

Behaviour policy

Cornelius Vermuyden School



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1. Aims

Our school aims to:

- Create a positive environment that promotes excellent behaviour, ensuring all students can learn in a calm, safe and supportive setting
- Establish a whole-school approach to maintaining high standards of behaviour that reflect our school values
- Outline clear expectations and consequences for behaviour
- Provide a consistent approach to behaviour management that is applied fairly, proportionally and without bias
- Define what is considered unacceptable behaviour
- Set clear expectations around bullying, harassment and discriminatory behaviour
- Ensure that all staff, students and parents understand their role in supporting a culture of high standards
- Promote a behaviour culture that supports safeguarding and the wellbeing of all students

2. Legislation and statutory guidance

This policy reflects the school's duties under national legislation and statutory guidance. It ensures that our approach to behaviour supports safeguarding, inclusion, and equality, and promotes a safe and respectful learning environment.

It is informed by the following guidance from the Department for Education (DfE):

- Behaviour in Schools: Advice for Headteachers and school staff
- Searching, Screening and Confiscation: Advice for schools
- Mobile phones in schools
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting Students with Medical Conditions at School
- Keeping Children Safe in Education
- Special Educational Needs and Disability (SEND) Code of Practice

It also reflects the school's responsibilities under:

- The Equality Act 2010
- The Education (Independent School Standards) Regulations, which apply to academies and set out the legal duties to safeguard students, promote good behaviour, and prevent bullying
- DfE guidance requiring academies to publish their behaviour policy and anti-bullying strategy

This policy aligns with our Child Protection and Safeguarding Policy and complies with our Funding Agreement and Articles of Association.

3. Definitions

3.1 Misbehaviour

Misbehaviour refers to behaviour that disrupts learning or undermines the school environment. This includes, but is not limited to:

- Disruption in lessons, corridors, or social times
- Non-completion of classwork or homework
- Poor attitude towards staff or peers
- Incorrect or incomplete uniform
- Lateness to lessons, including internal truancy
- Defiance or failure to follow instructions

3.2 Serious Misbehaviour

Serious misbehaviour includes behaviour that threatens the safety, welfare or dignity of others, represents a serious breach of the school's behaviour expectations, or brings the school into disrepute. It may result in suspension or other significant consequences. This includes, but is not limited to:

- Repeated breaches of the school rules
- Any form of bullying
- Discriminatory language or behaviour
- Physical aggression or violence
- Possession of prohibited items (e.g. weapons, alcohol, drugs, smoking paraphernalia, etc.)
- Refusal to hand in a mobile phone or smart device in accordance with the school's procedures
- Refusal to cooperate with a search carried out in accordance with the school's Searching, Screening and Confiscation procedures

- Vandalism or theft
- Inappropriate use of mobile phones, digital devices or technology on and off site
- Sexual harassment, sexual violence or other harmful sexual behaviour
- Any behaviour that constitutes a safeguarding concern

3.3 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another, where there is an imbalance of power. It is:

- Deliberate
- Repeated over time
- Difficult for the victim to defend against

Types of bullying include, but are not limited to:

Type	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking belongings
Verbal (direct/indirect)	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Online abuse, threatening/tormenting messages, image sharing or trolling
Prejudice-based	Targeting someone based on a protected characteristic: ▪ Race or ethnicity ▪ Religion or belief ▪ Gender or sex ▪ Sexual orientation (homophobic/biphobic) ▪ Gender identity (transphobic) ▪ Disability or SEND ▪ Any other protected characteristic
Sexual	Sexual remarks, gestures, unwanted touching, display of sexual material, comments about sexual reputation

Our approach to preventing and responding to bullying is outlined in our Anti-Bullying Strategy.

3.4 Harmful Sexual Behaviour (HSB)

Harmful Sexual Behaviour is a specific form of child-on-child abuse involving sexualised conduct that is abusive, inappropriate or exploitative. It includes, but is not limited to:

- Sexual violence or assault (including intentional sexual touching without consent)
- Sexual harassment (unwanted conduct of a sexual nature), including:
 - Sexual comments or jokes
 - Sexual taunting
 - Physical conduct, such as lifting clothes or brushing against someone deliberately
 - Online harassment, including unwanted messages, sexualised content, or sharing of nude/semi-nude images

HSB may be verbal, physical, or online. Staff must respond in line with the Child Protection and Safeguarding Policy.

3.5 Child-on-Child Abuse

Child-on-child abuse is any form of physical, sexual, emotional or verbal abuse between children under the age of 18. It is a safeguarding concern and includes, but is not limited to:

- Bullying (including cyberbullying)
- Physical abuse or assault
- Sexual violence or harassment
- Initiation/hazing-type violence
- Upskirting
- Sharing of nude or semi-nude images or videos (sexting)
- Any abusive behaviour motivated by power, control or exploitation

The school takes a zero-tolerance approach to all forms of abuse. Such behaviour is never excused as “banter”, “just having a laugh”, or “part of growing up”.

All concerns must be recorded on MyConcern and referred to the Designated Safeguarding Lead (DSL). Where appropriate, referrals will be made to Children’s Social Care and/or the Police.

4. Roles and responsibilities

4.1 Local Governing Board

The Governors are responsible for:

- Approving the behaviour policy
- Monitoring its effectiveness across the school
- Holding the Headteacher to account for its consistent and fair implementation
- Ensuring the policy complies with statutory requirements, supports safeguarding, and promotes equality and inclusion
- Reviewing behaviour-related data where appropriate, including exclusions and patterns affecting specific student groups

4.2 Headteacher

The Headteacher is responsible for:

- Leading the school’s behaviour culture and setting high expectations for conduct
- Developing and reviewing the behaviour policy
- Ensuring the policy is consistently implemented by all staff
- Monitoring the use of rewards and sanctions to ensure they are applied fairly and proportionally
- Ensuring behaviour systems support safeguarding and align with the child protection policy
- Overseeing the training of staff on behaviour, including the impact of SEND and mental health needs
- Ensuring staff receive clear induction on the school’s behaviour policy, routines, and expectations
- Using behaviour data to identify patterns and ensure no groups of students are disproportionately affected
- Maintaining a strong and visible presence across the school day
- Reporting on behaviour trends to Governors as required

4.3 Senior Leadership Team

The Senior Leadership Team is responsible for:

- Promoting a consistent approach to behaviour across all areas of the school
- Supporting the Headteacher in implementing this policy
- Supporting staff in managing behaviour and following up serious incidents
- Quality-assuring the implementation of routines and expectations
- Monitoring behaviour data within their areas of responsibility
- Supporting the training, coaching and development of staff in behaviour management

4.4 Teaching and Support Staff

All staff are responsible for:

- Creating a calm, safe and purposeful learning environment
- Establishing and maintaining clear boundaries of behaviour
- Applying the behaviour policy fairly and consistently
- Teaching and reinforcing expectations, routines, and values
- Modelling respectful relationships and positive behaviours
- Using a personalised approach where needed, particularly for students with SEND
- Reflecting on the impact of their own behaviour on school culture
- Recording behaviour incidents accurately and promptly
- Challenging students where behaviour falls short of expectations

4.5 Parents and Carers

Parents and carers are expected to:

- Support the behaviour policy and reinforce expectations at home
- Communicate relevant changes in circumstances that may affect behaviour
- Engage with the school to resolve behavioural issues, including attending reviews and meetings
- Raise concerns through the appropriate school channels, in partnership with the school
- Encourage their child to take responsibility for their behaviour
- Contribute positively to the school community and culture

The school will maintain strong relationships with parents and carers through regular communication about their child's behaviour.

4.6 Students

Students will be taught and reminded of:

- The standards of behaviour expected
- Their duty to follow the school's behaviour policy
- School rules, routines, rewards and consequences
- The support available to help them meet expectations

Students will be supported to understand and uphold the school's behaviour culture and will be given opportunities to provide feedback on their experience. Additional support and induction will be provided for students who join mid-term.

5. Creating a positive behaviour culture

Our curriculum supports positive behaviour by developing the attitudes and habits students need to succeed in school and in life. These include concentration, perseverance, imagination, cooperation, self-improvement, curiosity, and a genuine enjoyment of learning.

Excellent behaviour is essential for learning. Students are expected to contribute to a calm, purposeful and respectful learning environment by:

- Always acting sensibly and respectfully
- Moving quietly and calmly around the school site
- Demonstrating the school's core values in all aspects of school life
- Showing respect to staff, peers and visitors
- Arriving on time to lessons and lining up quietly when required
- Always wearing full school uniform correctly
- Bringing the correct equipment to lessons and being prepared to learn
- Taking responsibility for their own learning and supporting the learning of others
- Completing classwork and homework to the best of their ability
- Respecting the school environment and all property
- Accepting consequences when issued
- Representing the school positively in the community, including online and outside of school

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to enable all students, including those with SEND, to meet behavioural expectations and access learning fully.

5.1 Mobile phones and smart devices

Cornelius Vermuyden School operates a phone-free and smart device-free school day. Students may bring mobile phones and smart devices to school, but these must be handed in at the start of the school day in accordance with the school's collection procedures. Devices will be securely stored during the school day and returned at the end of the day.

For the purposes of this policy, smart devices are devices capable of communication, messaging, internet connectivity, recording, or transmitting or receiving audio, images or data. This includes, but is not limited to, smartwatches, wireless earphones and headphones.

Students must not retain, conceal, use or access a mobile phone or smart device during the school day, including at break and lunchtime.

Refusal to hand in a mobile phone or smart device, deliberately retaining or concealing a device, or being found in possession of a device during the school day will be treated as serious misbehaviour and may result in suspension.

Any mobile phone or smart device found in a student's possession during the school day will be confiscated and dealt with in accordance with the school's behaviour procedures.

If a student needs to contact home during the school day, they must do so via Student Services. Parents and carers who need to contact their child during the school day should contact the school.

Reasonable adjustments or exceptional arrangements may be made for individual students where appropriate.

This policy is in place to remove distractions, maintain focus on learning and support a calm, respectful school environment.

The school's approach reflects the DfE statutory guidance on mobile phones in schools.

5.2 Responding to misbehaviour

When behaviour falls below expectations, staff are expected to respond in a calm, fair and proportionate manner. The aim is to restore a focused learning environment and support the student to make better choices.

Misbehaviour will always be challenged. Responses should be consistent, but staff should also consider the student's individual circumstances, including any SEND or safeguarding needs.

Where behaviour is persistent, out of character or escalates, staff will consider whether it may indicate an underlying issue. In such cases, concerns must be referred to the Designated Safeguarding Lead and dealt with in line with the Child Protection and Safeguarding Policy.

Behaviour incidents are monitored to identify trends and ensure no group of students is disproportionately impacted.

5.3 Classroom system

Staff are expected to manage behaviour in the classroom using clear routines, firm expectations and calm, consistent responses. To support this, we use a staged approach that helps de-escalate low level disruption and maintain a productive learning environment.

This structure is intended to guide staff, not restrict them. Staff are trusted to use their professional judgement, not all behaviour requires each stage, and serious incidents may require immediate removal or escalation.

Our classroom response includes:

- **Remind** – A verbal reminder is given to refocus the student on expectations
- **Respond** – The behaviour is addressed and a departmental correction is applied
- **Reset** – If behaviour continues, 'On Call' may be requested. The student is spoken to outside the room and offered the opportunity to re-engage
- **Removal** – If behaviour persists or is serious, the student is removed from the lesson by 'On Call' and placed in Lesson Removal. The class teacher completes a restorative conversation before the next lesson

This approach promotes consistency across classrooms while allowing for professional discretion based on individual student context, behaviour type and individual need.

5.4 Sanctions

Depending on the incident, the school may apply one or more of the following:

- Verbal warning
- Correction at break, lunch, after school or on Saturday
- Communication with parents/carers
- Reports
- Lesson Removal
- Isolation
- Internal Suspension
- External Suspension
- Permanent Exclusion (for the most serious cases)

Sanctions are applied case by case, with attention to fairness and the wider impact on school culture.

Wherever possible, restorative conversations take place following significant incidents, removals or suspensions to repair relationships and restore expectations. Recognition of positive behaviour is embedded in daily routines, including tutor time, assemblies and celebration events.

5.5 Encouraging Positive Behaviour

We are committed to building a school culture where positive behaviour is the norm and students are recognised for meeting our high expectations.

We actively reinforce behaviours such as:

- Consistent effort in lessons
- Demonstrating the school's core values
- Showing kindness, leadership or initiative
- Making positive contributions to the school community
- Improving behaviour or attendance over time

Students may be rewarded through:

- Achievement points
- Verbal praise and written recognition
- Postcards or certificates
- Phone calls, emails or letters home
- Head of Year or SLT recognition
- Celebration assemblies or reward events

All staff are expected to notice and acknowledge positive behaviour. Recognition should be specific, meaningful and used consistently across the school.

5.6 Behaviour and Monitoring Reports

The school operates a structured system of behaviour and monitoring reports as part of its graduated response to managing behaviour and supporting student progress. Reports are issued where behaviour, effort, punctuality, attendance, or subject-specific concerns require targeted monitoring and intervention.

All reports will:

- Include clear, measurable targets
- Be reviewed regularly with the student
- Involve contact with parents/carers at the start and end of the reporting period
- Escalate to the next stage if insufficient progress is made

Failure to engage with the expectations of any report may result in further sanctions or referral to the next stage of support or intervention.

5.6.1 Positive Report

Used to reinforce positive behaviour, effort or attendance following improvement or to encourage sustained progress. Issued for 1–2 weeks by any staff member, with praise shared and a reward where appropriate.

5.6.2 Subject Report

Used where concerns are isolated to one subject (e.g. behaviour, effort, missing homework). Issued and monitored by the Head of Department.

5.6.3 Form Tutor Report

Used to monitor general behaviour or emerging concerns across multiple lessons. Issued and monitored by the Form Tutor.

5.6.4 Head of Year Report

Used when behaviour concerns escalate or persist despite earlier intervention. Issued and monitored by the Head of Year.

5.6.5 SLT Report

Used following serious incidents, repeated suspensions, or where a student is at risk of permanent exclusion. Issued and monitored by a senior member of staff.

5.6.6 Personal Support Plan (PSP)

Forms part of a broader support plan for students at risk of permanent exclusion. Tracks progress against personalised targets set during the PSP process. Issued and monitored by a senior member of staff.

5.7 Lesson removal

Removal from lessons is a serious response, used only when a student's behaviour has significantly disrupted learning, posed a safety risk, or when earlier strategies to support behaviour in the classroom have not been effective.

Where appropriate, staff may use On Call to support a student through de-escalation and a possible return to class. However, if the behaviour warrants it, On Call may lead to removal from the lesson altogether.

Removal may be necessary to:

- Restore a calm and orderly learning environment
- Maintain the safety of the student or others
- Prevent the escalation of disruptive or unsafe behaviour
- Enable the student to reflect and reset in a supervised setting
- Support an investigation while a decision is made about an appropriate sanction

Students removed from lessons will be placed in Lesson Removal, where they will work in silence under supervision. The class teacher is expected to contact parents or carers on the same day to inform them of the removal, and to complete a restorative conversation with the student before their next lesson. This ensures clarity, accountability and a smooth reintegration into learning.

All removals are recorded and monitored to ensure that the process is used proportionately, fairly, and in line with the school's behaviour policy. Patterns of removal will be reviewed regularly to ensure appropriate support and intervention is in place.

5.8 Isolation

In more serious cases, students may be placed in Isolation either as a sanction or while an investigation is carried out. This may also be used as an alternative to suspension where appropriate. Parents and carers will be informed on the same day or, where possible, the day before.

Students must report to reception at 9:00am to be collected and escorted to the seclusion room. They will start their day after other students have gone to lessons and will remain in school until 3:30pm.

While in Isolation, students will work in silence under staff supervision. They will receive meaningful learning tasks across subjects, although this may differ from the mainstream curriculum. The environment is structured to enable students to reflect, reset, and continue learning with clear boundaries and expectations.

Isolation will also be used where a student receives three or more 'On Calls' and/or 'Lesson Removals' in a single day.

All Isolations are recorded and monitored to ensure they are used proportionately, fairly, and in line with the school's behaviour policy. Patterns will be reviewed regularly to identify any students who may need additional support or intervention.

5.9 Suspension

Suspension is a serious sanction used in response to significant misbehaviour or persistent breaches of the school's behaviour policy. The decision to suspend a student rests with the Headteacher. Any decision will follow an appropriate investigation and take into account the nature and context of the incident, the student's behaviour history, age, any SEND or safeguarding needs, and the wider impact on the school community. All decisions to suspend are made in line with DfE statutory guidance, the SEND Code of Practice, the school's Behaviour Policy, and statutory duties under Keeping Children Safe in Education and the Equality Act 2010. They will be lawful, reasonable, and proportionate, taking into account individual circumstances, safeguarding duties, and the safety and welfare of the whole school community as well as the individual student. Suspension is never applied automatically; each decision is made following a thorough investigation and consideration of individual circumstances.

The school will notify parents or carers by phone on the day the decision to suspend is made. Where the suspension takes effect the following day, the formal suspension letter will be emailed home before the start of the school day. The letter will confirm the reason, duration, and the parent's right to make representations to the governing board.

A reintegration meeting will be offered before the student returns to lessons. Where a parent or carer is unable to attend in person, the school will offer reasonable alternatives such as a phone or video call.

If the meeting cannot take place before the student returns, or if the parent is unwilling to attend, the student will still return to lessons. The school will make every effort to complete the meeting as soon as possible and ensure a reintegration strategy is in place.

In some cases, the reintegration meeting may take place with the student alone, depending on the context.

5.9.1 Reasons for Suspension

The following examples are not exhaustive but represent behaviours likely to result in suspension:

- Abuse relating to disability, race, religion, sexual orientation or gender identity
- Alcohol-related incidents
- Arson
- Bullying
- Challenging, defiant or unacceptable behaviour
- Damage to property
- Disobedience or disrespect to staff
- Drug use, possession, or dealing
- Failure to comply with school code of conduct
- Graffiti or obscene drawings
- Inappropriate use of mobile phones, smart devices or social media in and out of school
- Indecent exposure or lewd behaviour
- Physical assault or violent conduct towards students or staff
- Racist, sexist, homophobic or discriminatory abuse
- Refusal to accept sanctions or follow instructions
- Refusal to cooperate with a search carried out in accordance with the school's Searching, Screening and Confiscation procedures
- Refusal to hand in a mobile phone or smart device in accordance with the school's procedures
- Setting off fire alarms

- Sexual harassment, misconduct or abuse
- Smoking or possession of prohibited smoking paraphernalia
- Theft
- Threatening or abusive language
- Truancy or absconding from lessons or site
- Use or possession of a prohibited weapon or item
- Vandalism

5.9.2 Persistent and Cumulative Suspensions

Repeated breaches of the behaviour policy or ongoing defiance will result in an escalation of suspension length, taking into account the student's prior behaviour, individual circumstances, and the impact on the school community. This includes consideration of any SEND, safeguarding or health needs, in line with the school's statutory duties.

When a suspension would bring a student's total number of days of suspension to more than 15 school days in a single term, a Governing Board Panel meeting will be convened. Parents and carers will be invited, and every effort will be made to support their attendance, including the option to join remotely. Students will normally be expected to attend alongside their parent or carer, though this is not mandatory. If parents or carers choose not to attend, the meeting will proceed in their absence and all relevant paperwork will be shared with them. The panel will:

- Convene within 15 school days
- Review the full behaviour record and all suspensions issued
- Evaluate the effectiveness of the school's response and support measures
- Consider whether the student should be reinstated.
- Agree a clear plan of action to reduce the risk of further suspension or permanent exclusion

This process ensures that suspensions are used appropriately and that decisions are fair, proportionate and in line with statutory guidance.

A student may not be suspended for more than 45 school days in a single academic year. Where further serious or persistent breaches occur, the Headteacher will consider the appropriate next steps in accordance with this policy and DfE statutory guidance, which may include permanent exclusion.

Before this point is reached, the school will consider alternative strategies to avoid exclusion, including:

- Off-site Direction
- Managed Move
- Referral to Alternative Provision

These decisions will be informed by a full review of the student's behaviour history, individual needs, including SEND, safeguarding or health factors, and the support already in place.

5.10 Off-site direction

Where internal interventions have not resulted in sustained improvement, the Headteacher may direct a student to attend another education setting for a time-limited period to support behaviour. This decision does not require parental consent, although parents will be informed and consulted as part of good practice. During the placement, the student will remain on roll. Off-site direction is a short-term measure and will be reviewed regularly to determine appropriate next steps, including reintegration or further provision.

5.11 Managed move

A managed move may be considered where a permanent transfer to another school is in the student's best interests. This is only agreed with the involvement of all parties, including the receiving school and the parent or carer. The move

is planned in advance, with clear expectations, and is used as a supportive strategy to prevent permanent exclusion where appropriate.

5.12 Alternative Provision

Where appropriate, a student may be placed in Alternative Provision as part of a planned intervention. This follows a period of internal review and takes into account any SEND, safeguarding or health needs. Placements are monitored closely to ensure they meet the student's needs and support their ongoing progress in education.

5.13 Permanent Exclusion

Permanent exclusion is the most serious sanction available and will only be used in response to a serious breach or persistent breaches of the school's behaviour policy, where allowing the student to remain in school would seriously harm the education, safety, or welfare of the student or others. The decision to permanently exclude rests with the Headteacher and will follow a full investigation. In reaching a decision, the Headteacher will take into account the facts of the case, the student's prior behaviour history, age, any SEND or safeguarding needs, and the wider impact on the school community. All decisions to permanently exclude must be made in line with DfE statutory guidance, the SEND Code of Practice, the school's Behaviour Policy, and statutory duties under Keeping Children Safe in Education and the Equality Act 2010. They will be lawful, reasonable, and proportionate, taking into account individual circumstances, safeguarding duties, and the safety and welfare of the whole school community as well as the individual student. Permanent exclusion is never applied automatically; each decision will be made following a thorough investigation and consideration of all relevant factors.

Permanent exclusion may be used for a serious breach or persistent breaches of the school's behaviour policy and does not require all other strategies and interventions to have been exhausted. However, in cases of severe misconduct, an immediate permanent exclusion may be appropriate.

Permanent exclusion may be considered for, but is not limited to, the following behaviours:

- Serious or actual violence towards others
- Possession, use or supply of illegal substances or weapons
- Harmful sexual behaviour
- Persistent defiance or disruption that significantly affects the learning or safety of others
- Any conduct that constitutes a serious breach of the school's behaviour policy

The decision to permanently exclude rests with the Headteacher and will be based on a full investigation of the incident(s). In reaching a decision, the Headteacher will take into account:

- The facts of the case
- The student's prior behaviour history
- Any SEND, safeguarding or health-related needs
- The student's age and individual circumstances
- The impact on the wider school community

The Headteacher will apply the civil standard of proof, that it is more likely than not that the behaviour occurred.

Permanent exclusion does not require an assumption that the student's SEND contributed to the behaviour. This will be considered on a case-by-case basis in line with the SEND Code of Practice.

The Headteacher will contact parents or carers on the same day a permanent exclusion is issued. A formal exclusion letter will follow promptly, setting out the reasons for the exclusion and the parent's right to make representations to the governing board. The Local Authority, Local Governing Board, and, where applicable, the student's social worker and Virtual School Head will also be notified on the same day.

The Local Governing Board will review the case within 15 school days of being informed.

The Headteacher may cancel a permanent exclusion at any point before the Local Governing Board meets to consider it. If this occurs, all relevant parties will be informed without delay.

6. Reasonable force

Staff may use reasonable force as a last resort to prevent a student from:

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

All staff have a duty to act where safety is at risk. Any use of force must:

- Be a proportionate response to the situation
- Be the minimum necessary to achieve a safe outcome
- Be applied for the shortest time possible
- Never be used as a punishment
- Maintain the safety and dignity of all involved
- Be recorded and reported to parents or carers on the same day where possible

When considering the use of reasonable force, staff must take into account any known vulnerabilities, including safeguarding concerns, SEND, or medical needs.

Examples of reasonable force include, but are not limited to:

- Physically preventing a student from attacking another student or member of staff
- Blocking a student's path to prevent harm
- Leading a student from a classroom if they refuse to leave
- Preventing a student from leaving an area if doing so would cause risk to themselves or others

All incidents involving physical intervention must be logged with the relevant senior leader, reviewed by the Designated Safeguarding Lead, if safeguarding concerns are present, and followed up with appropriate support or reflection for the student.

7. Confiscation, searching and screening

The school follows the DfE's Searching, Screening and Confiscation guidance.

7.1 Screening

School leaders may require students to undergo screening, such as walking through a metal detector, a knife arch or using handheld devices, as a condition of entry. This does not require consent.

7.2 Searching students

Staff authorised by the Headteacher may search a student's possessions (such as bags, lockers and desks) without consent where they have reasonable grounds to suspect possession of a prohibited item or an item identified in the school rules as an item for which a search may be made, in line with DfE guidance. These include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Mobile phones or other smart devices
- Tobacco, cigarettes, cigarette papers, vapes or other smoking paraphernalia
- Fireworks
- Pornographic or explicit material
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property

Searches may also be carried out for other items banned under school rules if it is reasonable to do so.

Parental consent is not required for searches of either the student or their belongings.

The student's cooperation will always be sought. Refusal to cooperate with a search will be treated as a serious behaviour concern and may result in an appropriate sanction, including suspension.

Before any search takes place, the student will be told:

- Why the search is happening
- What it will involve
- That they are expected to cooperate

If a student refuses to be searched, the Headteacher will determine the appropriate response, which may include a suspension for refusal to comply with school rules and safeguarding procedures.

Searches will take place on school premises or during a school activity where staff have lawful control. Where appropriate, they will be conducted away from other students and with dignity maintained at all times.

All searches (whether or not items are found) will be recorded and reported to the Designated Safeguarding Lead (DSL), who will assess if further action or support is required.

Parents or carers will be informed as soon as reasonably practicable if a search has taken place and if anything was found or confiscated.

7.3 Confiscation

Staff may confiscate:

Prohibited items: These will not be returned.

Other items deemed harmful or detrimental to school discipline: These may be returned at the discretion of senior staff, following discussion with parents/carers.

All searches involving prohibited items are recorded on the school's safeguarding system. The Designated Safeguarding Lead will be notified even where no item is found.

7.4 Informing Parents or Carers

Parents/carers will be informed as soon as is reasonably practicable when a search has taken place and if any item is confiscated.

They will be told:

- Why the search took place
- What was found (if anything)
- What action the school has taken

7.5 Safeguarding and Support

Following any search, regardless of the outcome, the school will assess whether the student has been or is at risk of harm. If concerns are identified, the Designated Safeguarding Lead will be informed. Further action may include, but is not limited to:

- Pastoral support
- Early Help
- Team Around the Family / Child
- Referral to Children's Social Care

7.6 Strip Searches (Police Only)

Strip searches (removal of more than outer clothing) will never be carried out by school staff. If deemed absolutely necessary, the police may conduct a strip search on school premises under PACE Code C.

Before contacting the police, senior staff will consider:

- The necessity of recovering the item
- The potential emotional and physical impact on the student

Once the police are involved, the decision lies with them. The school will ensure:

- An appropriate adult is present
- The student's dignity and wellbeing are prioritised
- Any incident is recorded and followed up with the Designated Safeguarding Lead and parents/carers

8. Charging for damage

Where a student's behaviour results in damage to school property or financial loss, the school reserves the right to charge parents or carers for the full cost of repair or replacement. This includes, but is not limited to:

- Broken doors, windows, or fixtures
- Damaged furniture, ICT equipment, or lockers
- Defaced or lost textbooks and learning materials

Such costs will be recovered in line with the school's Charging and Remissions Policy. Where appropriate, the school may seek to recover these costs as a civil debt.

9. Off-site misbehaviour

Sanctions may be applied where a student engages in unacceptable behaviour outside of school, provided there is a clear link to the school and its expectations. This includes situations, but are not limited to, where a student is:

- Taking part in any school-organised or school-related activity (e.g. trips, visits, or sports fixtures)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of the school

Sanctions may also apply at any time, including outside of school hours and off school premises, where the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student, member of staff, or member of the public
- Brings the school into disrepute, or puts its reputation at risk or causes reputational damage

10. Online misbehaviour

Online misbehaviour may occur on or off school premises, and on either personal or school devices. The school will take disciplinary action where this behaviour puts others at risk, disrupts learning, or brings the school into disrepute. This applies regardless of when or where the incident takes place.

Sanctions may be issued where a student's online conduct:

- Causes harm, distress, or offence to another student or member of staff
- Undermines school discipline or the smooth running of the school
- Brings the school into disrepute or risks damaging its reputation or causes reputational damage
- Involves misuse of the school's IT systems or network
- Is carried out by a student identifiable as a member of the school

All incidents will be assessed in line with the Behaviour Policy, Safeguarding Policy, and, where appropriate, referred to external agencies.

11. Suspected criminal behaviour

Where a student's behaviour may be criminal, the school will make an initial assessment and, if appropriate, refer the matter to the police. A member of the senior leadership team will make the report, and any relevant evidence will be preserved for police investigation.

The school will not interfere with police proceedings but may continue its own behaviour investigation where it does not conflict with any legal process. Sanctions may be issued based on the school's findings, even if the police are involved.

Where a police referral is made, the Designated Safeguarding Lead will also consider whether a referral to children's social care is necessary.

12. Responding to sexual harassment and sexual violence

All incidents of sexual harassment and/or sexual violence will be taken seriously and never ignored. There is no acceptable level of such behaviour. Students are encouraged to report any concern that makes them feel uncomfortable, regardless of how minor it may seem.

The school's response will be:

- Proportionate
- Well considered
- Supportive
- Determined on a case-by-case basis

Clear procedures are in place to respond to all allegations or concerns about a child's safety or wellbeing. These include, but are not limited to:

- A clear process for responding to reports
- Timely risk assessments

Consideration of whether to:

- Manage the incident internally
- Refer to Early Help
- Refer to children's social care

- Report to the police

These actions will always be informed by statutory guidance, safeguarding protocols, and the needs of the child. For full details, refer to the school's Child Protection and Safeguarding Policy.

13. Malicious allegations

Where a student makes an allegation against a member of staff that is found to be deliberately false or malicious, the school will take appropriate disciplinary action in line with this behaviour policy.

Similarly, where a student makes an intentionally false or malicious allegation of sexual harassment or sexual violence against another student, this will be treated as a serious breach of the behaviour policy and sanctions will be considered accordingly.

In all cases where an allegation is found to be unsubstantiated, unfounded, false or malicious, the school will assess whether the student who made the allegation requires additional support. This may involve a referral to the Designated Safeguarding Lead and, where appropriate, to children's social care. In some cases, the allegation may represent a wider safeguarding concern or a cry for help.

The pastoral needs of any member of staff or student subject to a false allegation will be considered and appropriate support offered.

Further detail can be found in the school's Child Protection and Safeguarding Policy, including procedures for responding to allegations made against staff or other students.

14. Responding to Misbehaviour from students with SEND

The school recognises that a student's behaviour may be affected by an identified or underlying Special Educational Need or Disability (SEND). All incidents are considered on a case-by-case basis, taking into account the student's individual needs and context. However, SEND does not exempt a student from the behaviour policy. It is never acceptable for a student to hurt others, cause harm, or significantly disrupt learning.

When applying the behaviour policy, the school will ensure compliance with the following legal duties:

- Equality Act 2010 – to make reasonable adjustments for disabled students to avoid substantial disadvantage
- Children and Families Act 2014 – to use best endeavours to meet the needs of students with SEND
- SEND Code of Practice (2015) – to ensure behaviour is not considered in isolation and that concerns trigger a review of provision
- Education Act 1996 and DfE Suspension and Permanent Exclusion Guidance (2026) – to ensure decisions to suspend or exclude are lawful, reasonable, and fair

Where a student's SEND is a contributing factor in a behavioural incident, the school will carefully consider:

- Whether the student understood the rule or instruction
- Whether they were able to act differently at the time
- Whether the behaviour resulted from a known or unmet need
- Whether the proposed sanction could cause harm or escalate the situation

This professional judgement will inform whether a sanction is appropriate, and if so, whether any reasonable adjustments are needed. These may include adjusting the timing or format of the sanction or using a supportive alternative.

Preventative strategies are used wherever possible and include, but are not limited to:

- Clear routines and expectations
- Use of key adults, safe spaces, regulation breaks, and structured interventions

- Tailored support plans
- Liaison with external agencies

For students with an Education, Health and Care Plan (EHCP), the school will ensure all provision in the plan is secured. Where persistent behaviour concerns arise, the school will review whether needs are being met, seek input from the Local Authority and external professionals, and consider whether an early or emergency review of the EHCP is appropriate.

15. Inducting new students

New students receive an induction to help them understand the school's expectations, routines, and behaviour culture. This may include a transition meeting, a copy of the school behaviour policy, or an induction booklet depending on the student's context and year group. Staff will support students to settle quickly and meet expectations. Where needed, additional support may be provided by the pastoral team or SENDCo.

16. Staff training

All staff receive regular training on managing behaviour. This includes, but is not limited to:

- Positive behaviour strategies and the use of rewards and sanctions
- The needs of the students in our school
- The impact of SEND and mental health on behaviour
- The use of reasonable force

Training is delivered through induction, regular CPD, and briefings. All staff have access to the Staff Handbook, which outlines routines, scripts, sanctions, and support systems. Behaviour management forms part of all staff performance development and quality assurance cycles.

17. Monitoring and evaluation

Behaviour data is monitored and analysed regularly by all leaders in the school. Trends and patterns are also reviewed by senior leaders and the Local Governing Board.

The school tracks and reviews:

- Behaviour incidents, including removal from lessons
- Suspensions, permanent exclusions, off-site directions and managed moves
- Attendance and punctuality
- Searches, confiscations, and the use of reasonable force
- Perceptions of behaviour through student, staff, and parent voice

Data is analysed by time, year group, subjects, student groups, and individual need to ensure a fair and inclusive approach. This includes evaluating whether our systems are having the intended impact for all groups of students.

18. Links with other policies

This behaviour policy is linked to the following school policies:

- Suspensions and Permanent Exclusions Policy

- Acceptable Use Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Equality Information and Objectives Policy
- Online Safety Policy
- Physical Restraint Policy
- SEND Policy
- Uniform and Appearance Policy

Appendix A: Statutory Amendments Relating to Restrictive Interventions and the Use of Reasonable Force (April 2026)

The school recognises its statutory responsibilities under the Department for Education's Restrictive interventions, including use of reasonable force, in schools' guidance, effective from 1 April 2026. The guidance includes legally binding requirements relating to the recording and reporting of significant incidents involving the use of force. These statutory duties are set out under section 93A of the Education and Inspections Act 2006, as referenced in the April 2026 guidance.

1. Recording Significant Incidents

The school must ensure that every significant incident involving the use of force by staff is recorded as soon as practicable, ideally on the same day. This recording duty is a statutory requirement contained on page 14 of the DfE guidance.

2. Reporting to Parents/Carers

The school is legally required to report each significant incident involving the use of force to parents or carers as soon as practicable, with the expectation that this should also occur on the same day where possible.

3. Recording and Reporting of Seclusion

Under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, the school has a statutory duty to record and report any use of seclusion, which is defined as a non-disciplinary safety measure used only to protect others from harm.

4. Reasonable Force and Restrictive Interventions

The school recognises the updated statutory definitions, including the requirement that any use of force must be necessary, proportionate, and used for the least amount of time required to keep individuals safe.

5. Governance and Oversight

The Governing Body must ensure robust procedures exist for:

- Recording and reporting significant incidents
- Monitoring patterns of use
- Ensuring compliance with statutory requirements

As outlined in the DfE guidance.

6. Safeguarding Context

All restrictive interventions must be understood as safeguarding actions intended solely to prevent harm. The use of restrictive interventions must never compromise a student's airway, breathing, circulation, dignity, or overall welfare.

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf