Behaviour Policy

This policy is reviewed bi-annually

Policy Reviewed	October 2023
Policy Amendment	February 2024
Policy Amendment	May 2024
Next Review Due	October 2024

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Introduction
At Stowmarket High School:

- We believe in providing every student with the opportunity to experience an outstanding education academically, emotionally and socially;
- We strongly believe that by identifying the barriers to learning, we can provide an inspiring and relevant curriculum that considers every student and provides the necessary support for students to achieve, develop and reach their true potential;
- We are committed to ensuring that our School develops a trauma and mental health informed approach to ensure that all our students develop positive mental health and resilience, enabling them to fully engage in life and learning.

To this end, it is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

Trauma-informed approach
Through a trauma-informed approach our focus is not only the physical environment, but the relational environment and the very culture and ethos of our School. This requires emotionally regulated and available adults who can provide essential calming and containing of our students, their families or each other when they are overwhelmed by an event, a situation or their feelings.

We recognise that the impact of trauma can be presented in different ways, including through behaviours that are challenging. There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACE) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

Focusing on the positive and regularly recognising those who are good community members motivates students to do their best and take a pride in themselves and their environment. A whole school policy is only effective if it is consistently followed by all staff regardless of their position or experience. Therefore, all staff are responsible for adhering to positive practice that promotes a student's ability to engage in and access their learning. This is based on the understanding that students best achieve, develop and reach their true potential when staff are: fair, flexible, trustworthy, respectful, and model positive relationships. This is reflected in our restorative approach to behaviour management.

It is the expectation at Stowmarket High School that all staff, regardless of role act in this way. We believe that our families know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within the school. We aim to develop positive, non-judgemental working alliances with all our families.

Therefore, as a school we are invested in supporting the very best relational health between:
- Family/carer and student
- Students and school staff
- Families and school staff
- School staff
- School staff and senior leaders
- Students, parent(s)/carer and other agencies

- School staff and external agencies

To this end, our community adopts relational and educational practices which Protect, Relate, Regulate and Reflect as follows:

Protect
Staff trained in 'PACE' modes of interaction (Hughes, 2015) require staff to be warm, empathic, playful and curious to enable our students to move out of flight/flight/freeze positions and into relationships and trust. This means increased 'safety cues' in all aspects of the school day, e.g., 'meet and greet' at the classroom door and an open invitation for informal discussions.

We have a whole-school commitment to cease all use of harsh voices, shouting, put-downs, criticisms, and shaming (proven to be damaging psychologically and neurologically). Our staff aim to 'interactively repair' occasions when they themselves move into defensiveness. Pedagogic interventions that help staff to get to know students better on an individual basis enable students to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

As a school we ensure that interactions with students, families, external agencies and one another are socially engaging and not socially defensive.

Relate
We adopt a whole-school commitment to enabling students to see themselves, their relationships, and the world positively, rather than through a lens of threat, danger or self-blame.

Our school provides everyone, with repeated relational opportunities (with Emotionally Available Adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate
We use relational interventions specifically designed to bring down stress hormone levels in vulnerable students, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life.

Evidence-based interventions are used that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-student interactions.

The emotional wellbeing and regulating of staff are treated as a priority to prevent burn- out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed, or shamed.

Reflect
Staff are trained in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).

We also have trained ELSA staff to support all students with Emotional Literacy – enabling them to communicate their feelings without expressing through anger or behaviours that challenge.

There is a provision of resources to support parents and staff in meaningful empathic conversations with vulnerable students who want to talk about their lives. This is to empower students to better manage their home situations and life in general.

Our PSHE (Personal, Social, and Health Education) curriculum enables students to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

The Personal Development curriculum across the school also includes, as a preventative input, aspects on mental health, self-regulation and self-awareness. This is delivered through the assembly and tutor programme and in subject-specific lessons.

Staff development and training is in place to help students move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathic conversation, addressing students negative self- referencing and helping them develop positive, coherent narratives about their lives.

Expectations of Behaviour
The aim of Stowmarket High School is to provide an excellent education in a healthy, safe, supportive learning environment, where people are valued and make positive contributions to the school community, and where students enjoy and achieve and go on to attain social and economic well-being as responsible, independent members of society.

At Stowmarket High School, we expect all students to behave in a way that creates an environment where:

- staff can teach to the best of their abilities;
- students can learn and achieve to their maximum potential;
- all members of the school can work in a safe place;
- staff, students, parents/carers and visitors can enjoy and be proud of their association with Stowmarket High School.

We must have high expectations of our students and we will ensure our students recognise that for every choice or action, there is a consequence.

At the same time, we expect staff to model excellent conduct and support students at all times. We also require a consistency of practice amongst staff across the school to ensure that students know the standard of behaviour that is expected of them, as well as recognising exemplary conduct and attitude to learning by students.

The Behaviour Policy covers all such instances, including when on the school premises, on journeys between School and home, and on School visits, journeys and other activities. We want our students to develop positive personal qualities and sound personal relationships founded on mutual respect.

Principles
- Students are made aware that they are making clear choices when they are deciding how to behave and they will understand how these choices impact on their own and other student's school lives.
- All students are able to gain recognition through Years 7 to 11. There should be an emphasis

amongst staff on recognising and celebrating positive behaviour in and out of the classroom, using Go4Schools to record these. Staff should not take for granted those students who go "Above and Beyond" as we will be able to instill pride, self-esteem and a sense of belonging *(please refer to the Rewards Strategy for more information).*

- There is a core set of expectations which will be common throughout the school *(Appendix 1)*, but there is some flexibility to accommodate the specific needs of subjects such as P.E, Design, Science and Performing Arts.
- Confrontation is avoided through staff clearly communicating the pre-agreed consequences for failing to meet expectations.
- Where a student chooses to behave inappropriately staff consistently apply clear, sequential sanctions according to this policy.

The behaviour for learning card system will be used by all staff to ensure that there is consistency in our approach to dealing with poor behaviour (*Appendix 2)*.

Three Ps
High expectations and the clear communication of these expectations are vital in ensuring that students know and understand the boundaries in which they should operate. Our expectations centre on the "Three Ps" and they are applicable in all areas of the school at all times:

Be Punctual
- Arrive on time, entering the classroom in an orderly manner.
- When a teacher indicates the end of a lesson, pack your bag and wait behind your chair.
- Your teacher will dismiss you when they are ready to end their lesson.

Be Prepared
- Bring the correct equipment, books and completed homework to every lesson.
- Wear the correct uniform at all times.
- Work co-operatively with others.

Be Productive
- Listen when others are speaking.
- Participate fully in the lesson.
- Allow other students to concentrate.

Recognition

We recognise, acknowledge and celebrate good behaviour, effort and achievement and we need to be able to do this with all students regardless of ability. Progress, improvement, teamwork, contribution to the school, sustained effort or helping others are all as valid as academic achievement.

Whenever a student makes a genuine effort to make a positive contribution this is acknowledged and praised by staff as a matter of course. Students can expect their efforts to be recognised on Go4Schools as we develop a culture where students want to succeed and are proud of their success. It is vital that there is an emphasis on praise rather than sanctions.

A 'genuine effort' as in the context above is given to mean any instance in which a student is doing the right thing. Such as students who are on time to their lesson, follow all instructions and behave in such a way as to promote learning in the classroom and appropriate conduct throughout the school.

To connect rewards at home with recognition at school, we use Postcards of Praise, Bronze/Silver/Gold/Platinum certificates, emails and phone calls to communicate this. In addition, staff will take the opportunity to celebrate consistently exemplary student conduct and/or learning by nominating students for celebration breakfasts and our annual student awards.

Behaviour Protocols

Students who do not meet the high expectations of the school receive sanctions as outlined in the behaviour protocols below:

- C1 (first warning): the student's behaviour has not met classroom expectations and it is recorded on Go4Schools.
- C2 (second warning): the student's poor behaviour has continued further and it is recorded on Go4Schools.
- C3 (third warning): Support Team are requested and it is recorded on Go4Schools by the teacher. A 15-minute detention is issued for lunchtime the following school day.
- C4 (instant removal): Support Team are requested and it is recorded on Go4Schools by the teacher. A 45-minute detention is issued for after school on Monday-Thursday.

All staff use the staged responses to poor behaviour in their classes as described above, going through the increments of C1, then C2, then C3. This is not an exclusive list, but examples of behaviour that could lead to a C1/C2/C3 can include:

- Late to lesson (up to 3 minutes);
- Not following staff instructions in the first instance;
- Talking or making noises when expected to be silent;
- Disrupting teaching and learning;
- Inappropriate behaviour in the classroom;
- Chewing gum;
- Leaving the seat without permission;
- Not being polite to staff/students;
- Not attempting to complete the work set;
- Accessing the internet/a website without permission;
- Arguing with staff.

Be aware that each instance of poor behaviour leads to the next consequence (it does not need to be the same offence to reach a C2/C3). Staff consider what steps can be taken to mitigate against a student receiving further consequences wherever possible, e.g., change of seating, alternative learning provided, etc.

However, certain behaviours warrant an instant removal, meaning staff can issue a C4 without the need to follow the staged response. This is not an exclusive list, but examples include:

- Failure to attend C3 detentions for the same offence on two occasions (by SLT);
- Repeated failure to meet uniform expectations (by tutor or HOY);
- Continued defiance towards staff;
- Compromising the safety and well-being of staff/students;
- Using foul or abusive language in response to or at staff/students;
- Bullying behaviour towards another student;
- Using hateful or prejudicial language;
- Threatening or physically hurting another student or staff member;
- Theft of property;
- Repeatedly out of bounds;
- Being in possession of smoking materials;
- Deliberate vandalism, including damaging IT, equipment or furniture;
- Refusal to hand over a mobile phone;
- Using a mobile phone in school to take photos/videos without permission;
- Truanting a lesson more than 3 minutes;
- Refusal to leave after being given a C3 and Support Team come to collect.

With each instance of a C4, there is scope for this to be escalated to an internal exclusion or suspension.

Where a student is issued a C3 or C4 in the classroom, the student must wait for collection by Support Team and they will be required to work in another classroom for the remainder of the lesson (the teacher should ensure the student can continue their learning when they are removed).

A student receiving more than two C3/C4s in the same day will be placed with a member of SLT or a Head of Year for the remainder of the day and have a day in the Reflection Room thereafter.

Restorative Solutions
The school values the opportunity for students to face their shortcomings in behaviour. It is essential that students are allowed to start each lesson with "a clean slate." This repairs the working relationship between the member of staff and the student and place the emphasis back onto recognising positive behaviour. Any negative behaviour from the previous lesson should have been dealt with and should not be allowed to affect the next lesson.

Students who receive a C3/C4 do have the opportunity before this detention to speak with their teacher about the incident. The onus is on the student to find the teacher and repair the damage that has been created. On occasions, following this meeting, the teacher may overturn or downgrade the detention. If a student apologises for their behaviour this does not necessarily warrant the detention being overturned.

In addition, staff are invited to come to any detention to undertake a restorative conversation with the student that was removed from their lesson in an appropriate space.

At the same time, staff deploy strategies to improve behaviour. For example, a student could be placed on a report card due to their behaviour or could be asked to sit in a particular seat.

Detentions
There are various forms of detention that can be issued.

Break detention – if a student is late into school (after 8.50am), they will be issued a break detention in an allocated classroom on the same day. If they do not attend, it will become a C4. To support this process, a Head of Year is present at the front of school between 8:45-9:05am and will direct students to sign in if they arrive after the start of tutor time. However, should students arrive into school on time and are then late to tutor time, they will be dealt with in line our punctuality protocols (as outlined below in "Attendance and Lateness to School").

Lunchtime detention - this is held in a classroom and is from 13.30-13.45 (a total of 15 minutes). This is the consequence for any student who receives a C3 and it is held on the subsequent school day to the C3 being issued. If a student forgets to attend, they should attend the subsequent day. The student will know when their detention is from Go4Schools and they are issued with a slip by the staff member who issued the C3 wherever possible. If the student does not attend on two occasions, it is automatically be escalated to a C4 (and an after-school detention).

After-school detention – this is typically be held in the Activity Studio and is from 15.10-15.55 (a total of 45 minutes). They are the consequence for any student who receives a C4. Students attend the after-school detention on the next available detention slot that follows their C4 - families are given notice of any after school detention. If the student forgets to attend, they attend the next available day. If the student does not attend on two occasions, it is automatically escalated to a day in the Reflection Room.

We do not move the date the after-school detention is set unless there are exceptional circumstances (discussion should be taken with the school prior to the detention). There are late buses which are put on for those staying behind for clubs, fixtures and events which can also take detention students home on a Tuesday and Thursday. It is the responsibility of the student's family to ensure arrangements are made for a student to return home safely following an after-school detention.

Reflection Room detention- this is held in the allocated space called Reflection Room. It is from 8.50-15.10. It is the consequence for any student who fails to attend two successive C4 detentions or it is issued by SLT/Head of Year as a suitable consequence for a more serious breach of the Behaviour Policy.

Report Cards
We continue to operate two forms of student report card: Pastoral and Academic. With regards to each one, they are incremental and start as follows:

Pastoral:
1. Tutor Report Card
2. Head of Year Report Card

3. SLT Report Card

Academic:
1. Teacher Report Card
2. Head of Department/Faculty Report Card
3. SLT Link Report Card

These report cards are not accompanied by sanctions, but by deign are intended to help focus students' efforts and improve behaviour for learning through the engagement of staff, parents/carers and students alike.

Mobile Phones
Under no circumstances are students allowed to use mobile telephones on the school site unless permitted to do so in class by the member of staff. We operate a policy of 'on site, out of sight' as a rule.

If a mobile phone is visible or being used for any purpose in or outside of a lesson without the express permission of a staff member, the student's phone is confiscated and put in a marked envelope, which is handed into Student Services.

Whilst on school site, students should not be wearing or using earbuds/headphones. Any student with visible earbuds/headphones has them confiscated in the same way as we do with mobile phones.

The consequences are as follows:

1st confiscation = warning (phone is returned to student at the end of the day)
2nd confiscation = warning and notification emailed home (phone is returned to student at the end of the day)
3rd confiscation = student banned from bringing phone and notification emailed home (phone is returned to student at the end of the day)
4th confiscation onwards = phone collected by parent/carer and student receives a day in Reflection Room

Any student who refuses to hand over their phone is issued a day in the Reflection Room.

Police Involvement
We work closely with our colleagues in the Police. The decision to involve the Police in any incident should always be taken following agreement with the Headteacher, a member of the Senior or a Head of Year.

The police could be contacted in various situations, including where:
• illegal substances are recovered or thought to be concealed;
• banned items such as knives are recovered or thought to be concealed;
• where items of school property have been stolen.

Where the Police are contacted in relation to a student, parents/carers are contacted.

Attendance and Lateness to School

It is the responsibility of the school and parents/carers to work together to ensure that students' attendance is as close to 100% as possible. Guidance on attendance and procedures for dealing with attendance problems is given in our Attendance Policy.

Lack of punctuality affects learning and behaviour not only of the student who is late, but it has an impact on all other learners. To promote punctuality, we have break detentions for being late arriving into school (see above).

If a student is late to tutor time/lesson (up to 3 minutes), the teacher issues a C1 and the teacher follows the consequence system thereafter. If a student is truanting part or all of tutor time/lesson (arrives over 3 minutes late or does not appear whatsoever), the teacher issues the student with a C4. However, the teacher keeps the student in the class (even if they appear after 3 minutes) until the end of tutor time/lesson where possible.

Uniform

It is expected that students wear the correct uniform during all learning times in line with our uniform rules. To support this, we require all students to reflect on their uniform and ensure they are meeting these expectations during tutor time.

If a student does not meet these expectations during tutor time, the staff member explores the circumstances with students. It is the responsibility of the student to flag where there are uniform issues, but Tutors conduct daily checks. If students are able and willing to resolve the issue, that is the end of the matter. If students are unable to resolve the issue there and then (e.g., haircut/colour, no tie), they are required to commit (with their parents) to rectify the issue as soon as possible. They are issued with a Uniform Pass for a specified interim period by the Head of Year. If a student is able to resolve the issue (e.g., put their blazer on) but is unwilling, they are issued with a C4 and the student is required to complete a minimum of an after school detention (subject to resolving the issue). Any banned items confiscated are securely stored at Student Services and returned to the student at the end of term. Parents/carers may be contacted to arrange to collect the student from School or to bring in the uniform item if required.

Students who are wearing incorrect items, such as facial piercings, are told to remove them during tutor time and they are confiscated until the end of term. A record is entered on GO4Schools. Students who refuse to cooperate with this process receive a minimum of a day in the Reflection Room (subject to resolving the issue). Students who repeatedly have items confiscated receive further sanctions.

The only jewellery which is permitted to be worn is two small, studded earrings, a wrist watch, one small discreet necklace, one bracelet/band and one ring. No facial jewellery is allowed to be worn anywhere on the school site and this includes clear piercings.

Hairstyles which are 'extreme' or attract undue attention are not allowed – e.g., shaven styles or dyed hair (unless natural colour and appearance). It is important to contact your Head of Year before having a hairstyle which may be considered inappropriate. The Headteacher's interpretation of these descriptions is final.

1 Guidance relating to specific areas of behaviour
Specific areas of behaviour are detailed in the section below and how the school approaches these. However, this is not an exclusive list and where specific behaviours are not mentioned, then the school refers to Appendix 1 to decide the level of sanction.

Endangering the well-being of members of the school community
All members of the community have a responsibility to act in a way that does not endanger the safety, health and well-being of any members of the school community. Whether intentional or not, dangerous behaviour is a very serious matter and may result in internal exclusion, suspension, or a permanent exclusion in severe cases. The sanction varies according to the severity of the incident.

Swearing / Threatening Language / Verbal Abuse
Swearing is regarded as verbal abuse and is unacceptable. Any use of language that harms the well-being of another member of the community is unacceptable and therefore result in internal exclusion, suspension or a permanent exclusion in severe or repeated cases. The sanction varies according to the severity of the incident.

Hate or Prejudice-related Behaviour
Hate or prejudice-related behaviour is unacceptable and will not be tolerated. This includes the use of prejudice-related language. The school aims to promote an atmosphere of understanding to demonstrate that discriminatory behaviour of any kind is unacceptable – this includes racism, homophobia and disability related discrimination.

All incidents of hate or prejudice-related behaviour is recorded and a tracking procedure on GO4Schools is used to highlight repeat occurrences. The offender may be given suitable advice in the first instance and/or steps taken in line with Appendix 1 to implement sanctions. The sanction for hate or prejudice related behaviour varies according to the severity of the incident, with more significant or repeated incidents leading to suspension and possibly a permanent exclusion.

Bullying
We make the school a 'bully free' zone. Staff are trained to be alert to signs of bullying and to notify the student's Tutor or Head of Year Leader in the first instance of any concerns. We also encourage students and parents/carers to notify the school of any bullying by telephone or email.

All incidents of bullying is recorded and a tracking procedure is used to highlight repeat occurrences. The offender may be given suitable advice in the first instance and/or steps taken in line with Appendix 1 to implement sanctions. The sanction for bullying behaviour varies according to the severity of the incident, with more significant or repeated incidents leading to suspension and possibly a permanent exclusion.

Staff work with the perpetrator and the victim plus the parents/carers to ensure the victim feels safe in attending School. Outside agencies may be involved such as the Education Welfare Officer and the Police if appropriate. We also work with both the perpetrator and the victim, offering support and guidance on how to end the bullying, including restorative justice, peer mentoring and mediation.

Students are made aware of what constitutes a positive relationship and how to report and deal with bullies through the curriculum, including PSCHE, tutor time activities and themed assemblies.

Violence and Physical Aggression

Violence and physical aggression, threatened or realised, are unacceptable in School and are not tolerated. It is also a basic expectation of all students that they will respond to aggression with de-escalation strategies. Each incident is investigated and where necessary the offender(s) are punished.

An actual or threatened physical attack presents a risk to the safety, health and well-being to others in the community and therefore exclusion may be used. The sanction varies according to the severity of the incident: second and/or subsequent offences will likely attract an increased sanction. Persistent offenders face permanent exclusion. In extreme cases the offender may face permanent exclusion for a 'one off' offence.

Prohibited and Banned items
The following items are prohibited. Students who bring these items onto the school site result in a C4, with the sanction depending on the level of risk. The incident may also be reported to the Police.
• knives and weapons
• alcohol
• illegal substances
• stolen items
• tobacco and smoking materials
• fireworks
• pornographic images
• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In addition to 'prohibited items' the school does not allow certain items in order to maintain high standards of safety and behaviour. These banned items include:
• E-cigarettes, vapes or any items that might be related to the use of tobacco or drugs.
• Legal drugs such as 'legal highs', 'over the counter' pharmacy drugs or prescription drugs without prior agreement with a student's Year Leader or the medical staff at Student Reception.

Knives and weapons
Students are not allowed to bring to, or use in School, any type of gun, any type of knife (including craft knives or pen knives), laser pens and other weapons or dangerous items. Students who do will likely be suspended from School for a fixed period depending on the nature of the offence. Very serious offences are punishable by permanent exclusion. The Police will be informed in cases where a dangerous weapon is brought onto the school site.

Tobacco and smoking/vaping materials
Smoking/vaping is not allowed anywhere on School premises. Students who are caught smoking/vaping and/or in possession of smoking/vaping materials will receive a C4 and issued with an after-school detention. Repeat offenders will face an internal exclusion or suspension. Smoking/vaping inside an enclosed space presents a clear threat to the safety, health and wellbeing of others. Smoking/vaping materials are confiscated and destroyed rather than returned to the student and/or parent/carer.

Alcohol
Alcohol is not allowed to be distributed or consumed on School premises by students. The consumption, supply or possession of alcohol by a student presents a clear threat to the safety, health and wellbeing of others and results in an internal exclusion or suspension, depending on the severity of the circumstance. Alcohol is confiscated and destroyed rather than returned to the student and/or

parent/carer.

Illegal Substances
The school has a clear code for dealing with any instances of substance misuse. The code is as follows:
a)   Student found using and/or in possession of an illegal substance in School for a first instance face a suspension of five days.
b)   Student found using and/or in possession of an illegal substance in School for a second instance face a permanent exclusion.
c)   Student found supplying illegal substances (with or without the exchange of monies or material goods) or intending to supply such substances are given a permanent exclusion.

Use of Aerosols
Students are permitted to bring aerosols to the school and use them appropriately in outside areas, corridors and changing rooms. However, the use of aerosols in classrooms by students is banned unless directed by a staff member for the purposes of learning. Sanctions are used in such instances where this is not adhered to.

Truancy
Truancy is an unacceptable risk to the safety, health and wellbeing of students. Students who are absent from lessons for over five minutes without a valid reason are regarded as truants and receive a C4 and a minimum of an after-school detention. Students who leave the school site during the day without permission are also regarded as truants and receive a C4 and a minimum of an internal exclusion. Serious cases and/or persistent offences of truancy also result in internal exclusion.

Damage to the School Fabric or Furniture
If the damage is accidental, there is no charge. If the damage is the result of reckless behaviour the cost of repair/replacement is shared between those involved.

Deliberate or malicious damage results in the full cost of replacement or repair and, depending on the severity of the incident, further sanctions such as internal exclusion or suspension will be considered.

Setting off the Fire Alarm
Setting off the fire alarm or damaging fire protection equipment is a serious act that puts the health and safety of students and staff at risk. Reckless behaviour which results in the fire alarm being set off is also unacceptable. Any student who intentionally sets off the fire alarm is suspended from School. Repeat offenders and certain 'one off events' can face permanent exclusion.

Theft
Theft from the School, students or staff will attract internal exclusion or suspension, depending on the severity of the incident. Second and/or subsequent offences attract a longer period of exclusion. Persistent offenders and serious offences are punishable by permanent exclusion. In addition, the cost of those items that have been stolen is recovered from the student concerned where possible.

Defiance of Staff
Defiance of staff at any level is not tolerated. In modest cases of defiance, warnings are issued. More severe cases of defiance present a risk to the safety, health and well-being of themselves and others and results in a C4 and a minimum of an after-school detention, depending on the severity of the incident in question. Extreme and persistent cases of defiance results in suspension or permanent exclusion.

Use of School IT, Personal Information Technology (IT) and Social Media
Misuse of school IT can lead to various sanctions, beginning with temporary removal of access to the school internet to internal exclusion or suspension, depending on the nature of the offence.

At all times, students are responsible for the use of their personal IT. The school accepts no liability for the loss or damage of personal IT brought to School.

Students must not take photographs or audio/visual recordings of students or staff without their express permission. This is a direct invasion of privacy and is a serious offence, which results in a C4 and a minimum of an after-school detention. Further to this, the possession and/or distribution of such images or recordings (through messaging or social media sites) can damage the reputation of a student or member of staff (this may be considered as an act of bullying) and/or bring the name of the school into disrepute. Such acts can pose serious threats to their safety and wellbeing and results in internal exclusion or suspension, depending on the severity of the incident. Certain 'one off events' and repeated offences may result in permanent exclusion.

Behaviour During the Journey to and from School
The journeys to and from School (these include students who walk or cycle to School, catch the train to School or travel on the daily home to School buses) are governed by School behaviour rules. The same sanctions will apply. Once students have arrived on the school site in the morning, they are not permitted to leave the site without permission until 3.10pm – if they do so, they are issued with a C4 and a minimum of an after-school detention.

It is expected that students will behave well on the journey to and from School. Poor behaviour on buses is a threat to the safety and wellbeing of others and is completely unacceptable. Likewise, rudeness to drivers and other adults will not be tolerated. All such behaviours result in a C4 and a minimum of an after-school detention, depending on the severity of the incident.

Students who misbehave on the daily buses receive a verbal and/or written warning for minor offences. For persistent or serious offences the school may remove the student's access to school transport temporarily or permanently.

2 Support, Monitoring and Further Consequences
When a student behaves inappropriately, it is important that the student, parents/carers and staff work together to help the student to avoid such behaviour in future.

Monitoring & Intervention
Year Teams will monitor behaviour closely using GO4Schools and input from the school staff. Where a student is not reaching expectations, they are placed on a Report Card in the first instance (as per above) in order to promote improved behaviour.

Strategies to further support improved behaviour may also involve:
• Support from our pastoral staff;
• Concerns raised with parents/carers by phone, email or letter;
• Meetings with Year Team, student and parents;
• Use of Oasis and SEND staff;
• Support from outside agencies;
• Alternative educational placements.

Behaviour Support
Students are supported in School by their Tutor, Head of Year, subject teachers and support staff. Staff or parents/carers who have concerns about a student's behaviour in a particular subject should contact the teacher or Director of Faculty. Staff or parents/carers who have concerns about a student's general behaviour across more than two subject areas should contact the Tutor in the first instance. Where behaviour is a concern within one specific subject area, the Tutor may be informed but the faculty area should, in the first instance, deal with the poor behaviour.

Exclusions
All exclusions are an extremely serious matter.

When a student has behaved in a way that demonstrates that they are not willing to adhere to the School's Behaviour Policy, and therefore are a threat to the safety and/or learning of others, they are excluded from School. Students who are repeatedly suspended and/or internally excluded are at risk of permanent exclusion. Such students are required to attend a meeting with their Head of Year to discuss appropriate support to address the behaviour and placed on an 8-to-16-week probation under the Suffolk Pupil Support Framework. If a student continues to fail to adhere to the Behaviour Policy of the School, they are invited to attempt a managed move to another school via the In Year Fair Access Panel, attend an alternative education site and/or attend a Pupil Disciplinary Review with the relevant professionals.

For any suspension, students and their parents/carers are required to attend a reintegration meeting. The student may not be permitted back into lessons until such a meeting takes place. The student may be expected to make an apology (usually face to face) to any injured parties as part of this process. A record of this meeting should be placed on the student's pastoral file.

Internal Exclusion
Students who present a manageable risk to the safety, health and wellbeing of themselves or others will be internally excluded. Whilst in internal exclusion, students continue to be required to learn and behave in accordance with the School's Behaviour Policy. When a student has received an internal exclusion, parents/carers will be informed.

If a student fails to meet the School's Behaviour Policy whilst in internal exclusion, they are issued with a fixed-term suspension and expected to repeat the day in internal exclusion at the next opportunity. If a student repeatedly fails in internal exclusion, they are at risk of permanent exclusion.

For any internal exclusion, students are required to attend a reintegration meeting with the Reflection Room officer or the Head of Year. The student is not permitted back into lessons until such a meeting takes place. The student may be expected to make an apology (usually face to face) to any injured parties as part of this process. A record of this meeting is placed on the student's pastoral file.

Suspensions
Students whose behaviour presents an 'unmanageable' risk to the safety, health and wellbeing of themselves or others are suspended for a fixed term until the risk can be significantly reduced to a manageable level. In severe cases, a Pupil Disciplinary Review may take place where the parents/carers and relevant professionals discuss whether the risk can be reasonably managed.

If the School has exhausted all reasonable strategies to reduce the risk to a manageable level or if the student has committed a 'one off' breach of the Behaviour Policy that the behaviour of the student cannot be reasonably managed, the student is permanently excluded.

The School is guided by the latest DfE recommendations on exclusions (Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk)).

The decision to suspend a student can only be made by the Headteacher, or in her absence, the Deputy Headteacher or the Assistant Headteacher in charge of behaviour.

As part of the Equal Opportunities policy, a member of the Senior Leadership Team will monitor all exclusions based on such issues as gender, ethnicity, special educational needs and 'disadvantage' (or Pupil Premium status). Disparities are addressed appropriately and preventative action attempts to redress imbalance.

The Use of Force
There are times when it is necessary for staff to use force. We follow the DfE guidance on the use of reasonable force:
(DfE advice template (publishing.service.gov.uk)).

All members of staff receive guidance about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. Some staff receive additional training on the appropriate techniques which may be used to physically restrain students. The training is an approved nationally acceptable level and will be regularly refreshed.

Searching
School staff can search a student for any item if the student agrees. Additionally, the Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. If a student has a school locker, then it can be searched for any item with or without the student's consent.

Confiscation
School staff can seize any prohibited item found as a result of a search. We also seize any item,

however found, which is prohibited by law and which we consider harmful or detrimental to school discipline. The list of prohibited items above is not exhaustive but is intended as a guide. The specified items on the list should not be brought into school. Sanctions under the Behaviour Policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous.

Appendix 1

Linked Policies

- SHS Attendance Policy
- SHS Safeguarding/Child Protection Policy
- SHS Online Safety Policy
- SHS Anti Bullying Policy
- SHS Child on Child Abuse Policy

Appendix 2

Guidance for warnings and sanctions

Failing to meet basic expectations such as silly/inappropriate behaviour, disrupting the learning of others or failing to demonstrate a secure attitude to learning.	**C1 (FIRST WARNING)**
Continued failure to meet basic expectations such as silly/inappropriate behaviour, disrupting the learning of others or failing to demonstrate a secure attitude to learning, despite being issued a first warning.	**C2 (SECOND WARNING)**
Continued failure to meet basic expectations such as silly/inappropriate behaviour, disrupting the learning of others or failing to demonstrate a secure attitude to learning, despite being issued a second warning.	**C3 (THIRD WARNING)** **Collected by Support Team** **15-minute lunchtime detention**
Anti-social behaviour such as 'walking off' from a member of staff without permission or truancy. This also includes the use of inappropriate language, indirect expressions of anger and low-level bullying.	**C4** **Collected by Support Team** **45-minute after-school detention**
Manageable threat to safety, health and well-being of others in the community. This includes types of behaviour such as swearing in response to members of staff and persistent low-level bullying.	**C4** **SLT notified** **Internal Exclusion** **A minimum of 1 day in the Reflection Room**
Serious threat to safety, health and well-being of others in the community OR Serious breach of the Behaviour Policy such as possession of drugs or violent behaviour.	**C4** **Headteacher, Deputy Headteacher or Assistant Headteacher in charge of behaviour notified** **Fixed-Term Suspension** **A Pupil Disciplinary Review may be considered for one or more Fixed-Term Suspensions.**
Unmanageable threat to safety, health and well-being of others in the community for a 'one off event' OR where all reasonable strategies have been exhausted. This includes distribution of drugs, serious violent behaviour, repeat offences.	**C4** **Headteacher notified** **Permanent Exclusion**

Appendix 3

Behaviour Intervention Guidelines

The table below is general guidance for when a student should receive a particular level of behaviour intervention. It should be noted that students may be placed on any level of intervention at any time, at the discretion of their Head of Year.

In order to be considered a successful week, the student must not receive any C4s.

Intervention Level	Negative Behaviour	Monitoring & Communication
1. **Tutor Report Card**	Poor attitude to learning OR Repeatedly receives C1s/C2s in lessons	• Record on GO4Schools. • Reports to the Tutor. • Tutor to contact home.
2. **Head of Year Report Card**	Repeatedly receives C3s/C4s	• Record on GO4Schools. • Reports to the Year Office. • Head of Year to contact home.
3. **SLT Report Card**	Internal exclusions received	• Record on GO4Schools. • Reports to the Year Office. • Head of Year to contact home.
4. **Suffolk Pupil Support Framework (SPSF)**	Persistent failure on Head of Year / SLT Report Card OR Repeated internal exclusions and/or suspensions OR Serious breach of the Behaviour Policy	• Record on GO4Schools. • Head of Year to contact home and meet parents/carers for initial meeting alongside link Assistant Headteacher. • Further meetings will follow as part of interim and final reviews. • Must consistently meet targets over 8 to 16-week period.
5. **Pupil Disciplinary Review**	Serious threat to safety, health and well-being of others in the community Or Serious breach of the Behaviour Policy such as possession of drugs or violent behaviour.	• Record on Go4Schools. • Link Assistant Headteacher to contact home and meet parents/carers alongside Head of Year and/or Headteacher (depending on level of risk). • Extended 8-week period on SPSF. • Referral to the In Year Fair Access Panel.