DITCHAM PARK SCHOOL

Where every child is known and valued

Behaviour Policy Including EYFS 2025-2026

Compiled by	HoS/HoJ
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Introduction

At Ditcham Park School we are committed to fostering a safe, respectful, and inclusive learning environment for all our pupils. Our behaviour policy is designed to help pupils develop a strong moral compass, promote British Values, and ensure that everyone within our community can thrive academically and personally. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We expect everyone to maintain the highest standards of personal conduct, accept responsibility for their behaviour, and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline rather than blind compliance. It echoes our core values, emphasising respectful behaviour, a partnership approach when responding to behaviour that causes concern, and dynamic interventions that support both staff and learners.

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2014
- Special Educational Needs and Disability (SEND) Code of Practice 2014

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

This policy should be read alongside Ditcham Park school's rules and our policies on:

- Acceptable Computer Use Policy
- Anti-Bullying Policy
- Exclusions Policy
- Safeguarding Policy
- Complaints Policy
- Smoking, Alcohol and Drug Misuse Policy

We understand that all behaviour is communication, that our pupils need to be regulated before they can engage in learning and that more complex behaviour usually indicates that requests and expectations may have, in that moment, surpassed a pupil's ability to respond adaptively. Therefore, our approach is reflective of the need to regulate, relate and then reason in line with a neuro-sequential model.

We recognise that behaviour is learned. In response we actively address and teach pupils to recognise behaviours that are positive for their well-being as part of their PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sex Education) lessons.

Aims

Promoting British Values: We aim to instil in our pupils a deep understanding of British Values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs. These values are the foundation of our community and underpin all aspects of school life.

Creating a Positive Learning Environment: We are dedicated to maintaining a friendly, safe, and engaging environment that stimulates and encourages learning, personal growth, and academic progress. Every member of our school community plays a role in contributing to this positive atmosphere.

Building Resilience and Good Character: We seek to empower our pupils to make a positive contribution to society and to enjoy life. By appreciating the good and building resilience, we help them manage disappointments, develop empathy, and grow into responsible and caring individuals.

Setting High Standards: We work in partnership with our pupils to set and achieve high standards of behaviour and conduct. We expect our pupils to apply these high standards to all aspects of their lives, both within and beyond the school community.

The aim of this policy is:

- To give individuals a clear sense of right and wrong and to promote good behaviour
- To promote a safe learning environment in a tolerant and nurturing community
- To make pupils aware of their social responsibilities
- To encourage pupils to consider others
- To encourage pupils to be well mannered and courteous
- To praise and reward good behaviour

All members of the School Community including pupils, staff, parents, Governors and visitors should:

- Adhere to the School Rules
- Adhere to the Classroom Code of Conduct
- Adhere to our Acceptable Use Policy for ICT
- Treat one another with dignity and respect at all times
- Try to develop and maintain high standards of behaviour

All members of the School Community including pupils, staff, parents, Governors and visitors should NOT:

- Enter into inappropriate relationships
- Commit such acts against other individuals which are illegal e.g. physical assault
- Undermine, bully or intimidate any other member of the School Community

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Purpose

To provide simple, practical procedures for staff, learners, parents and guardians including:

- how to recognise behaviour that causes concern
- how to positively reinforce behaviour
- how to promote self-esteem and self-discipline
- how to teach pro-social behaviour through positive interventions.

We are committed to nurturing well-rounded individuals who not only excel academically but also demonstrate strong character and values. Our behaviour policy is a cornerstone of our commitment to British Values and a positive school community where every pupil can thrive.

Rules

Our school rules/behaviour expectations reflect our simple and consistent approach for behaviour in both the junior and senior school.

Junior School:	**Senior School:**
Junior pupils are asked to be: • Ready • Respectful • Safe	Be safe and show **respect** for: • the people in our community • the purpose of our time together • the place in which we will learn and work • yourself and your potential.

Role and Responsibilities of Parents and Guardians

Parents and Guardians who accept a place for their child at the school undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract.

The school values a close relationship with parents and encourages parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the school expects parents to support the school's values in matters such as: attendance and punctuality; behaviour and conduct; uniform/dress and appearance; standards of academic work; extra-curricular activities; and homework/private study.

In the event of any behaviour management issue, the school will liaise closely with parents where practical and, if relevant, other support agencies, including HSCP (Hampshire Safeguarding Children Partnership). The school has several support systems in place to meet the needs of all pupils. These include our Learning Support department, Heads of Year, and Wellbeing Lead and Coordinator. The school welcomes feedback from parents on the effectiveness of our behaviour policy.

The school has several support systems in place to meet the needs of all pupils. In juniors this includes the Learning Support Department, Classroom teacher, Head of Juniors, Wellbeing Leads and Coordinator. In seniors this includes our Learning Support department, Tutors, Heads of Year, Head and Deputy Head of Seniors, and Wellbeing Leads and Coordinator.

Pupil Responsibilities

At Ditcham Park School, we expect all pupils to take responsibility for their behaviour and conduct, adhering to the following principles:

Kindness, Respect, and Tolerance: Pupils are expected to display kindness, respect, and tolerance towards all members of the school community, including visitors. Discrimination or harm, whether physical or emotional, is not acceptable behaviour, either in person or online.

Consideration and Care: Pupils should be considerate towards others, demonstrating care for others' work and property. They should be supportive of one another, embrace diversity, and actively listen to their peers.

Respect for Authority: Pupils should follow instructions given by adults in the school, recognising the importance of respect and cooperation within a learning environment.

Classroom Behaviour: Within teaching rooms, pupils should maintain appropriate volume levels during conversations, be silent when required, work to the best of their ability, and ensure their behaviour contributes to a safe and productive learning environment.

Safety and Sensibility: Pupils must move around the school and its grounds safely and sensibly, taking care of the school building, grounds, and the environment beyond.

Uniform: Pupils should dress according to our school uniform policy and wear it with pride.

Pupils have a voice in the way the school is managed and provide feedback on the school's behaviour culture through their representatives in the school council. The senior school council is a body chaired by the Head of Seniors with representatives from each year group and is charged with presenting the views of pupils. The school council is encouraged to be proactive in bringing ideas or concerns to the table, as well as reactive, canvassing opinion and providing a pupil response to future plans and strategies.

Responsibility of Staff

- Provide a **warm welcome** for all pupils
- Refer to '**Ready, Respectful, Safe**' and '**People, Purpose, Place and Potential**'
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge, and meet the needs of all learners
- Use **visible recognition** such as positive praise and achievement points throughout every lesson
- Remain **calm** and give **'take up time'** when addressing behaviour that causes concern

- **De-escalate** or **re-direct** behaviour to re-engage learners
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners
- **Never ignore** or walk past behaviour that causes concern
- **Recognise that well-being is important**. We are **part of a team,** and should seek support when it is needed.

Responsibility of Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners. Middle leaders will:

- be a visible presence in the department to encourage appropriate conduct
- support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- regularly celebrate staff and learners whose efforts go above and beyond expectations
- encourage use of achievement points and positive phone calls
- ensure staff training needs are identified and targeted
- use behaviour data to target and assess interventions
- make sure that classroom teachers are supported and given authority of their own classrooms rather than escalating issues unnecessarily

Responsibility of Senior Leaders

Senior leaders are not typically expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

Senior leaders will:

- meet and greet learners at the beginning of the day
- be a visible presence around the site and especially at changeover time
- celebrate staff, leaders, and learners whose effort goes above and beyond expectations
- regularly share good practice
- support middle leaders in managing learners with more complex or entrenched behaviours
- use behaviour data to target and assess school-wide behaviour policy and practice
- regularly review provision for learners who fall beyond the range of written policies
- be a daily visible presence around the site, particularly at times of mass movement

Staff behaviour

Model Exemplary Behaviour: Staff should consistently exhibit exemplary behaviour, serving as positive role models for pupils. This includes demonstrating respect, kindness, and adherence to school rules and values in all interactions.

Implement Restorative Practices: Staff should employ restorative practices when addressing behavioural concerns, focusing on understanding the underlying causes of misbehaviour and facilitating conversations that promote resolution and learning rather than punitive measures.

Foster Inclusivity: Staff should actively promote inclusivity within the school community, creating an environment where all pupils feel valued and respected, regardless of their background, abilities, or differences. This involves proactive steps to prevent bullying, discrimination, and exclusion.

Safeguarding and Prevent Considerations

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school or are being radicalised or are at risk of radicalisation, they should follow the procedures set out in the school's Safeguarding / Child Protection Policy and discuss their concerns with the school's designated safeguarding leads (DSLs), without delay.

The school will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

MANAGING BEHAVIOUR IN JUNIOR SCHOOL

EYFS Strategies:

- praise positive behaviour
- children are awarded stickers for courage, commitment and community, these are recorded on individual sticker charts
- Encourage a sense of responsibility through encouraging children to look after themselves, each other and the environment.
- Support the child to make amends according to the circumstances and their stage of development, eg help rebuild a model.
- Have clear, consistent boundaries and explain these to the child in a way that they understand.
- Be a good role model by showing respect to others, the children, parents and carers and staff. • Acknowledge the child's feelings and talk to them about how they are feeling.
- Approach, quieten and calm a difficult situation, always getting down to the child level.
- Maintain eye contact with the child to emphasise you are serious.
- Gather information from the children involved in an incident.
- Restate the problem for the child.
- Ask the children for ideas for the solution.
- Explain clearly and in a language appropriate to the child's level of understanding what it is that is unacceptable.
- Wherever possible use positive language, eg "please can you walk" rather than "don't run".
- Tell the child clearly what will happen if they do not stop the unwanted behaviour, eg removing them out of the situation.
- Give follow-up support to the child.
- Use of a sand timer and time out if needed.

EYFS Safety

It is the role of all adults in the EYFS to judge the safety of what the children are doing and to decide on appropriate responses. The decision should balance the child's need to explore and stretch their strength and abilities without the risk of them injuring themselves.

EYFS Physical Intervention

Physical intervention is allowable to avert immediate danger of personal injury to the child in concern or others. If physical intervention has been used the member of staff must record the event, including dates and times on CPOMS and the Head of Juniors should be informed. Parents must be informed on the same day or as soon as reasonably practicable.

Unacceptable Behaviour

- Hurting someone physically, e.g. biting, kicking, throwing things at people, spitting.
- Hurting someone verbally, e.g. name calling, racist remarks, shouting at someone, swearing at someone.
- Emotional sarcasm, threats or manipulation.
- Showing disrespect for the property of others, e.g. damaging equipment or the work of others. Showing disrespect for the feelings of others, e.g. not waiting a turn.

The judgement about a child's behaviour must be made according to the child's age and stage of development. A child in the Pre-School may have a very different response to a five-year-old in a Reception Class. There are always other factors to consider, such as how tired the child is and if there are any relevant events happening at home. Parents and carers are encouraged to share any relevant information with the EYFS staff, e.g. a family member being in hospital. If the child's unwanted behaviour is uncharacteristic, your reaction may be different to when a consistent pattern of behaviour has been recognised and a strategy agreed.

Corporal punishment is not used or threatened at Ditcham Park School.

If Behaviour Problems Persist

- Discuss the behaviour with the Head of the Junior School.
- Talk to the parents/carers to discover if this behaviour is repeated at home.
- Agree a strategy to be used in the EYFS and at home and share this with all staff.
- Review after an agreed time and agree further strategies if necessary.
- If the behaviour continues, work with the parents/carers to start a Special Educational Needs (SEN) record, in consultation with the Special Educational Needs Co-ordinator (SENCO) and agree a review date.
- Monitor all behaviour and record relevant observations.
- If the behaviour persists consult relevant outside agencies, in consultation with the parents/carers and SENCO.

Please see below for the guidance on suspension from school in the Junior School

KS1 and KS2

In the Junior school, all staff promote our school values and reward are given based on **courage, commitment and community**. We appreciate the dedication of our learners, whether it's within the classroom or beyond and the importance of acknowledging this. While we have various means of acknowledging exceptional achievements (detailed below) our staff firmly believe in the power of individual, heartfelt words of praise.

We firmly subscribe to the idea that the way praise is given holds more significance than the size of the reward.

Recognising the good:

1. KS1 – children are awarded stickers for courage, commitment and community, these are kept on individual sticker charts and on completion 5 house points are awarded
   KS2 - Star/Well done Stamp (5 stamps = 1 house point)
2. House points for courage, commitment and community
3. Merit Badge (awarded at the weekly celebrations assembly) This is also accompanied by the letter home from the Head of Juniors.
4. Outstanding Achievement Book and certificate - This is also accompanied by the letter home from the Headmaster

Misbehaviour

Within the Junior School, misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Displaying a poor attitude or being rude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules/behaviour expectations that lead to unreasonable high-level disruption of children's right to learn.
- Consistently refusing to work/follow instructions.
- Intimidating other pupils.
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-Bullying Policy)
- Physical violence or verbal aggression directed towards an adult or pupil.
- Use of object/weapons to hurt others.
- Serious/ continued bullying incidents.
- Shouting at adults or using any form of swearing/inappropriate language.
- Vandalism leading to significant damage of school property and resources.
- Possession of 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).

Consequences

In the Junior School, we consider carefully how to apply sanctions and what the sanction will entail dependent on the age of the child, the nature of their behaviour and whether they have any additional needs that may contribute to any behavioural issues. The purpose of the sanction is to give the child time to reflect on their behaviour, to learn from it and to enable them to modify it.

Below is a table which reflects some of the strategies that we will use to achieve this, this is not comprehensive and other strategies may be employed if it is felt that they would work better/meet the needs of different children.

Level	Possible Consequences/Responses
1. Misbehaviour	• Time out • Restorative conversation with the class teacher • Removal of part of a break time (in consultation with the Deputy Head of Juniors (DHoJ)) • Being placed on a report card/positive behaviour card • Having to meet with the DHoJ for repeated behaviours • Meeting with parents with the class teacher to discuss attitudes and behaviour.
2. Serious Misbehaviour	• Immediate removal from the classroom/environment • Missing a longer period of breaktime • Meeting with the parents, class teacher and the Head of Juniors (HoJ) • Being sent home for the rest of the day • Letter to parents
3. Serious Misbehaviour (Repeated) or a incident that has caused harm to others.	• Immediate removal from the classroom/environment • Meeting with the parents, class teacher and the HoJ and Headmaster • Being sent home for a fixed period of time (suspension) – this will be determined by the Headmaster and will relate to the severity of the incident/incidents and the age of the child • Letter to parents

Suspension

For children to achieve their potential in school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headmaster may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headmaster to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day.

Permanent Exclusion

Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion should only occur when risk assessment indicates that to

allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school.

MANAGING BEHAVIOUR IN SENIOR SCHOOL

We acknowledge and appreciate the dedication of our learners, whether it's within the classroom or beyond. While we have various means of acknowledging exceptional achievements (detailed below) our staff firmly believe in the power of individual, heartfelt words of praise.

We firmly subscribe to the idea that the way praise is given holds more significance than the size of the reward.

The significance of praise in fostering a positive classroom atmosphere cannot be overstated. It serves as the linchpin for cultivating constructive relationships, especially with those learners who may pose greater challenges.

Recognising the good:

1. Headmaster Awards
2. Achievement Points logged into Satchel: One
3. Email or letter home
4. Phone call home

Responding to Concerning or Disruptive Behaviour

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our school. Engagement with learning is always the primary aim. For most learners, a gentle reminder or prompt in the right direction is all that is needed. However, there are occasions when it is necessary to take additional steps. Steps should always be gone through with care and consideration, taking individual needs into account. We aim to praise the behaviour we want to see.

All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Steps	Escalation Process
1) Redirection	Gentle encouragement, a prompt in the right direction, to redirect behaviour.
2) Reminder	Quiet reminder in class of expectations, (People, Purpose, Place, Potential) delivered and explain why you have given the reminder. Repeat reminders if necessary.
3) Caution 1	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and how it is impacting learning. Clearly

	outline the consequences if they continue.
4) Caution 2	Give a second clear verbal caution to the learner and if possible, a chance to reflect away from others for a short period of time. This can be within the classroom if there is space for this to happen or outside the classroom (if limited to under two minutes). The purpose of this is to allow reflection and redirection. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
5)Internal Referral	At this point the learner will be referred to another room for the remainder of the lesson. Pupils will be given work to continue meaningful learning while outside the classroom. Should the teacher decide a pupil requires time to self-regulate rather than removal from the class, they will be asked to go to a safe space (sometimes referred to as a separation space) where they will be supported to calm and re-focus. All internal referrals must be recorded on CPOMS and parents informed.

Detention

Some learners may benefit from time to reflect upon their behaviour in a detention. These should be set by the teacher with care and consideration, taking individual needs into account.

Detentions are recorded on Satchel:One and monitored by the Heads of Year.

Reparation and Formal Meetings

Following concerning or disruptive behaviour in a lesson it may be necessary to take measures that will prevent disruptions in future lessons. This may include a restorative conversation to re-establish expectations and a good working dynamic between the teacher and learner or, following a serious or repeated concerning behaviour, a formal meeting.

Reparation:

- Reparation conversations can play a significant role in repairing damage to trust between staff and learners.
- A restorative conversation should take place as soon as possible after the concerning behaviour. The purpose of this conversation is to ensure the learner understands why their behaviour was concerning and the impact it was having on their own progress and that of others.
- Reparation conversations can be informal and used to establish that the learners understand why staff intervened in their behaviour and re-set expectations for following lessons. If such reparation conversations are unsuccessful, a more structured conversation should take place.

- Staff will take responsibility for leading their own reparation conversations and only seek support if reparation conversations have been unsuccessful.

Formal Meeting:

A formal meeting constitutes a partnership stage and should be implemented where there is a cause for concern e.g. attendance, behaviour, or progress issues. The learner will be supported by their parents and their Head of Year, or another suitable mentor, who will:

- support and if necessary, facilitate a reparation conversation between the member of staff and learner
- develop an appropriate action plan with the learner and involve parents in the partnership
- monitor, review and mentor
- discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves.

If a learner does not achieve the required change in conduct agreed, a verbal warning will be issued by Head of Year and a further chance to improve given. If a learner still does not achieve the required change in conduct, the pupil will be referred to the senior leadership team.

All these matters will be recorded on CPOMS.

Serious Breach

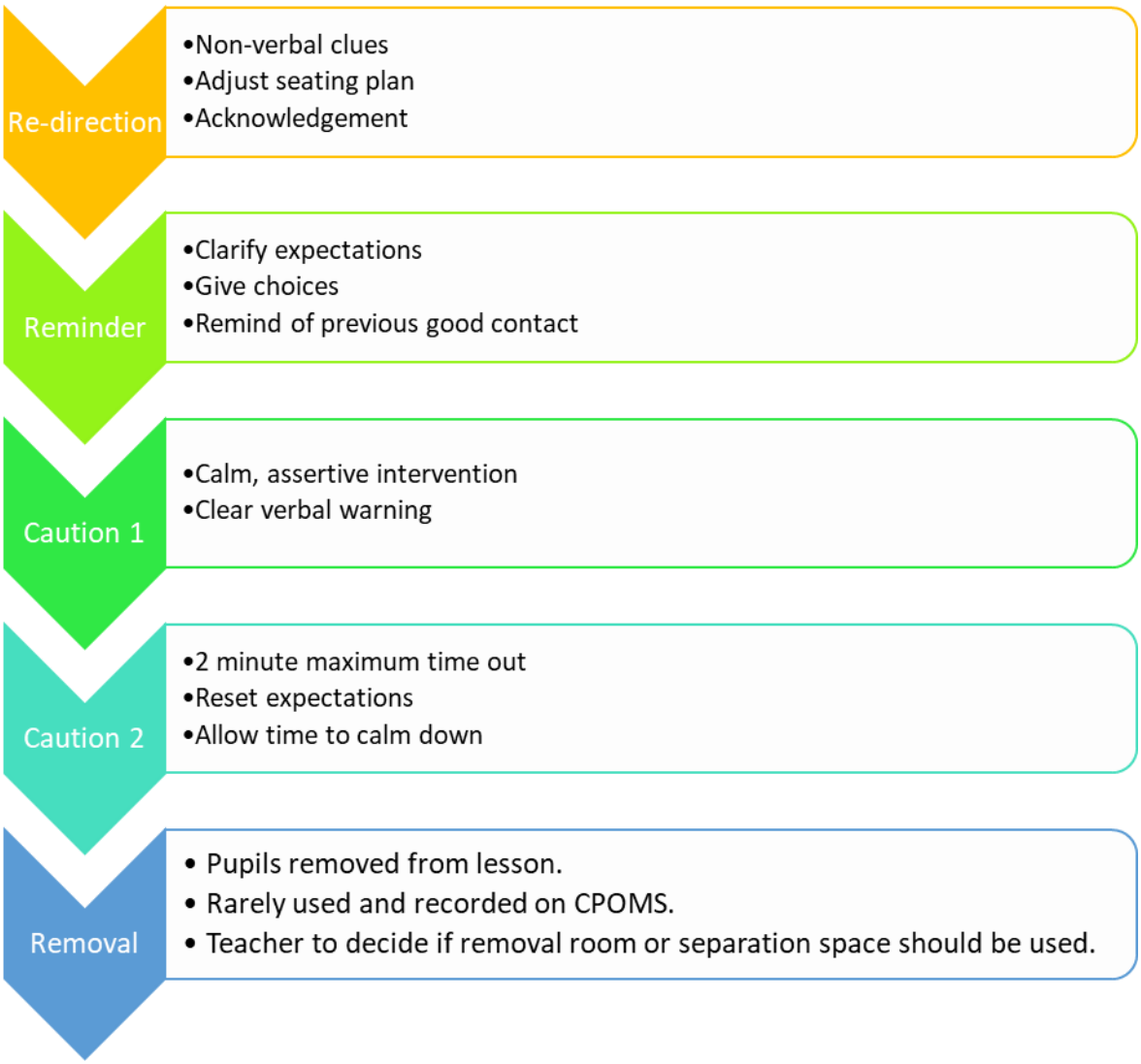
A serious breach is an incident that may lead to a fixed term exclusion. More details can be found in the Appendix to this document and the Exclusions Policy.

A serious breach that could occur in lessons may include, but is not limited to:

- child-on-child abuse
- verbal or physical assault of staff
- bringing banned items into school

The Head of Year and SLT must be informed by email immediately if a serious breach has occurred. The incident must also be reported onto CPOMS as soon as reasonably practicable.

APPENDIX



Consistency in practice

Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations should be reflected in all conversations about behaviour.

Consistent **follow up**: Ensuring 'certainty' at the classroom, department, and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging, and celebrating appropriate behaviour.

Consistent **consequences**: Defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours.

Consistent, **simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.

Consistent **respect from the adults**: Even in the face of disrespectful learners!

Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.

Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Removal from lessons

Removal from lessons is a serious sanction and it should therefore only be used when other options have been exhausted or if the behaviour is so extreme that it requires the pupil to be removed straight away.

Removal can be used to:

- maintain the safety of other pupils or staff
- restore a stable learning environment when other approaches have been unsuccessful
- enable pupils exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted
- enable a pupil to stabilise their emotions and de-escalate in a safe space.

There is a clear distinction between removal from the classroom for disciplinary reasons and to de-escalate a pupil who needs to regulate their emotions. A separation space is a location in a neighbouring classroom and used as a response to known triggers or overstimulation. The distinction between a removal and use of a separation space is whether it is a sanction or not.

Sometimes, a member of staff will ask a pupil to step outside of the classroom so that they can discuss their behaviour with them briefly in private and they then return straight back into the classroom. This is part of the second caution 'time-out' stage and not considered removal from lesson.

Should a pupil require removal you must provide work so the pupil is able to continue with meaningful work. The learning may vary from work bring conducted in the lesson, but there should be clear reasons why a pupil is asked to do a certain learning activity.

It is important that parents are informed on the same day if their child has been removed from the classroom. If a child has a social worker, this individual should be notified. Equally, if a pupil is looked-after, their Personal Education Plan should be reviewed, and the virtual head notified.

Teachers must record a removal, or visit to separation space, using CPOMS. The following framework should be used to record important information:

- the circumstances surrounding the removal, including details of any behaviour triggers if these are apparent
- date and time of removal
- any other individuals involved
- any background factors that might be relevant – for example, if the child has SEND or has suffered a recent bereavement
- the time and date parents were informed about the removal and by whom
- if a social worker or virtual head needs to be notified and if so when this was done and by whom

Guidance on Detention Setting

For most learners, a gentle reminder or prompt in the right direction is all that is needed. However, there are occasions when it is necessary to take additional steps.

Some learners may benefit from time to reflect upon their behaviour in a detention. These should be set by the teacher with care and consideration, taking individual needs into account.

Examples of situations where a detention may help with reflection:

Action	Consequence
Low quality work that does not meet the purpose or potential for the learner	15/30 minute detention
Homework is not complete, or not completed to a standard that reflects the potential for the learner	15/30 minute detention
Lateness that interrupts learning	15/30 minute detention
Incidences of deliberate behaviour that disrupts or causes concern	30-minute detention
Deliberate action that is unsafe to themselves or others	30-minute detention
Deliberate action that does not respect our place of learning	30-minute detention
Deliberate action that does not respect people in our community	45-minute detention
Mobile phone use	90-minute detention

Sanctions and Consequences for Serious Breach's

All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the school rules, including but not limited to criminal behaviour. Examples of serious breaches of the school rules which may result in serious sanctions include:

- drug abuse
- alcohol and tobacco abuse or vaping
- theft
- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- child-on-child abuse
- physical assault/ threatening behaviour
- fighting
- sexual harassment
- racist, sexist or homophobic abuse
- sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes
- damage to property
- persistent disruptive behaviour.

Please refer to our safeguarding and anti-bullying policy for further information about indicators for child-on-child and other types of abuse.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings. The school may be forced to exclude a pupil, or to require him/her to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective.

Use of Reasonable Force

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- committing any offence
- causing personal injury to any person (including the pupil themselves)
- causing damage to the property of any person (including the pupil themselves)
- prejudicing the maintenance of good order and discipline at the school.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances

and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

Staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate. These include:

- the seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- the chances of achieving the desired result by other means
- the relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically.

The school records incidents of poor behaviour on CPOMS. The school will use this information so that any patterns may be identified by the school.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the school, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, vaping equipment or fireworks they may be retained or disposed of by the member of staff and will not be returned to the pupil.

Controlled drugs will be delivered to the police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the school is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons or items that are believed to be evidence of an offence, these will be passed to the police as soon as possible. Stolen items might be delivered to the police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned (as listed below), the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the school or disposed of.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. For repeated offences of this nature parents may be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of every term.

Banned Items

The following items are banned within school:

- weapons: any type of weapon including firearms, knives or any object that can be used to cause harm or intimidate others, including imitation weapons
- drugs and alcohol: illegal substances, including drugs and alcohol, are strictly prohibited on school grounds
- tobacco and vaping products: smoking or using any tobacco or vaping products are banned on school grounds
- inappropriate clothing (applicable on non-uniform days and school trips): clothing that is offensive, revealing, or promotes violence, drugs or any form of discrimination is prohibited: clothing and accessories associated with gangs or gang activities are banned
- bullying or harassment materials: any items that can be used for bullying or harassment, such as offensive posters, graffiti, or written materials, are strictly prohibited
- gambling materials: items related to gambling, such as playing cards, dice or betting slips are banned unless express permission has been granted by a member of the school staff
- fireworks and explosives: any items that can cause explosions or pose a fire hazard such as lighters, spray cans, fireworks or explosive materials are banned on the school site
- pornographic or explicit materials: any materials that are sexually explicit or pornographic are strictly prohibited.

Right to Search

The school reserves the right to search pupils and their possessions. The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The school does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) or school bag will be removed to facilitate a search. A pupil will first be given the opportunity to 'empty their pockets' or bag and to disclose anything that they should not have in school.

The school will always consider the age of the child to be searched and any SEN or vulnerabilities (including certain health conditions) the child may have before conducting the search in order to

decide whether any additional precautions or adjustments are needed. This is in accordance with the school's Safeguarding / Child Protection Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be: used to commit an offence, or to cause personal injury to any person (including the pupil being searched); used to cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the banned items listed above or is in possession of stolen items.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The school will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The school will keep a record of all searches carried out on CPOMS, including the results of any search, and the actions taken following that search.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the school rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the school may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any child.

Any decision to search a child's device should be based on the professional judgement of the Designated Safeguarding Lead (DSL) and should always comply with the school's Safeguarding Policy. The school will document on CPOMS, the decision, including times, dates and reasons for actions taken.

If during a search the school finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the school rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another child), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the school rules. The school may then punish the pupil in accordance with this policy.

In the event that the search highlights a safeguarding concern in respect of any pupil, the school will follow the procedures set out in the schools Safeguarding / Child Protection Policy.

Mobile Phones

We accept that most pupils will bring a phone to school and may have cause to use it on the way to and from school.

During the school day, senior pupils' phones should be turned off and stored safely in a Yondr pouch.

Phones used around school without permission will be confiscated. Confiscated phones will be held in reception and names of pupils will be recorded. Sanctions will usually apply. Phones may be used in certain circumstances and with teacher approval and supervision.

Staff Induction, Development, and Support

The induction of all new staff, including support staff, is an important aspect of school life and is essential in maintaining and developing the school's ethos. It is essential that all new staff know who is responsible for giving them support and guidance. As part of the induction process, all new staff will be given a copy of the behaviour policy to read and given training on its implementation.

Beyond induction, all staff will undergo frequent training in classroom and behaviour management to develop and support best practice.

Pupil Induction, Development and Support

Pupil induction is crucial in a smooth transition into our school. As part of the pupil induction process, a pupil's tutor will be responsible for explaining the school's behaviour policy, introducing the school rules, expectations, rewards and sanctions.

Beyond induction, pupils will frequently review expectations with their tutor at the beginning of each academic year and within PSHE and RSE lessons. Pupils will be taught how to manage behaviour and how positive behaviours can impact well-being.

Where pupils require additional support to regulate their behaviour, they will be referred by their tutor or teacher to an appropriate support person which may include one or more of the following: their Head of Subject, Head of Year, Head of Seniors, Well-Being Co-Ordinator, or Learning Support.