical abuse/contact

### **Abuse relating to disability**

Includes:

- verbal/threatened/taunting/mimicking/mock/harassment abuse
- written abuse/derogatory comments and/or publishing on social media
- physical abuse/contact

### **Inappropriate use of social media or online technology**

Includes:

- filming staff or pupils without permission
- circulating/distributing filmed footage to cause deliberate offence
- creating web pages or social media accounts relating to staff and/or pupils
- commenting on web pages or social media accounts relating to staff and/or pupils
- hacking into school IT systems and deliberately misusing systems to cause offence or disruption

**Wilful and repeated transgression of protected measures in place to protect public health**

Includes:

- refusal to follow health and safety rules
- refusal to follow social distancing rules/bubble cross-over
- refusal to follow one-way system
- refusing to wear a mask
- misuse of antibacterial spray/gel

**Approved by:**

Paul Urben, Chair of  
School Improvement  
Committee

**Date:** 14.10.2024

**Last reviewed on:**

**Next review due by:**

March 2026