



# **Behaviour Policy and Statement of Behaviour Principles**

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## 1. Aims

This policy aims to:

- To establish clear expectations, routines, and systems that promote a positive culture and conduct conducive to learning at Stowmarket High School (SHS)
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment so they can fulfil their potential
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour including off site incidents
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Promote positive attitudes in pupils towards behaviour, learning, and progress and attainment
- Establish a system of positive and negative consequences that is understood and consistently applied by all.
- Promote our core values: Respect and Integrity, Success and Empathy

Ensure pupils are aware that they are making conscious choices in their behaviour and understand the impact of these choices on their own and their peers' school experiences.

### **Success Strategies to achieve these objectives.**

- Consistent dissemination of rewards across all levels to foster positive relationships between staff and students.
- Established and widely communicated expectations, consistently reinforced by all staff members.
- Comprehensive awareness of the available disciplinary measures.
- Defined responsibilities, with all staff members assuming accountability at every level.
- Ongoing analysis and distribution of positive and negative behaviour data to enable informed decision-making and appropriate interventions. Involvement of teachers, form tutors, LSA, CL, HOY and SLT and other key roles.

## **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 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- [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. Rationale and Key Terms**

Good behaviour is essential for creating a calm, safe, and supportive environment where pupils can learn and thrive. Effective behaviour management is crucial for both personal and academic success. Poor behaviour can lead to lost learning time, anxiety, bullying, and negative impacts on both pupils and teachers. Well-managed schools cultivate a culture where everyone flourishes with safety and dignity. At Stowmarket High School we proactively teach and support positive behaviour and address misbehaviour promptly and effectively to prevent recurrence.

At Stowmarket High School, our goal is to establish clear expectations, routines, and systems that promote a positive culture and conduct. By maintaining a safe, respectful, and orderly environment, we encourage positive behaviour and attitudes towards learning. Consistent procedures and a transparent system of positive and negative consequences support appropriate behaviour and uphold our values of respect and integrity.

We believe that students, staff, and parents deserve an environment conducive to learning and achievement. Recognising the link between behaviour and learning, our policy outlines the necessary consequences to foster a supportive learning environment where all community members can thrive.

## **Expectations of Behaviour**

We have high expectations of our students, and we will ensure our pupils recognise that for every choice or action, there is a consequence. At the same time, we expect staff to always model excellent conduct and support students. We also require a consistency of practice amongst staff across the school to ensure that pupils 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 pupils to develop positive personal qualities and sound personal relationships founded on mutual respect.

### **Principles - Three Ps**

High expectations and the clear communication of these expectations are vital in ensuring that pupils know and understand the boundaries in which they should operate. Our expectations centre on the “Three Ps” and they are always applicable in all areas of the school:

<b>Be Punctual</b>	<ul style="list-style-type: none"><li>• Arrive on time, entering the classroom in an orderly manner.</li><li>• When a teacher indicates the end of a lesson, pack your bag and wait behind your chair.</li><li>• Your teacher will dismiss you when they are ready to end their lesson.</li></ul>
<b>Be Prepared</b>	<ul style="list-style-type: none"><li>• Bring the correct equipment, books and completed homework to every lesson.</li><li>• Always wear the correct uniform.</li><li>• Work co-operatively with others.</li></ul>
<b>Be Productive</b>	<ul style="list-style-type: none"><li>• Listen when others are speaking.</li><li>• Participate fully in the lesson.</li><li>• Allow other pupils to concentrate</li></ul>

**Poor Behaviour / 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:

- › Repeated breaches of the school rules
- › Any form of bullying
- › 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
- › Vandalism
- › Theft

- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs or substances
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes or any items that might be related to the use of tobacco or drugs
  - Fireworks
  - Pornographic images
  - 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)
  - These banned items include:
    - Stink bombs and water bombs
    - Lighters and matches
    - 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 Pupil Reception.
    - Laser pens

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Our antibullying strategy and policy can be found here [Anti - Bullying Policy - November 23 \(stowhigh.com\)](https://www.stowhigh.com/anti-bullying-policy-november-23)

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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)

#### How the school will prevent bullying:

The school adopts a proactive approach to prevent bullying by:

- **Creating an inclusive environment** where bullying is unlikely to thrive.
- **Educating students** through assemblies, tutor discussions, and PSHE (Personal, Social, Health, and Economic) education.
- **Promoting awareness** with posters around the school listing contacts for help.
- **Using CCTV** in vulnerable areas to deter bullying.
- **Addressing issues early** by ensuring staff are vigilant and intervene at the first signs of potential bullying.

#### How pupils, parents/carers, and staff can report incidents of bullying:

Incidents of bullying can be reported through multiple channels:

- **Pupils** can speak directly to their form tutor, another trusted adult in the school, a friend who can help them report it, or even through the school's reporting system "My Concern."
- **Parents/carers** can contact the school directly, usually starting with the child's Head of Year.
- **Staff** are encouraged to report any observed or reported incidents to the appropriate school authorities.

#### How the school investigates allegations of bullying:

When a bullying allegation is reported, the school follows a structured approach:

- **Fact-finding:** Statements are taken from the victim, perpetrator, and any witnesses. These statements are standardized, signed, and dated.
- **Involvement of parents/carers:** The parents/carers of all parties are informed at the appropriate stage.

- **Objective recording:** Incidents are logged in the school's reporting system ("My Concern"), ensuring a thorough and objective investigation.

#### **How the school will react to bullying that occurs off school premises or online:**

The school takes off-premises and online bullying seriously:

- **Investigation:** The school will investigate bullying that happens off-premises or online (including cyberbullying) as part of its duty to safeguard students.
- **Parental and police involvement:** The school may involve parents and recommend that they contact the police, especially if the incident involves criminal activity.
- **Sanctions and support:** While the school itself may not deliver sanctions for incidents outside school, it provides support and advice to students and parents on how to address these issues.

#### **How the school records, analyses, and monitors incidents of bullying:**

- **Recording:** All incidents are recorded on "Go 4 Schools" and the Bully Log, which helps the school link related incidents and monitor ongoing situations.
- **Monitoring:** The school regularly checks on the welfare of students involved in bullying cases, ensuring that no further issues arise. Patterns and trends are analysed to inform future prevention strategies.

#### **Sanction procedures, making reference to sections 7 and 8 of this policy, where applicable:**

- **Progressive sanctions:** The school applies progressively more severe sanctions depending on the seriousness and persistence of the bullying. These include warnings, parental contact, loss of privileges, exclusion from certain school areas, and in severe cases, suspension or permanent exclusion.
- **Support for the bully:** Alongside sanctions, the bully may receive support such as mentoring, behaviour contracts, and other interventions to address the root causes of their behaviour.

#### **How the school supports pupils who have been bullied, and those vulnerable to bullying:**

- **Support strategies:** Victims of bullying are supported through mentoring, counselling, and restorative practices. They may also be given a "time out" card, paired with a staff member for additional support, or allowed to contact home if needed.
- **Proactive checks:** Regular follow-ups, including phone calls to parents, are conducted to ensure the victim's ongoing safety and well-being.

#### **Whole-school proactive strategies to prevent bullying:**

- **Awareness campaigns:** Regular assemblies, poster campaigns, and curriculum activities focus on the importance of respect and kindness.
- **Student voice:** The school regularly seeks feedback from students on bullying issues and involves them in anti-bullying initiatives.
- **Environmental measures:** The school avoids having areas where bullying is likely to occur and uses CCTV to monitor potentially vulnerable spaces.

### How the school trains staff and governors in preventing and handling bullying:

- **Regular updates:** Staff receive updates on the latest publications and best practices related to bullying and exploitation.
- **Training:** The school provides training on identifying and dealing with all forms of bullying, ensuring staff are equipped to follow school procedures effectively.
- **Shared learning:** Good anti-bullying practices are shared with the senior leadership team and staff, ensuring a consistent and informed approach across the school.

## 5. Roles and responsibilities

### 5.1 The School Improvement Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The Headteacher

The headteacher 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 pupils
- › 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 rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs 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 safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)



- › Challenging pupils 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 class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while 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 Pupils

Pupils 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 rules and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils 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 pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

At Stowmarket High School, we are committed to fostering a positive learning environment through a comprehensive behaviour curriculum. This curriculum is designed to clearly communicate, teach, and reinforce appropriate behaviours among all students. The key elements include:

1. **Explicit Instruction:** We clearly define and communicate our expected behaviours to our pupils through assemblies, lessons in our personal development curriculum, start-of-term reminders, and our school ethos, reinforced by our 3 P's framework. It is essential for both staff and pupils to understand the connection between good behaviour and successful education. Pupils receive specific examples of unacceptable behaviour, along with clear guidance on correcting it and what teachers expect moving forward.

2. **Professional Development:** We train our staff in behaviour management strategies using the DfE guidance to reinforce high expectations, forming a comprehensive behaviour toolkit that can be used in the classroom and in the wider school.
3. **Clear Consequences and Communication:** Our consequence system—CULTURE (formally C1) HIGH EXPECTATIONS THROUGH RULES AND ROUTINES, C2 REMIND WARN, C3 RESET, C4 REMOVE is straightforward and understood by all. We clearly define expected behaviours and the fair consequences for not meeting these expectations. This transparency helps maintain a safe and orderly environment, ensuring students are aware of the implications of their actions.
4. **Consistent Application:** Consistency is the cornerstone of our approach to behaviour management. All staff uniformly apply the behaviour rules to all students, providing a stable and predictable environment that supports effective learning.
5. **Routine Practices:** Key habits and routines are regularly practised at Stowmarket High School to embed them in our students' daily lives. This practice aims to make positive behaviours automatic and intuitive, reducing the need for corrective actions. Examples include line-ups, assembly organisation, and movement around the school during free time.
6. **Positive Reinforcement:** Positive behaviours are reinforced through recognition and rewards. This approach encourages students to continue adhering to school norms and expectations, making good behaviour rewarding.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## 6.1 Mobile phones

In line with DfE's the [mobile phone](#) and [behaviour](#) guidance.

Mobile Phones in School

- Stowmarket High School has implemented a 'Never used, seen, or heard' and 'on-site, out-of-sight' policy regarding mobile phones and digital devices. Recognising that these devices are integral to young people's lives and provide value, particularly for safety during travel to and from school, the school prohibits the use of mobile phones and other smart devices throughout the school day. This ban includes lessons, between lessons, breaktimes, lunchtimes, after-school activities, and detentions. The goal is to prevent distractions and maintain a focused learning environment, as allowing mobile phones can lead to distractions, disruptions, and unnecessary diversions. By removing mobile phones during the school day, the school aims to create a safe space where pupils are protected from risks associated with social media and cyber-bullying. Pupils are required to keep their phones switched off and stored at the **bottom of their school bags**. Non-compliance will result in immediate confiscation. The school is committed to cultivating a strong no-phone culture

through consistent enforcement, which includes clear communication of the policy rules and likely sanctions to parents, staff, and students. Additionally, pupils are not permitted to wear or use earbuds or headphones while on school grounds.

- There are limited exceptional circumstances where adaptations and reasonable adjustments may be made for mobile phone use in school. For example, a pupil may be allowed to turn on their phone to show a teacher issues like cyber-bullying or to monitor a medical condition effectively. However, these adaptations do not exempt the pupil from all restrictions on mobile phone use. Stowmarket High School will agree with the pupil and parents on specific purposes, times, and locations for mobile phone use.
- Mobile phones and similar devices are also classified as items that may be searched for in accordance with the school's searching, screening, and confiscation policy

Role	Responsibility
Pupils should	<ul style="list-style-type: none"> <li>•be clear on the school's policy on mobile phones and should be reminded of the consequences and sanctions for not following it. Reminders should be regular including the start of each year.</li> <li>• be taught the risks that are associated with the use of mobile phones, both in school and more broadly.</li> <li>•be responsible for the content on their phone. Phones/digital devices MUST not contain violent, degrading, or offensive images. The transmission of some images/information can be a criminal offence and will be dealt with as such by the school.</li> <li>•use their phone to stay safe travelling to and from school. For example, communicating with parents after the school day.</li> <li>•Follow the direction of teachers for mobile phone use on sporting fixtures, trips, and activities.</li> <li>•Cyber-bullying is completely unacceptable and will be followed up by the school as serious misbehaviour.</li> <li>•If the pupil decides to bring their phone to school, turned off at the bottom of their bag, responsibility for the phone/digital devices rests with the pupil and the school accepts no financial responsibility for damage, loss or theft of mobile devices</li> </ul>
Parents should	<ul style="list-style-type: none"> <li>•read and familiarise themselves with the behaviour/mobile phone policy and discuss this with their children, including the risks associated with mobile phone use and the benefits of a mobile phone-free environment for learning.</li> <li>•support the sanctions associated with mobile phone use as outlined in this policy</li> <li>•Where parents need to contact their child during the school day, they should be directed to the school office, where staff should be aware of the school's policy on relaying messages and facilitating contact.</li> <li>•Consider safety/family location sharing apps such as Life360, bSafe, Circle of 6, mySafetipin, Safe365.</li> </ul>
Staff should	<ul style="list-style-type: none"> <li>•know and consistently reinforce and enforce the school's policy on the use of mobile phones consistently and fairly.</li> <li>•Display guidance on mobile phone use in their classroom/tutor room</li> <li>•Liaise with parents/HOY and other staff on any patterns of mobile phone misuse.</li> <li>•Log any confiscations on Go4Schools and ensure the phone is sent directly to the school office (named)</li> <li>•Use their own mobile phone in a professional manner</li> </ul>

- 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 Pupil Services. Any pupil with visible earbuds/headphones has them confiscated in the same way as we do with mobile phones.

- If a member of staff is aware that a pupil is using a mobile phone or digital devices inside the school, then the phone may be confiscated, taken by a member of staff to the school office until the end of the school day, when the pupil may retrieve it from reception

CONFISCATION	RESULTING ACTION
➤ 1st confiscation	<ul style="list-style-type: none"> <li>➤ <b>Warning</b> (phone is returned to pupil at the end of the day)</li> <li>➤ Log made by teacher on Go4Schools</li> <li>➤ Pupil is reminded on the mobile phone rules/policy</li> </ul>
➤ 2nd confiscation	<ul style="list-style-type: none"> <li>➤ <b>Second Warning</b> and notification emailed home via HOY (phone is returned to pupil at the end of the day)</li> <li>➤ Log made by teacher on Go4Schools</li> <li>➤ HOY logs reminder letter</li> <li>➤ Student/Parent is reminded on the mobile phone rules/policy</li> <li>➤ Detention</li> </ul>
➤ 3rd Confiscation	<ul style="list-style-type: none"> <li>➤ <b>Final Warning</b></li> <li>➤ Pupil asked to sign a contract/agreement regarding mobile phone use</li> <li>➤ HOY logs FINAL reminder letter</li> <li>➤ Pupil is reminded on the mobile phone rules/policy</li> <li>➤ IDAS 45 mins same day</li> </ul>
➤ <b>4th Confiscation</b>	<ul style="list-style-type: none"> <li>➤ Phone collected by parent/carer and pupil</li> <li>➤ receives a day in Reflection Room (RR)</li> <li>➤ HOY logs Reflection Room (RR) letter</li> </ul>
<ul style="list-style-type: none"> <li>➤ <b>Persistent Use</b></li> <li>➤ <b>Irresponsible or Unsafe Use</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupil banned from bringing their phone and notification emailed home (phone is returned to pupil at the end of the day),</li> <li>➤ The parent will be written to and invited into school with the child to</li> <li>➤ commit to appropriate behaviour in the future via a contract.</li> </ul>

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. All teachers should draw upon a 'toolkit' of behaviour management strategies to help keep pupils in the classroom and learning. These may include verbal and non-verbal reminders or cues, redirection, re-establishing expectations, re-engaging students, repeating instructions, highlighting behaviour expected, providing a 'why' and any other behaviour management technique which is effective and suitable.

Teachers/Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the lesson positively and starting the next lesson afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement and the schools reward system
  - Making contact home to recognise strengths and achievements

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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

### 7.3 Responding to good behaviour

When a pupil'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.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

## **7.4 Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond 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 pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand and reminder of the expectations of behaviour
- › Sending the pupil out of the class
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime, or after school
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents/carers
- › Agreeing a behaviour contract
- › Putting a pupil 'on report'
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil 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.

### **Guidance relating to specific areas of behaviour**

#### **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 wellbeing 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.

### **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 pupils 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.

### **Knives and weapons**

Pupils 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. Pupils who do will likely be externally excluded 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 as it is a non-smoking site. Pupils who are caught smoking/vaping and/or in possession of smoking/vaping materials or where there is will receive a C4 and issued with an after-school detention. Repeat offenders will face an internal or external exclusion. 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 pupil 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 pupil presents a clear threat to the safety, health and wellbeing of others and results in an internal or external exclusion, depending on the severity of the circumstance. Alcohol is confiscated and destroyed rather than returned to the pupil 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) Pupil found using and/or in possession of an illegal substance in School for a first instance face a suspension of five days.
- b) Pupil found using and/or in possession of an illegal substance in School for a second instance face a permanent exclusion.
- c) Pupil 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**

Pupils 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 pupils 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. Pupils 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. Pupils 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 or external exclusion 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 pupils and staff at risk. Reckless behaviour which results in the fire alarm being set off is also unacceptable. Any pupil who intentionally sets off the fire alarm is externally excluded from School. Repeat offenders and certain 'one off events' can face permanent exclusion.

### **Theft**

Theft from the School, pupils or staff will attract internal or external exclusion, 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 pupil concerned where possible.

### **Stolen items**

Bringing banned or prohibited items onto the school premises will result in immediate confiscation and will lead to a sanction. The seriousness of this sanction will depend on the nature of the item. It is highly likely that bringing in prohibited items will result in a very serious sanction which could be permanent exclusion from the school.

### **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 external 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 or external exclusion, depending on the nature of the offence.

At all times, pupils 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.

Pupils must not take photographs or audio/visual recordings of pupils 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 pupil 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 or external exclusion, depending on the severity of the incident. Certain 'one off events' and repeated offences may result in permanent exclusion.

### **Uniform**

Students are required to always adhere to the established uniform policy. Compliance with our uniform standards is checked and monitored during tutor time, ensuring that each student meets the outlined expectations.

Should a student fail to conform to the uniform requirements during tutor time, staff members will engage with the student to understand any extenuating circumstances. It is the student's duty to communicate any issues with their uniform; however, tutors will perform daily inspections. Students are encouraged to address any discrepancies immediately. If a resolution is not possible on the spot (for example, incorrect haircut/colour) the student, in collaboration with their parents, must rectify the issue promptly. In such cases, a **Temporary Uniform Pass** may be issued by the Head of Year until the matter is resolved. This will be time bound.

If a student rectifies a uniform issue (such as wearing their blazer) but chooses not to comply, they will receive a C4 sanction, necessitating at least an after-school detention, contingent on resolving the uniform violation.

During tutor time, students found with prohibited items must remove them immediately. Non-compliance with this directive will result in a minimum of one day in the Reflection Room, pending resolution. Repeat offenses may lead to further disciplinary actions.

Permitted jewellery includes two small, studded earrings (one pair, one earring in each ear)), one wristwatch, one discreet necklace, one bracelet or band, and one, single ring. No facial jewellery is to be worn on school premises, including transparent piercings.

Extreme hairstyles that draw excessive attention, such as shaven designs or unnatural dye colours, are prohibited. Prior approval from the Head of Year is required for any potentially controversial hairstyles. The Headteacher reserves the final authority on interpreting these guidelines.

### **Attendance and Lateness to School**

Attendance and Punctuality at School It is the joint responsibility of the school and parents/carers to collaborate in ensuring that student attendance approaches 100% as closely as possible. Our Attendance Policy provides guidance on managing attendance and addressing attendance-related issues.

Lateness not only disrupts the learning and behaviour of the tardy student but also impacts all other learners. To encourage punctuality, we impose break detentions for lateness to school. If a student is up to 3 minutes late to a lesson, the teacher issues a 'LATE TO SCHOOL' and then follows the established consequence system. Should a student be truant for part or the entirety of the lesson (arriving more than 3 minutes late or not attending at all), the teacher will issue a C4 for Truancy.

### **Detentions**

There are various forms of detention that can be issued.

<p><b>STANDARDS DETENTION</b> – Punctuality and Uniform <b>Break detention</b> – if a pupil is late into tutor time (after 8.50am), they will be <b>issued a break detention in an allocated classroom on the same day</b>. 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 pupils to sign in if they arrive after the start of tutor time. Tutors also issue the break detention if they arrive to tutor time after 8.50am without signing in. Tutors can also issue a standards detention for uniform infringements following a reminder of the expectation.</p>
<p><b>Lunchtime detention</b> - this is held in a classroom and is from 13.40-13.55 (a total of 15 minutes). This is the consequence for any pupil who IS LATE TO LESSON, it is automatically be escalated to a C4 (and an IDAS immediate detention after school) if not attended</p>
<p><b>IDAS</b> Immediate After-school detention IDAS– this is typically be held in lilies and is from 15.10-15.55 (a total of 45 minutes). They are the consequence for any pupil who receives a C4. Pupils attend the after-school detention on the SAME DAY they received their C4 Up to including period 3. Period 4 will carry over to the next day and include period 4 (from previous day) plus 1-3 on that day. Families are given notice of any after school detention and the expectation to attend on the same day. In the event of exceptional circumstances such as a medical appointment parents/carers can contact the HOY via email to ask for the detention to be moved t the next day. If the pupil forgets to attend, they attend the next day. If the pupil does not attend on two occasions, it is automatically escalated to a day in the Reflection Room. The pupil is expected to use the time productively to catch up with work or complete a task set such as reading.</p>

### Behaviour Protocols

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

<p>CULTURE OF HIGH EXPECTATIONS (formally c1)</p>	<p>Classroom Management -Universal Teacher Toolkit</p> <p>Behaviour Management Strategies Meet and greet. Routines, Rules, clear and regularly reminded expectations, verbal and no verbal cues, consistency</p> <p>Behaviour curriculum</p> <p>REMIND REFRESH REDIRECT RE-ENGAGE REPEAT RE-MODEL</p>
<p>REMINDE WARNING C2</p>	<p>the student's behaviour has not met classroom expectations, and it is recorded on Go4Schools. The teacher must state clearly that this is a WARNING and the reason for the WARNING. The expected behaviour the teacher wishes to see should be clearly stated.</p>
<p>RESET C3</p>	<p>Support Team may be called for a RESET conversation or to allow the teacher to have a conversation with the pupil themselves.</p> <p>Reset intervention which may include timeout, 5-minute walk with support, seating plan change, other support strategy to help the pupil re-engage and maintain learning in the classroom.</p>
<p>REMOVE C4</p>	<p>Support Team are requested, and it is recorded on Go4Schools by the teacher. A 45-minute detention is issued for after school on Monday-Friday. The detention should be immediate, in most cases the same day unless mitigating circumstances mean this is not possible.</p> <p>The teacher should make contact home and explain the behaviour/events behind the removal</p>

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

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

- Continued defiance towards staff.
- Repeated failure to meet uniform expectations (by form tutor or HOY).
- 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 pupil 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.
- Truancy a lesson
- Refusal to engage with the C3 RESET support offered

Where a pupil is issued a C4 in the classroom, the pupil must wait for collection by the Support Team, and they will be required to work in another classroom for the remainder of the lesson (the teacher should ensure the pupil can continue their learning when they are removed). A pupil receiving more than two 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 and Conversations**

The school prioritizes providing pupils with opportunities to reflect on and address behavioural shortcomings. It is crucial that each lesson begins with a "clean slate," ensuring that any previous issues have been resolved, allowing the focus to shift back to recognizing and encouraging positive behaviour. Negative behaviour from a prior lesson should be addressed immediately and should not carry over into subsequent lessons.

### **Restorative Conversations**

Restorative conversations are structured dialogues aimed at addressing incidents of misconduct by fostering understanding, accountability, and the repair of relationships. These conversations emphasize the harm caused by the behaviour, rather than focusing solely on punishment.

When an after-school detention (ASD) is issued, it is considered good practice for the teacher to engage in a dialogue with the pupil to ensure they fully understand the consequences of their behaviour and its impact on learning. This interaction also allows both the teacher and pupil to rebuild any damaged relationships and clarify expectations, reducing the likelihood of repeated misbehaviour. The beginning of after-school detention provides an ideal opportunity for this conversation. Staff are encouraged to use this time or other appropriate moments during the day, such as the end of lunchtime or break, to conduct restorative conversations with pupils who were removed from their lessons

### **Reasonable Adjustments to the behaviour policy**

Alternative arrangements for implementing the behaviour policy can be considered on a case-by-case basis for any pupil where it is believed an adjusted alternative arrangement would be safer and more effective given the specific context and personal circumstances at the time. This should be the exception not the norm. The impact on consistency and perceived fairness overall will be considered when considering any alternative arrangements. For example: it may be necessary to make a specific adjustment to a uniform when there is a case of severe eczema, or an extra warning may be given to a pupil with SEND who struggles with remembering instructions and reminders. Any specific and permanent reasonable adjustments will be agreed with the Inclusion Team and SLT. These will be clearly agreed and communicated to the pupil and their family, and published to all staff on the I notice board

### **Report Cards**

We continue to operate two forms of pupil 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 design are intended to help focus students' efforts and improve behaviour for learning through the engagement of staff, parents/carers and pupils alike.

### **Temporary Removal from the Mainstream School (internal exclusion)**

## **Internal Exclusion**

Pupils who present a manageable risk to the safety, health and wellbeing of themselves or others will be internally excluded. This is not the same as a permanent exclusion but is an internal strategy used by the school. Whilst in internal exclusion, pupils continue to be required to learn and behave in accordance with the School's Behaviour Policy. When a pupil has received an internal exclusion, parents/carers will be informed.

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

Internal exclusion may take place in our reflection room (RR), with a pastoral member of staff or with a member of SLT.

## **Fixed Term Suspensions and Permanent Exclusions**

Fixed Term Suspensions and Permanent Exclusions are sometimes a necessary part of a functioning school system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. These are serious matters and always a last resort.

### **Suspensions - Fixed Term Suspensions**

Suspension is a temporary removal from school. A pupil may be suspended for one or more fixed periods, up to 45 school days per academic year, which need not be continuous. Suspensions signal unacceptable behaviour and warn that continued misconduct may lead to permanent exclusion, indicating the need for additional strategies if frequent. During suspensions, pupils must continue their education through set and marked work, utilising platforms like Oak Academy, with continued support and reasonable adjustments for disabilities or SEND. All suspensions, including partial-day suspensions must be recorded and parents notified. The law prohibits extending or converting suspensions into permanent exclusions, but further suspensions may follow if new evidence arises. Reasons for suspensions may include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Although this is not an exclusive list.

### **Fixed-Term Suspensions and Permanent Exclusions protocols**

Pupils who are repeatedly excluded, either externally or internally, are at increased risk of permanent exclusion. These pupils must attend a meeting with their Head of Year to discuss appropriate support and are placed on an 8-to-16-week probation under the Suffolk Pupil Support Framework. If a pupil continues to violate the School's Behaviour Policy, they may be offered a managed move to another school through the In Year Fair Access Panel, assigned to an alternative education site, or required to attend a Pupil Disciplinary Review with the relevant professionals.

## **Permanent Exclusions**

Permanent exclusion means a pupil is no longer allowed to attend the school unless reinstated. This should only occur due to serious or persistent breaches of the behaviour policy, and if the pupil's presence would seriously harm the education or welfare of others. Headteachers must ensure work is set and marked for the first five school days, consider support service referrals, and notify key workers like social workers.

Pupils whose behaviour presents an 'unmanageable' risk to the safety, health and wellbeing of themselves, or others are externally excluded 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 pupil has committed a 'one off' breach of the Behaviour Policy that the behaviour of the pupil cannot be reasonably managed, the pupil is permanently excluded.

The school is guided by the latest DfE recommendations on exclusions ([Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)).

The decision to externally exclude a pupil can only be made by the Headteacher, or in her absence, the Deputy 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.

### **Preventative Measures**

Stowmarket High School (SHS) has a range of preventative measures designed to support positive behaviour and prevent behaviour leading to a suspension or permanent exclusion.

Only the headteacher can suspend or permanently exclude a pupil on disciplinary grounds. Behaviour outside school can also justify exclusion. Decisions must be lawful, reasonable, fair, and proportionate, adhering to administrative law. The headteacher should use the civil standard of proof ("balance of probabilities") and consider their duty of care when excluding a pupil. Pupils' views should be considered, considering their age and understanding, and they should be informed how their views influenced the decision.

### **Safeguarding of Pupils during a suspension or permanent exclusion**

During a suspension, the school is committed to safeguarding the welfare of all pupils. A risk assessment will be conducted to identify any potential risks to the pupil's safety. The school will maintain clear communication with parents or carers to ensure they are fully aware of their responsibilities during this period. Appropriate educational work will be provided, and for suspensions longer than five days, the school will arrange suitable full-time education from the sixth day. Reintegration planning is essential and may include a reintegration meeting to support the pupil's return to school. Coordination with external agencies will be undertaken, when necessary, particularly for vulnerable pupils. The school will actively monitor the pupil's welfare throughout the suspension, ensuring regular contact with the family. Safeguarding the pupil always remains the school's priority

### **Reintegration Strategy**

In line with DfE guidelines, the school is committed to supporting the successful reintegration of pupils following a suspension. A reintegration meeting with the pupil and their parents or carers will be held to address the suspension, discuss any underlying issues, and agree on a return plan. Targeted support, such as counselling or mentoring, will be provided as needed. Clear behavioural expectations will be communicated, and phased returns or monitoring may be used to assist the transition. The focus will be on restoring relationships, rebuilding confidence, and ensuring the pupil feels supported and valued within the school community

### **Working with local agencies**

#### **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 unless a safeguarding matter prevents this.

### **Pupils with a social worker**

In alignment with DfE guidance, the school acknowledges the heightened vulnerabilities of pupils with a social worker in the context of suspensions. Upon any suspension decision, the school will engage in consultations with the pupil's social worker to ensure a thorough understanding of the pupil's individual circumstances and to facilitate the coordination of appropriate support. The school is committed to a collaborative approach with social workers and relevant agencies to ensure that any suspension does not exacerbate existing vulnerabilities. The welfare of the pupil will remain paramount, and planning for reintegration will be conducted in partnership with the social worker to ensure a smooth return to school and the continuation of essential support.

### **Supporting Pupils whose Behaviour Needs to Improve**

To support pupils with behavioural challenges, the school will use early intervention, clearly communicate expectations, and provide personalised support, such as mentoring or counselling. Parental involvement will be encouraged through regular communication. Positive reinforcement will be used to promote good behaviour. Staff will be trained in behaviour management, and a supportive school environment will be maintained. For complex cases, the school will work with external agencies to ensure comprehensive support

## **7.5 Reasonable 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 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)).

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers

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.

The baseline for reasonable force should be is it necessary, reasonable and proportional.

All members of staff receive guidance about the use of reasonable force appropriate to their role to enable them to the Reflection Room (RR) 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.

## 7.6 Searching, screening and confiscation

Searching 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 because of a search will be confiscated. These items will not be returned to the pupil.

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

### Searching a pupil

There are two sets of legal provisions which enable school staff to confiscate items from pupils and the school reserves the right to exercise these provisions:

1. **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted according to this guidance in this policy.

2. **Power to search**

The school follows the guidelines issued by the DfE, updated in the Education Act 2011. Teachers are lawfully empowered to search a student, without consent for items defined within the Act as 'prohibited'. Additionally, teachers are empowered to search a student, with their consent for other items banned by the school rules.

Refusal by a pupil to give consent is a separate disciplinary offence. The school reserves the right to call the Police to conduct a search where necessary.

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

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

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

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



pupils. Searches will be conducted in such a manner as to minimise embarrassment or distress and only when proportional and necessary.

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your coat”
- 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 cooperate, the member of staff will contact the headteacher / deputy headteacher or the designated safeguarding lead (or DDSL) 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, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector 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 or DDSL 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

### **What happens to confiscated items**

#### **When items are confiscated by school staff the following will result:**

- Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police.
- Cigarettes, cigarette papers, lighters and e-cigarettes or smoking paraphernalia will be disposed of.
- Objects considered to pose a risk to the pupil or others will be safely disposed of (for example sharps)
- Other confiscated items may be returned to the parent or pupil at an appropriate time at the discretion of the school.
- If a bag search has been deemed necessary and nothing has been found, contact will be made with the parent/carer advising of the reason for the bag search. In the event of finding any items causing concern the parent/carer will be telephoned by a member of senior staff.

### **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) or DDSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care 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) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil'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.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Screening:**

There are occasions in school when screening may be used to help ensure pupils are safe and do not have items on them that may cause harm or distress. For example, upon entering a public exam, screening may be used to ensure pupils do not have electrical devices in pockets. This is to prevent breaches in regulations set by JCQ - Joint Council for Qualifications. Other examples of necessary screening may be in response to a local threat or upon direction from the police through shared intelligence. Screening is put in place when necessary to maintain order and safety.

## **7.7 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).

## **Behaviour During the Journey to and from School**

Pupils travelling to and from school by walking, cycling, train, or bus must comply with the school's behaviour regulations, with identical sanctions applied as within school premises. Upon arriving on the school site in the morning, pupils are not permitted to leave without authorisation until 3:10 PM, with unauthorised departure resulting in a C4 and a minimum of an after-school detention. Exemplary behaviour is expected during these journeys; any misconduct, particularly on buses, which jeopardises the safety and wellbeing of others, will incur a C4 and at least an after-school detention, depending on the incident's severity. Minor infractions on school buses will lead to verbal or written warnings, while persistent or serious infractions may result in the revocation of school transport privileges, either temporarily or permanently.

## **School Trips, Clubs and Fixtures**

The same high standards of behaviour are expected of our staff and pupils beyond the school day, including during fixtures, trips, or after-school clubs. The school behaviour policy applies to any misbehaviour while representing the school or wearing the uniform.

## **7.8 Online misbehaviour**

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

- › It poses a threat or causes harm to another pupil
- › 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.

## **7.9 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, the headteacher OR member of the senior leadership 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, if 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.

## **7.10 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

## **7.11 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 giving due regard to the statutory guidance from the Department of Education.

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

Detentions:

A detention is a frequently used sanction intended to deter future misbehaviour. It involves requiring the pupil to remain under staff supervision for a short period while their peers go home or take a break. Staff should administer detentions consistently and fairly, ensuring that all pupils and staff are familiar with the process."

#### The law and detentions

Teachers/school-based staff have authority to issue detention to pupils, including same-day detentions. This is a sanction used by SHS.

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

The school will decide whether it is necessary to inform the pupil's parents/carers.

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

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

### 8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time or for the remainder of the lesson (C3/C4)

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised in another classroom using a shadow timetable, or in another classroom, with the HOY or other staff member. Pupils will be removed for a maximum of 75mins (one lesson). In the event they are removed from 2 or more lessons in one given day the pupil will have a day in the reflection room (internal exclusion) the following day as well as an Immediate Detention After School.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with
- Use of teaching assistants, SENDO and external advisory agencies such as
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units or alternative provision including Oasis and approved external educational providers
- Multi-agency assessment and integrated approach safeguarding, SEND, inclusion, Behaviour

Staff will record all incidents of removal from the classroom on Go4Schools, along with details of the incident that led to the removal, and any protected characteristics of the pupil. The teacher should contact the parent where a C4 removal has been issued.

### **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 take its legal duties into account 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 anticipating and removing triggers of misbehaviour are suggested below. These are some successful adaptations although each pupil will be considered on a case-by-case basis to ensure the specific needs are considered.

- 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 who has severe eczema
- Training for staff in understanding conditions such as autism
- SEND LSA and Oasis staff support
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Changes to wall displays to prevent cognitive overload
- Early release from classrooms to prevent noise and congestion for sensory pupils or those easily overwhelmed.

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- › The pupil was unable to understand the rule or instruction
- › The pupil was unable to act differently at the time because of their SEND
- › The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether 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.

[Education, Health and Care Needs Assessments - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](http://suffolklocaloffer.org.uk)

Suffolk County Council

# **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.

### **Support, Monitoring and Further Consequences**

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

### **Monitoring & Intervention**

- › Year Teams will monitor behaviour closely using GO4Schools and input from the school staff. Where a pupil 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, pupil and parents.
- › Use of Oasis and SEND staff.
- › Support from outside agencies.
- › Alternative educational placements.

## **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.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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 their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The importance of good behaviour in schools and its impact on learning, safety and wellbeing.
- › Information sharing on DFE guidance, rights responsibilities and good practice in relation to behaviour in schools
- › Clear policies and procedures (including visual displays in classrooms) of the protocols and processes
- › Training on reinforcing expectations with tutor groups

- › Behaviour management training including CPD and briefings which equip staff to manage behaviour effectively and remind, revisit or introduce ways to promote positive behaviour and de-escalate poor behaviour
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of 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, alternative provision, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every regularly by SLT and heads of Year and other roles such as the PPG lead and SENDCO to identify patterns and possible early interventions.

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

- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

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 Kingfisher Schoos Trust Governance 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 and Kingfisher Trust board of trustees

## 14. Links with other policies

This behaviour policy is linked to the following Stowmarket High School (SHS) <https://www.stowhigh.com/statutory-information/policies/> or Kingfisher Trust Policies [Kingfisher Schools Trust - Policies](#)

- › Exclusions Policy
- › Child protection and Safeguarding policy
- › School Uniform Policy
- › Attendance Policy

- Online Safety Policy
- Anti Bullying Policy
- Child on Child Abuse Policy
- SEND policy

## **Appendix 1: written statement of behaviour principles**

"At Stowmarket High School, we are committed to ensuring that every pupil understands their right to feel safe, valued, and respected, and can learn free from the disruption of others. We maintain a discrimination-free environment for all pupils, staff, and visitors. Our staff and volunteers consistently set excellent examples, reinforcing a behaviour policy that is well understood across our school community. This policy includes the judicious use of rewards, sanctions, and reasonable force to maintain order and respect within the school premises. Additionally, our exclusions policy, which is used only as a last resort, clearly outlines the procedures for suspensions and exclusions, ensuring transparency and fairness. We actively involve families and carers in the management of behaviour incidents, which helps foster strong relationships between the school and pupils' home environments and supports pupils in taking responsibility for their actions."

The School Improvement Board 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 Headteacher and Kingfisher Trust Board of Trustees.

## **Appendix 2: Behaviour Intervention Guidelines**

<b>Intervention Level</b>	<b>Negative Behaviour</b>	<b>Monitoring &amp; Communication</b>
<b>1. Tutor Report Card</b>	Poor attitude to learning OR Persistent warnings in lessons OR Up to 5 C4s	<ul style="list-style-type: none"> <li>Record on GO4Schools.</li> <li>Reports to the Tutor.</li> <li>Tutor to contact home.</li> </ul>
<b>2. Head of Year Report Card</b>	Over 5 C4s	<ul style="list-style-type: none"> <li>Record on GO4Schools.</li> <li>Reports to the Year Office.</li> <li>Head of Year to contact home.</li> </ul>
<b>3. SLT Report Card</b>	Over 10 C4s	<ul style="list-style-type: none"> <li>Record on GO4Schools.</li> <li>Reports to the Year Office.</li> <li>Head of Year to contact home.</li> </ul>
<b>4. Suffolk Pupil Support Framework (SPSF)</b>	Persistent failure on Head of Year Report Card OR Repeated Internal exclusions OR Serious breach of the Behaviour Policy	<ul style="list-style-type: none"> <li>Record on GO4Schools.</li> <li>Head of Year to contact home and meet parents/carers for initial meeting alongside link Assistant Headteacher.</li> <li>Further meetings will follow as part of interim and final reviews.</li> <li>Must consistently meet targets over 8 to 16-week period.</li> </ul>
<b>5. Pupil Disciplinary Review</b>	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.	<ul style="list-style-type: none"> <li>Record on Go4Schools.</li> <li>Link Assistant Headteacher to contact home and meet parents/carers alongside Head of Year and/or Headteacher (depending on level of risk).</li> <li>Extended 8-week period on SPSF.</li> <li>Referral to the In Year Fair Access Panel.</li> </ul>

