SHREWSBURY
HIGH SCHOOL

Behaviour and Good Conduct Policy

Shrewsbury High School

September 2026

Contents

1 Aims 3
2 Scope and application 3
3 Regulatory framework 3
4 Publication and availability 4
5 Definitions 4
6 Responsibility statement and allocation of tasks 5
7 Promoting good behaviour 5
8 Minor breaches of discipline 6
9 Serious breaches of discipline 6
10 Parent involvement 8
11 Additional needs 8
12 Safeguarding 8
13 Malicious allegations against staff 9
14 Use of reasonable force 9
15 Searching pupils 9
16 Use of mobile technology 9
17 Training 10
18 Risk assessment 10
19 Record keeping 10
20 Version control 11

Appendix – Behaviour and good conduct procedures

Appendix 1 SHS Statement on behaviour and good conduct 12
Appendix 2 Expectations and Responsibilities 13
Appendix 3 Rewards 14
Appendix 4 Sanctions 15
Appendix 5 Consequences Ladder 20
Appendix 6 Investigations into serious breaches of discipline 21
Appendix 7 Disciplinary meeting with the Head 23
Appendix 8 Use of reasonable force 26
Appendix 9 Searching, screening and confiscation 27

1 Aims

1.1 This is the behaviour and discipline policy of Shrewsbury High School (**School**).

1.2 The aims of this policy are as follows:

1.2.1 to promote good behaviour amongst pupils;

1.2.2 to actively promote and safeguard the welfare of pupils at the School;

1.2.3 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community;

1.2.4 to identify and outline the rewards offered to pupils who perform and behave well in their schoolwork and other activities (see appendix 3);

1.2.5 to encourage pupils to accept responsibility for their behaviour;

1.2.6 to set out the sanctions adopted by the School in the event of pupil misbehaviour (see Appendix 4).

1.2.7 to set out the behaviour expectations, conduct and culture of the School, in line with our core values of Character, Endeavour and Achievement (see Appendix 1 and 2).

2 Scope and application

2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

2.2 This policy applies to all pupils at the School and at all times when a pupil is:

2.2.1 in or at School;

2.2.2 representing the School or wearing School uniform;

2.2.3 travelling to or from School;

2.2.4 on School-organised trips;

2.2.5 associated with the School at any time. This includes times when they are outside the School boundaries or outside normal school hours, but are evidently pupils of the School to others who may be affected by their behaviour. For example online behaviour, transport, public conduct.

2.3 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;

2.3.2 have repercussions for the orderly running of the School; or

2.3.3 bring the School into disrepute.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014 (as updated 2026);

3.1.2 Statutory framework for the Early Years Foundation Stage (DfE,September 2025);

3.1.3 Education and Skills Act 2008;

3.1.4 Childcare Act 2006;

3.1.5 Data Protection Act 2018 (DPA) and General Data Protection Regulation (UK GDPR). Last updated in March 2023 with amendments in April 2026; and

3.1.6 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Behaviour in schools (DfE, February 2024 to include guidance on mobile phones updated January 2026, published February 2026);

3.2.2 Searching, screening and confiscation: advice for schools (DfE,September 2023);

3.2.3 Keeping children safe in education (DfE, September 2025) (**KCSIE**); and

3.2.4 Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026).

3.3 Other School policies, procedures and resource materials may be relevant to this policy, including but not limited to:

3.3.1 Complaints Policy;

3.3.2 Acceptable Use Agreement for Pupils;

3.3.3 Anti-Bullying Policy;

3.3.4 Policy on Smoking, Alcohol and the Misuse of Drugs and Substances;

3.3.5 Safeguarding and Child Protection Policy and Procedures;

3.3.6 Risk Assessment Policy;

3.3.7 SEND Policy

3.3.8 Exclusion and Withdrawal Review Policy;

3.3.9 Online Safety Policy; and

3.3.10 Mobile Phone and Smart Technology Policy

4 Publication and availability

4.1 This policy is published on the School website, and is available in hard copy from the School office on request, or can be sent by email

4.2 This policy can be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.

5.1.2 References to the **Head** may include Deputies.

5.1.3 References to **Parent** or **Parents** includes one or both of the parents, a legal guardian or education guardian.

5.1.4 References to the **Review** are to the review by the panel of the Head's decision in accordance with the expulsion and removal: review procedure.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Keeping the policy up to date and compliant with the law and best practice	Head	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head	As required, and at least annually
Formal review	Proprietor	As required, and at least once every two years

7 Promoting good behaviour

7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE programme and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.

7.2 The School actively prevents bullying through education, reporting systems and sanctions, in line with the Anti-Bullying policy.

7.3 The School understands that rewards can be more effective than sanctions in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 3.

7.4 The School recognises that where challenging behaviour is related to pupils with trauma, special educational needs and/or a disability, use of positive discipline and reward methods may enable the School to support the pupil's behaviour more effectively and improve their educational outcomes.

8 Both rewards and sanctions will be proportionate, fair and consistent, taking into account a pupil's age, needs, intent and previous behaviour. For minor breaches of discipline:

8.1 The School has pastoral support systems in place to assist pupils in managing their behaviour. Behaviour points are issued for those who breach the School Expectations and Responsibilities and policies for behaviour and discipline.

8.2 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal interviews with the pupils involved. Low level sanctions may be given (see Appendix 4 for details of possible sanctions).

8.3 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

9 Serious breaches of discipline

9.1 Allegations, complaints or rumours of serious breaches of discipline should normally be referred to the Head.

9.2 The main categories of misconduct which are considered to be serious breaches of discipline include but are not limited to:

9.2.1 supply / possession / use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco/vapes;

9.2.2 theft, blackmail, physical violence, intimidation, racism or persistent bullying;

9.2.3 physical or emotional abuse;

9.2.4 harmful sexual behaviour including sexual violence and sexual harassment;

9.2.5 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;

9.2.6 supply or possession of pornography;

9.2.7 possession or use of unauthorised firearms or other weapons;

9.2.8 vandalism of School property;

9.2.9 inappropriate use of technology which compromises the ability of others to use either the School's hardware or IT capability in an effective way;

9.2.10 persistent attitudes or behaviour which are inconsistent with the School's ethos;

9.2.11 other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises;

9.2.12 other misconduct specifically provided for in the School's parent contract and School rules.

9.3 The range of sanctions for serious breaches of discipline include a variety of potential exclusions from the School for a period of time (see Appendix 4 for further sanctions):

9.3.1 **Suspension:** a pupil may be sent or released home for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or pending a Review.

9.3.2 **Withdrawal**: the parents may be required to withdraw a pupil from the School if, after consultation with the Parents and if appropriate for the pupil, the Head is of the opinion that:

(a) the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction; or

(b) by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or

(c) the Parents have treated the School or members of its staff or any member of the School community unreasonably.

In these circumstances, and at the sole discretion of the Head, the Parents may be permitted to withdraw the pupil as an alternative to removal being required.

9.3.3 **Permanent Exclusion**: a pupil may be permanently excluded from the School for a very grave breach of discipline or a serious criminal offence. Permanent exclusions are reserved for the most serious breaches. A permanent exclusion can be as a result of one very significant incident, or it could be as a result of continuing poor behaviour in breach of school rules after suitable warnings have been given.

9.4 Prior to any exclusion, a discussion between the Head and Chair is expected during the build up and before a final decision is made.

9.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 6.

9.6 If the findings of the investigation support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in Appendix 7.

9.7 The Head is required to act fairly and in accordance with the principles of natural justice.

9.8 If a pupil is withdrawn from the School before the conclusion of these disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the Parents if necessary, and to make a finding. The School reserves the right to refer to such disciplinary action in references provided for the pupil.

10 Parent involvement

10.1 The School seeks to work in partnership with Parents over matters of discipline, and it is part of the Parents' obligations to the School to support the School rules, as is made clear in the Parent Contract Terms and Conditions which apply to all parents upon their child entering the School.

10.2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police, social services or other external agencies if they are involved.

10.3 Parents will also be notified by email or telephone of any significant disciplinary sanctions for particular breaches of discipline and may be contacted to discuss the matter if it is considered appropriate to do so. Parents are asked to acknowledge receipt of the notification by return.

11 Additional needs

11.1 The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational needs and/or a disability or for a pupil whose behaviour is linked to their Adverse Childhood Experiences (ACEs). However, it is not possible to allow pupils with special educational needs and/or a disability to have a negative impact upon the learning or safety of others without challenging this, potentially by the use of relevant sanctions. Clear boundaries should still be present and adhered to. Staff should seek advice from the Head,SENCO or DSL if they are unsure about how to manage a pupil's behaviour where this is related to their special educational needs and/or a disability or childhood trauma. Sanctions may be adjusted where appropriate, and underlying needs will be considered prior to sanctions being given, particularly where individual behaviour support plans are in place.

11.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head, SENCO or DSL and further action in accordance with the School's policy on special educational needs and learning difficulties will be considered.

11.3 Where Exclusion or Withdrawal needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

12 Safeguarding

12.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via child on child abuse. This includes, but is not limited to:

12.1.1 bullying (including cyber-bullying);

12.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

12.1.3 sexual violence and sexual harassment;

12.1.4 sexting (also known as youth produced sexual imagery); and

12.1.5 initiation / hazing type violence and rituals.

12.2 The School's policy and procedures with regard to child on child abuse are set out in the School's Safeguarding and Child Protection Policy and Procedures. If behaviour and discipline matters give rise to a safeguarding concern, the procedures in the safeguarding and child protection policy and procedures will be followed.

13 Malicious allegations against staff

13.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

13.2 Where a Parent has made a deliberately invented or malicious allegation the Head will consider whether to require that Parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

13.3 The School will consider whether the police should be asked to consider if action might be appropriate against the person responsible for the allegation.

13.4 The School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

14 Use of reasonable force

14.1 Any use of force or restraint by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 8. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

14.2 Corporal punishment is not used at the School and force is never used as a form of punishment. Corporal punishment by school staff is illegal in all circumstances.

15 Searching pupils

15.1 **Informed consent**: school staff may search a pupil or their possessions with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

15.2 **Searches without consent**: in relation to prohibited items, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see Appendix 9 for the School's policy on searching and confiscation.

16 Use of mobile phones and smart technology

16.1 The School's policy on the use of mobile phones and smart technology, including phones and cameras, largely follows the non-statutory DfE 'Mobile phones in school's guidance updated January 2026, published February 2026.

16.2 The School is a mobile phone-free environment by default. Any use should be exceptional, not routine. For example reasonable adjustments relating to SEN, medical, safeguarding and travel needs.

16.3 Please refer to the School's separate 'Mobile Phone and Smart Technology Policy' for further details, which prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. Students will use Yondr pouches to prevent access to mobile phones and smart technology. Alongside the DfE guidance on 'Behaviour in schools', this policy supports the School in establishing calm, safe and supportive environments conducive to teaching and learning, and keeping children safe in education, with clarity on enforcement provided for the whole school community.

17 Training

17.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

17.2 The expectation of the School is for the policy to be applied consistently across staff, and guidance will be provided in age appropriate behaviour management approaches and techniques.

17.3 The level and frequency of training depends on role of the individual member of staff.

17.4 The School maintains written records of all staff training.

18 Risk assessment

18.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

18.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

18.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

18.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Head, DSL or SENCO who have been properly trained in, and tasked with, carrying out the particular assessment.

19 Record keeping

19.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

19.2 A record is kept of sanctions imposed for serious misbehaviour. The record includes:

19.2.1 the name and year group of the pupil concerned;

19.2.2 the nature and date of the offence;

19.2.3 the sanction imposed and reason for it; and

19.2.4 the name of the person imposing the sanction.

19.3 This record is reviewed regularly by the SLT so that patterns in behaviour can be identified and managed appropriately.

19.4 General behaviour logs will be reviewed periodically, where trends across the School can be analysed and proactive interventions can be informed.

19.5 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

20 Version control

Date of adoption of this policy	September 2026
Date of last review of this policy	September 2026
Date for next review of this policy	September 2027
Policy owner (Shrewsbury High School)	Head

Appendix 1 SHS Statement on behaviour and good conduct

Shrewsbury High School is committed to providing a caring, nurturing and inclusive environment in which every student feels a strong sense of belonging and is able to flourish across all aspects of school life. We believe that positive relationships between students, staff and the wider community, are at the heart of effective learning and personal development.

Our approach to behaviour is rooted in the core values of respect, thoughtfulness and courtesy, and is underpinned by a trauma-aware understanding that behaviour is a form of communication. We recognise that students' experiences, needs and circumstances can influence how they engage with learning and with others. As such, we prioritise consistency, compassion and relational practice, seeking first to understand, support and guide every student towards success.

We place a strong emphasis on the development of positive learning behaviours. We actively teach, model and recognise behaviours that enable students to engage fully in their learning, build resilience and contribute positively to the school community. Through this, we aim to foster confident, self-regulating learners who demonstrate character, endeavour and achievement.

This policy supports a culture where excellent behaviour is the norm, achieved through:

- the consistent recognition and celebration of effort, progress and achievement in all areas of school life;
- a fair, proportionate and reflective approach to responding to behaviour, taking into account individual needs, including those with special educational needs or disabilities;
- the use of relational and restorative approaches that strengthen connections, repair harm and promote accountability.

We are committed to ensuring that all students are supported to succeed. Reasonable adjustments will be made where behaviour is linked to additional needs or circumstances, and due consideration will be given to any factors, including cultural or religious requirements, that may influence a student's experience.

All members of the school community share a responsibility to uphold our standards. Students are expected to act with kindness, integrity and respect, demonstrating consideration for others and a commitment to their learning. Staff, in turn, are expected to model these values, creating calm, safe and purposeful environments in which all can thrive.

We believe it is both a privilege and a responsibility to be part of the Shrewsbury High School community. By working together, we create an environment where every individual feels valued, supported and empowered to achieve their full potential.

Appendix 2 Expectations and Responsibilities

EXPECTATIONS AND RESPONSIBILITIES

We believe that good relationships are the key to the development and progress of all members of our school community. Every individual has the right to be safe and happy at school, and we all aim to treat other people as we would wish to be treated ourselves.

Our core values of character, endeavour, and achievement are central to these expectations and responsibilities.

Every student is expected to:

- **Be respectful, polite and courteous towards all others, always, regardless of personality, sexuality, personal identity/gender, culture, race, religion or political beliefs.**
- **Be inclusive in their language and behaviour to ensure others feel welcome and accepted.**
- **Be honest, trustworthy and kind.**
- **Be respectful of other people's and the school's property and to treat the school site, facilities and resources with care.**
- **Be involved and engaged with all aspects of school life including extra-curricular activities and enrichment opportunities.**
- **Be prepared for lessons and determined to learn, remembering that mistakes are a means to development and progression.**
- **Be generous to others and contribute to the school with a generosity of spirit and charity, allowing others to have a voice, sharing and exploring ideas together with mutual respect and understanding.**
- **Be proactive in seeking help at times of trouble or concern for yourself and others.**
- **Be proud to be a member of our Shrewsbury High School community, remembering that you represent the School in all that you do and that your behaviour reflects upon the School as well as yourself; you are an ambassador.**

Bullying, cheating, stealing, dishonesty and discrimination of any kind are serious offences against our expectations and responsibilities and will not be tolerated.

Our staff are expected to:

- **Be respectful, polite and courteous towards all others, always, regardless of personality, sexuality, personal identity/gender, culture, race, religion or political beliefs.**
- **Treat every student fairly and with kindness, always.**
- **Encourage and support every student to learn and to achieve their full potential.**
- **Be understanding, available and emotionally regulated; listening to students and always being professional.**
- **Be consistent and fair with rewards and sanctions, offering restorative conversations where appropriate to maintain positive relationships with students.**

Appendix 3 Rewards

We know that it is important to recognise and applaud the work and positive outcomes of our students throughout every sphere of school life; students should perceive that our first instinct is to notice and applaud their achievements and that the school recognises the importance of praise and rewards in promoting good behaviour.

We aim to reward good behaviour informally and to recognise and praise achievements of all different kinds through verbal commendation, assemblies and publications. Rewards at Shrewsbury High School recognise House Points; these will be added up for specific rewards in school in addition to certificates and recognition through praise.

Recognition of positive behaviour could be through:

- Celebratory calls, postcards, or emails home
- Praise in assemblies (year group or full school)
- Referral to Head of Faculty, Head of Stage or SLT for recognition
- Star of the month
- Certificates in House Meetings or full school assemblies
- School awards for Character, Endeavour, and Achievement
- House Point rewards
- News on SHS social media as recognition, or via School website or newsletters
- Head's Commendations

House Points and Achievements

We use a system of House Points to reward character, endeavour and achievement across every facet of SHS school life.

House Points are awarded by school staff to recognise any type of achievement deemed worthy of such reward.

House points will be recorded by teachers in iSAMs, and these will be shared with Parents via the iSAMs Parent App and will be logged as 'Achievements'.

At key points students will be awarded a House Point certificate and they may earn further rewards.

House Points achievements will be shared in whole school assembly.

Individual House Points also contribute to each House total, with a competition each year for the Senior School House Cup and Junior School House Cup.

House Point certificates will be awarded as below

Bronze – 50 House Points
Silver – 100 House Points
Gold – 150 House Points
Platinum – 200 House Points
Head's commendation – 300 House Points

Appendix 4 Sanctions

Every system of rewards must equally have a process for challenging poor conduct; it is extremely important that poor behaviour choices are addressed, and at SHS we will not tolerate poor conduct or unkindness. Sanctions should be imposed for failing to meet our Expectations and Responsibilities for all students. They should be fair, reasonable, and consistent with this policy.

Sanctions should never be humiliating, degrading, inappropriate or disproportionate, nor should they compromise the health and safety of the student or others. The system of sanctions should also aim to improve student behaviour. Consequently, students in receipt of sanctions should be properly supported by the school's pastoral system.

All forms of corporal punishment are unlawful. Furthermore, any sanction imposed on a student will take account of any disability, special educational need or specific learning difficulty or religious belief. Finally, where misbehaviour by a student raises concerns over a child's safety and welfare, such concerns will be dealt with in accordance with the School's Safeguarding and Child Protection Policy.

Behaviour Points

The Behaviour Points system is designed to promote positive learning behaviours and provide a consistent and fair response to low-level disruption. It supports students in understanding how their behaviour impacts their learning and the learning of others, while enabling staff to intervene early and proportionately.

We recognise that behaviour is a form of communication, and staff are expected to respond in a way that is calm and consistent, supporting students to regulate before engaging in reflection or consequence. This policy is underpinned by a culture of listening and understanding.

Behaviour points may be issued where a student demonstrates low-level disruption, fails to follow staff instructions, or does not meet school expectations.

Examples of Low-Level Disruption (not exhaustive)

Behaviour points may be issued for:

- Calling out or interrupting others
- Talking during teacher instruction or independent work time
- Off-task behaviour (e.g. lack of focus, distracting others)
- Not attempting work or refusing to engage
- Inappropriate use of equipment or resources
- Failure to follow clear staff instructions
- Low-level disruption such as tapping, making noises, or wandering around the classroom (with the exception of those students who require items to support focus and regulation, such as fidget toys and movement breaks)
- Poor organisation (e.g. lack of required equipment after reminders)
- Use of inappropriate language (non-serious, non-abusive)
- Not completing homework (where applicable)
- Late arrival to lessons without a valid reason

Behaviour points may also be issued for:

- Failure to follow the school uniform policy
- Failure to follow school rules and expectations outside of lessons

Classroom Strategies Prior to Issuing Behaviour Points

Staff should use a range of supportive and preventative strategies to promote positive behaviour before issuing behaviour points. These should be applied consistently and proportionately. Examples include:

- Non-verbal cues or reminders
- Positive reinforcement and redirection
- Clear, calm repetition of expectations
- Strategic seating changes
- Short, individual conversation at an appropriate time to support a rethinking of behaviour
- Providing structured choices (e.g. "You can continue working here quietly or move to another seat")
- Temporary relocation within the classroom
- Offering a brief 'time out' or regulation opportunity where appropriate

Where a student appears dysregulated, staff should prioritise de-escalation and regulation before applying consequences.

Trauma-Informed Approach

Our approach is underpinned by trauma-informed principles:

- We recognise that some behaviour may be a response to unmet needs or external factors
- Staff will seek to understand the underlying causes of behaviour, not just the behaviour itself
- Students should be supported to regulate emotionally before engaging in discussion about behaviour
- Restorative conversations will be used to repair relationships and reinforce expectations

Restorative questions may include:

- Can you help me understand what is happening for you?
- What were you thinking/feeling at the time?
- Who has been affected by this?
- What needs to happen to make things right?

Issuing Behaviour Points

Multiple behaviour points may be issued depending on the severity of the behaviour or actions based on the follow structure. Accrued behaviour points face consequences as per the consequences ladder further below.

It is important to note that any behaviour points given are explained to the student, by the member of staff issuing them, and that restorative conversations take place as a result to maintain positive relationships.

Negative behaviours observed (learning behaviour and school conduct):	**Points issued:**
Disruption to your own or others' learning Failure to follow clear staff instructions Lack of effort or participation Lack of respect for classroom expectations Homework not completed Missing equipment Incorrect uniform Behaviour in Climb/Form or Assembly does not meet expectation Lack of consideration for others or the school environment	1
Disruption to the learning continues Lack of effort or participation continues Lack of respect for classroom expectations continues Homework is repeatedly not completed Use of inappropriate language Missing equipment or incorrect uniform continues Unkindness or disrespect towards others or the school environment Social time, lesson changeover or corridor conduct misbehaviour Lateness Dishonesty	2
Behaviour over a series of lessons does not meet expectations lessons are not being learnt from mistakes Repeated negative school conduct or lack of respect	3
Disruption or refusal to cooperate which means a student needs to work elsewhere during the lesson (supervised) Persistent lateness, unpreparedness or incorrect uniform	4
Refusal to leave a classroom to work in an alternative, designated space Unsafe behaviour Truancy Non-attendance to consequences ladder sanctions Refusal to use Yondr pouch or hand over phone High level of disrespect towards others including refusal to follow instructions Failure to comply with Acceptable User Agreement	5
Banned or prohibited item or substance Physical aggression towards peer Verbal aggression towards peer Vaping Theft or vandalism Racism Homophobia Transphobia Harmful sexual behaviour Harassment or bullying Swearing at staff/verbal aggression towards staff Physical aggression towards staff Persistent refusal, disruption or breach of school expectations	20 Immediate Level 5 sanction

Consequences Ladder (See Appendix 5 for classroom display version)

Accumulated behaviour points will trigger the following graduated response which will be recorded on CPOMS:

Level 1 (3 behaviour points)

- Form Tutor or Subject Teacher intervention/meeting

Level 2 (5 behaviour points)

- Head of Stage or Head of Faculty intervention/meeting
- Email sent to parents

Level 3 (10 behaviour points)

- Lunchtime detention for reflection (20 minutes)
- SLT or Head of Stage
- iSAMS alert sent to parents

Level 4 (15 behaviour points)

- Afterschool detention for reflection (1 hour)
- SLT
- Letter sent to parents by Deputy Head

Level 5 (20 behaviour points)

- Further measures at the Head's discretion

Level 5 sanctions

Formal Monitoring & Accountability

Report Card

- Daily or lesson-by-lesson targets signed by staff and parents
- Specific measurable targets
- Reviewed daily by Form Tutor, Head of Stage, SLT or Head as appropriate

Home School Agreement/Behaviour support plan

- Formal agreement between student, school, and parents including:
    - Clear expectations
    - Defined consequences for further breaches
    - Timeline for review (e.g. 4–6 weeks)

Loss of Privilege (Structured, not punitive and will be framed carefully)

Removal from:

- Trips, enrichment activities, extra-curricular activities
- Leadership roles / responsibilities (e.g. school council)

Restricted social time including supervised break/lunch

Limited movement around site including check in/out with staff between lessons

Directed Time / Structured Removal

Internal supervised/directed study

- Fixed period working away from peers
- Clear expectations and reintegration plan

Managed Time in Alternative Provision Within School

- Placement in another class/group temporarily
- Focus on resetting behaviour in a new environment

Community & Responsibility-Based Sanctions

Contribution to school community:

- Helping organise resources for classrooms

Structured service tasks:

- Supporting younger pupils (where appropriate and safe)

Formal Warnings and interventions

Written warning letter

Reduced timetable (short-term, planned and reviewed carefully)
Disciplinary meetings (see Appendix 7 and 8)

Reflection and Repair

At each stage, students will be supported to:

- Reflect on their behaviour
- Understand its impact on themselves and others
- Identify strategies to improve future behaviour

Where appropriate, opportunities will be provided for restorative repair of relationships.

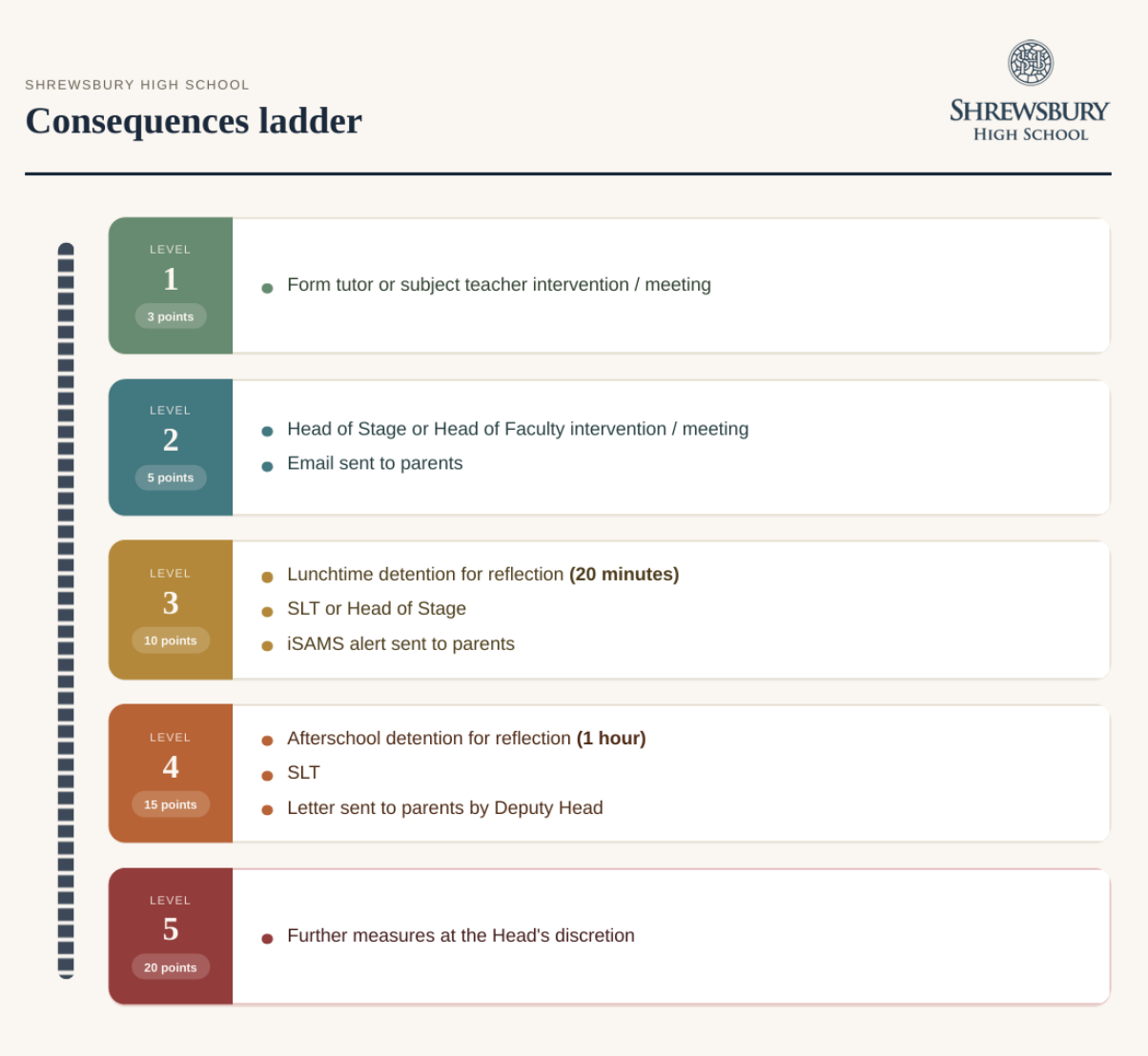
Consistency and Professional Judgement

While the system provides a clear framework, staff should apply professional judgement, taking into account:

- The age and needs of the student
- Any known additional needs or circumstances
- The context of the behaviour

Consistency across staff is essential to ensure fairness and clarity for students.

Appendix 5 Consequences Ladder



Appendix 6 Investigations into serious breaches of discipline

1 In cases of serious breaches of discipline, the Head will appoint a senior member of staff to carry out an investigation. The person appointed will be expected to investigate the matter of concern, and to provide guidance to the Head on the recommended next steps. The Head will be responsible for considering the best course of action and will therefore not be the person who carries out the investigation. They will be the decision maker.

2 The Head will brief the investigator on the following:

2.1 What they want them to do.

2.2 What timescale they need to work in.

2.3 How the information will be recorded.

2.4 In what format their report is to be presented.

2.5 How they will take statements from pupils and/or staff.

2.6 Who can they go to in order to seek advice during the process.

3 In order for the investigation phase to be concluded, the following will be considered:

3.1 What the decision maker is going to need.

3.2 How the passing of the information to the decision maker will take place. If formally, how this is to be recorded.

3.3 How the passing of the process back to the decision maker will be marked.

4 Communication during the investigation phase is important, and the following will be considered:

4.1 What messages/signals are being given to pupils involved during the investigation phase.

4.2 How communication with parents is to take place during this phase, and the expectation of timelines.

4.3 What, if anything, is to be communicated to staff during this phase.

4.4 When members of the School Board should be involved.

5 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police or any other external agencies if they are involved.

6 An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.

7 A pupil may be suspended from the School while a complaint is being investigated or while an investigation is on hold (see paragraph 10 below). Should a suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, and in cases where the Head considers

that this is a feasible alternative, the pupil may be offered a segregated regime on School premises.

8 A pupil's space or belongings may be searched during the course of the investigation. See Appendix 9 of this policy for the School's policy on searching and confiscation.

9 If the pupil is to be interviewed as part of the investigation, arrangements will be made for them to be accompanied by a member of staff of their choice and /or by a Parent (if available at the relevant time). A minute of the interview will be recorded in writing by the interviewing member of staff, including details of the date and time of the interview. The pupil may be asked to confirm any statement made or minutes taken to be true and accurate by signing to acknowledge the accuracy of the minutes.

10 The School may determine that the most appropriate way for matters to be correctly recorded is by the digital recording of any interview. In this case, the School will be responsible for sharing a digital file of the whole recording with all parties concerned for their record. It may be necessary to delay an investigation or put it on hold, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils affected by the allegations under investigation.

11 The outcome of the investigation will be reported to the Head. If the findings of the investigation appears to support the allegation, complaint or rumour, a disciplinary meeting will be held in accordance with the procedures in 0 of this policy.

Appendix 7 Disciplinary meeting with the Head

1 Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appears to support the allegation, complaint or rumour, a disciplinary meeting with the Head will take place.

2 **Attendance**

2.1 The pupil and their Parents (if available) will be asked to attend the disciplinary meeting with the Head. The pupil may also be accompanied by a member of staff of their choice. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be expected to attend the meeting and this procedure applies to the Parents only.

2.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint and their investigation and an additional member of staff will be present to minute the meeting.

2.3 The School may determine that the most appropriate way for matters to be correctly recorded is by the digital recording of any interview. In this case, the School will be responsible for sharing a digital file of the whole recording with all parties concerned for their record.

2.4 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head so that appropriate arrangements can be made.

2.5 If a Parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the Parent can be involved, remotely if necessary, with the disciplinary process and their child's education.

3 **Meeting**

3.1 Documents available at the disciplinary meeting with the Head may include:

3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents;

3.1.2 written statements and notes of the evidence supporting the allegations, and any relevant correspondence;

3.1.3 the investigation report;

3.1.4 the pupil's school file and (if separate) conduct record;

3.1.5 the relevant School policies and procedures.

3.2 The Head will consider the allegations and the evidence, including statements made by and / or on behalf of the pupil or, where applicable, the Parents.

3.3 The pupil and their Parents will have an opportunity to state their side of the case.

3.4 The Head will inform the pupil and their Parents of the range of disciplinary sanctions which the Head considers are open to them if the allegation, complaint or rumour is sufficiently proved.

3.5 Unless the Head considers that further investigation is needed, they will close the meeting and inform the pupil and the Parents that they will be notified of their decision in writing.

4 **Decision**

4.1 The Head will consider whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities. The pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil.

4.2 The Head may permanently exclude or require the removal of a pupil or impose any other sanction they consider to be appropriate in accordance with this policy.

4.3 The Head will notify the Parents of their decision in writing, with reasons, within three working days of the disciplinary meeting.

4.4 A decision to permanently exclude or require the removal of a pupil shall take effect five working days of the date of the Head's letter confirming their decision. Until then, the pupil shall remain suspended and away from School premises.

5 **Review**

5.1 The Parents or the pupil may request a Review of the Head's decision to permanently exclude or require the removal of a pupil from the School, or where the pupil is suspended from the School for 11 working days or more or where a suspension would result in the pupil missing a public examination. The request must be made within five working days of the date of the Head's letter confirming their decision.

5.2 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.

5.3 See the Exclusion and Withdrawal Review policy for further information about requesting a Review and the detail of the procedure. This policy is available from the school on request.

6 **Leaving status**

6.1 If a pupil is permanently excluded, their leaving status will be one of the following: permanently excluded or, if the offer is made by the Head and accepted by the Parents, withdrawn by parents.

6.2 Additional points of leaving status may include:

6.2.1 the form of letter which will be written to the Parents and the form of announcement in the School;

6.2.2 the form of reference which will be supplied for the pupil;

6.2.3 the entry which will be made on the School record and the pupil's status as a leaver;

6.2.4 arrangements for transfer of any course and project work to the pupil, their Parents or another school;

6.2.5 whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;

6.2.6 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;

6.2.7 whether the pupil will be entitled to leavers' privileges;

6.2.8 the conditions under which the pupil may re-enter School premises in the future; and

6.2.9 **financial aspects**: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refunded of prepaid fees.

Appendix 8 Use of reasonable force

1 There may be circumstances when it is appropriate for adults, in the course of their school duties, having to intervene physically in order to safeguard pupils by restraining them and preventing them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation, through prevention and de-escalation strategies.

2 The School will follow as a minimum the statutory elements of recording and reporting in the DfE Restrictive interventions guidance (April 2026). The Head will require the adult(s) involved in any such incident to report the matter to them immediately, and to record it.

3 All staff working with children are required to undertake Use of Reasonable Force training as relevant to their role.

4 Incidents must be recorded in writing as soon as practicable after the event (preferably the same day) by the staff member(s) involved. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

5 Please refer to the Child Protection and Safeguarding Policy which contains more detail (Appendix 2 Concerns about a child – guidance for staff, point No. 4)

Appendix 9 Searching, screening and confiscation

1 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

2 The School's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE,September 2023).

3 **Prohibited items**

3.1 The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012/951):

3.1.1 knives or weapons, alcohol, illegal drugs and stolen items;

3.1.2 tobacco and cigarette papers, vaping equipment and contents;

3.1.3 fireworks;

3.1.4 pornographic images;

3.1.5 any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence; or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil); and

3.1.6 any item banned by the School rules that are identified as being items which may be searched for.

3.2 The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School (for example on an educational visit).

4 **Searching with consent**

4.1 Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.

4.2 The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 3 above, and may only occur when the pupil is present. If a member of staff suspects that a pupil has an item that is banned by the School they can instruct the pupil to turn out their pockets or bag.

4.3 If the pupil refuses to provide consent disciplinary action may be taken in accordance with the School's behaviour and discipline policy.

5 **Searching for prohibited items**

5.1 Where the Head or an authorised member of staff has reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force if necessary. This can only be used when searching for prohibited items, not for items banned under school rules.

5.2 Searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.

5.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

5.3.1 a search of outer clothing; and / or

5.3.2 a search of School property (e.g. pupils' lockers or desks); and / or

5.3.3 a search of personal property (e.g. bag or pencil case).

5.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same sex as the pupil.

5.5 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.

5.6 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

5.7 Staff will not carry out strip searches. Any such search will only be carried out by police in accordance with statutory guidance.

6 Confiscation

6.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

6.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

7 Searching electronic devices

7.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff or an appointed contractor working for the School where practicable.

7.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break School rules.

7.3 If inappropriate material is found on an electronic device, the DSL must be informed. The material may be retained as evidence of a breach of School discipline or criminal offence, or hand it over to the police if the material is suspected to be evidence relevant to an offence.

7.4 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the School's policy on sexting as set out in Appendix 1 of the Safeguarding and Child Protection Policy and Procedures.

8 **Disposal of confiscated items**

8.1 **Alcohol**: alcohol which has been confiscated will be destroyed.

8.2 **Controlled drugs**: controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.

8.3 **Other substances**: substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.

8.4 **Stolen items**: stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.

8.5 **Tobacco or cigarette papers**: tobacco or cigarette papers, vaping equipment and contents will be destroyed.

8.6 **Fireworks**: fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff which may include donation to an appropriate charity.

8.7 **Pornographic images**: pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

8.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

8.9 **Article used to commit an offence or to cause personal injury or damage to property**: such articles may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.

8.10 **Weapons or items which are evidence of an offence**: such items will be passed to the police as soon as possible.

8.11 **An item banned under School rules**: such items may, at the discretion of the School or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile electronic device that has been used in breach of School rules to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the Head considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 8.12 below. If a pupil persists in using a mobile electronic device in breach of School rules, the device will be confiscated and must be collected by a Parent.

8.12 **Electronic devices**: if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break School rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

9 Communication with Parents

9.1 There is no legal requirement for the School to inform Parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. In appropriate cases we will inform Parents on how the School will dispose of certain items.

9.2 We will keep a record of all searches carried out, including whether the search is with or without the consent of the pupil. The record will include details of any disposal of items confiscated.

9.3 Complaints about searching or confiscation will be dealt with through the School's parental complaints policy and procedures.

9.4 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.