



Highlands

School & Sixth Form

**Dare to
flourish**

Behaviour policy

Governors' committee	School standards and performance
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Section 1: Vision, values and aims

1.1. Vision and values

Highlands School aims to provide a world class education to all students through a knowledge rich curriculum, high quality teaching and a vast range of extra-curricular opportunities. We are committed to creating an environment where exemplary behaviour is at the heart of school life, so that all students can achieve their full potential. The aim of our behaviour policy is consistent with our wider school aims to develop young people who are kind and caring towards themselves, each other, their community and the wider world. We expect our students' behaviour and attitudes to embody Highlands School's DARE values (determination, aspiration, respect and equality).

Equal opportunity is central to everything we do at Highlands School. We adopt a zero tolerance approach to peer on peer abuse, sexual harassment and harassment and discrimination of any kind. All staff and students are responsible for maintaining the highest standards of behaviour and conduct, while looking out for each other and always reporting unkind or discriminatory behaviour.

Our approach to behaviour management is prevention before sanction. This approach promotes exemplary behaviour, with the aim that students do not reach the point where their behaviour results in a sanction. This means that we prioritise the consistent application of rules and expectations, early interventions and a nurturing pastoral and wider curriculum that teaches students the core principles of self-discipline and positive relationships.

Praise and reward are important aspects of our behaviour policy. We believe that recognition for positive behaviour builds confidence, builds self-efficacy and motivation. Our behaviour policy ensures that there are a variety of opportunities and methods for praise and reward.

We understand that young people make mistakes and will sometimes challenge our expectations and rules. Our approach to sanctions is that they have a restorative element to them and do not simply sanction in a punitive manner. Nurturing and supporting students to behave in a positive manner is central to our approach to behaviour management.

Maintaining good behaviour is the responsibility of all staff.

Good behaviour creates a calm and safe school where students can learn and thrive.

1.2. The Highland's Governing Body's statement of behaviour principles

- Every student understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- The behaviour policy is understood by students and staff and shared with parents and carers
- Rewards and sanctions are applied consistently by staff, in line with the behaviour policy.
- Permanent exclusions and suspensions will only be used as a last resort.
- Students are helped to take responsibility for their actions.

- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.
- Violent or threatening behaviour will not be tolerated in any circumstances.

1.3. Aims of this policy

- To create a culture of exceptionally good behaviour for learning, for the community and for life.
- To outline and set standards of how students are expected to behave.
- To provide all staff with a framework for building positive, supportive and nurturing relationships with students.
- To provide a consistent approach to behaviour management that prioritises high expectations and following adults' instructions.
- To define what we consider to be unacceptable behaviour.
- To outline our system of rewards and sanctions.
- To clarify roles and responsibilities of different people in the school community with regards to behaviour management.
- To reduce internal exclusions and suspensions.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help students take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, empathy and respect.
- To promote community cohesion through improved relationships.
- To outline the curriculum in place to educate students on healthy relationships, safety and good behaviour.

1.4. Legislation and guidance on discipline in schools

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have a power to impose detentions outside school hours.

Teachers can confiscate students' property.

1.5. Legislation and guidance documents

- Ofsted Toolkit 2026
- The Equality Act 2010
- Education Act 2002
- [*Behaviour in schools; advice for headteachers and school staff, July 2024*](#)
- [*Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - Guidance for maintained schools, academies and pupil referral units in England, 2026*](#)
- [*Searching, screening and confiscation - Advice for schools, July 2022.*](#)
- [*Use of reasonable force - Advice for headteachers, school staff and governing bodies. 2013*](#)
- [*KCSIE, 2026*](#)

1.6. Research and publications on behaviour in schools

- When the Adults Change, Everything Changes - Paul Dix - *June 2017*
- Improving Behaviour in Schools - The Education Endowment Foundation - *June 2019*
- Below the radar, low level disruption in the country's classrooms – *Ofsted 2014*
- Creating a culture: How school leaders can optimise behaviour – Tom Bennett, March
- Timpson review of school exclusions - May 2019

1.7. Links to other policies

This policy should be read alongside our other policies:

- Safeguarding Policy
- Equal Opportunities Policy
- SEND Policy
- Anti-bullying
- Online and digital safety policy
- Attendance Policy
- Uniform policy

Section 2: Behaviour expectations and the behaviour curriculum

2.1. How do we communicate and reinforce our school expectations?

The characteristics of good behaviour and the school's behaviour expectations are taught to all students, so that they understand what is expected, so that they are encouraged to behave in a positive manner and are aware of the consequences of behaviour that does not follow school expectations. Positive reinforcement and sanctions are both important and necessary to support a culture of positive behaviour across the school.

At Highlands School we educate students on positive behaviour with the aim of developing good character and fostering positive relationships between all members of the school community. Below are examples of some of the ways this is implemented.

Our school DARE values: determination, aspiration, respect and equality are at the heart of everything we do as a school. They set out our expectations of students in a positive way and develop good character.

Whole school behaviour expectations: a focus on prevention before sanction ensures that we focus on the consistent application of rules and expectations. Our behaviour expectations are made clear and visible on posters throughout the school and staff and students are expected to know them by heart.

Through our stay safe curriculum: we educate students on a range of topics relating to healthy relationships, active citizenship and keeping themselves and others safe. This is done through PSHE lessons, citizenship lessons, assemblies and daily tutor time.

Weekly assemblies and headteacher briefings celebrating success and reinforcing expectations and routines.

A behaviour induction programme at the start of every school year for both staff, parents and students. We hold webinars for parents to communicate

The house system promotes community cohesion, fellowship, active citizenship and student leadership.

Daily tutor time where students start their day in a calm and nurturing environment with their form tutor through group reading, equipment checks, well-being checks and daily reinforcement of behaviour expectations.

A focus on rewarding students: positive behaviour is rewarded through achievement points, which are recognised through emails home, assemblies, public recognition, certificates, vouchers, prize draws, reward trips and the headteacher's tea event.

Consistency and responsibility: all staff are held to account for consistently applying behaviour expectations. Curriculum middle leaders take responsibility for behaviour in their departments and heads of year take responsibility for behaviour across their year groups.

Classroom behaviour tracking: we track student behaviour in the classroom through behaviour codes entered into a behaviour register each lesson for students who have not followed our behaviour policy or who have earned achievement points.

Detentions (daily detentions and escalated deputy headteacher detentions) ensure that behaviours that are not in line with school expectations are dealt with swiftly and students can move forward with a renewed understanding of how to avoid recurrences of such behaviours.

Early intervention strategies: students struggling to meet the school's behaviour expectations or who need further support with wider welfare issues will be supported through the use of one or more of the following; mentoring, counselling, PSPs (personal support plans) and behaviour contracts. In some cases, we will refer families to Early Help for additional support with their child's behaviour.

Student voice takes place through the student council, student focus groups and regular student surveys.

2.2. Behaviour expectations

We have five core behaviour expectations. These are at the front of student planners and are signposted around the school.

- Follow instructions the first time.
- Engage positively in learning.
- Show respect to each other and our surroundings.
- Move around the school safely and calmly.
- Be in full uniform at all times.

Rules	Examples
1. Follow instructions first time	● Staff will not negotiate, we expect instructions to be followed first time.
2. Engage positively in learning	● Arrive to lessons on time. ● Be fully equipped for learning. ● Complete classwork and homework with maximum effort. ● Remain focused and on task.
3. Respect each other and our surroundings	● Be kind. ● Only use positive language. ● Keep our school environment clean, tidy and undamaged. ● Act as ambassadors for the school when in the local community. ● Challenge discrimination and inequality.
4. Move around the building safely and calmly	● Keep hands, feet and objects to yourselves. ● Walk calmly around the building.
5. Be in full uniform at all times	● Shirts should be tucked in. ● Blazers should be on. ● Only uniform school shoes should be worn. ● No piercings, nail extensions, make up or jewellery. ● Coats, hats and outdoor clothing should not be worn in the building.

2.3. Classroom expectations

We set clear expectations about how students behave during the various learning activities in the classroom so that all students can learn in a calm, focused and academically rigorous environment. Conversations among students during lessons are not permitted unless it is specifically relevant to the task set by the teacher.

Teaching staff are responsible for setting the tone and context for positive behaviour within the classroom by creating and maintaining a stimulating environment that encourages student engagement. The expectation of teachers is set out in section 3 on roles and responsibilities.

Meet and greet: teachers will meet and greet students at the door (by standing in the corridor) at the start of lessons to establish an excellent rapport and to create a purposeful start to learning.

End and send: teachers and students will end their lessons in a calm and purposeful manner by asking all students to stand behind the desks, wishing them a good day, giving praise and dismissing them row by row in an orderly manner. Teachers should then dismiss students by standing at the door, ensuring students leave in an orderly and calm manner.

Students are responsible for following instructions at all times and engaging in learning in a positive way. The expectations of students are set out in section 3 on roles and responsibilities.

In order for students to learn effectively they should be alert, sitting up, actively listening and engaged in learning by tracking the speaker and asking and answering questions. These attributes are our baseline behaviours for learning, which are summarised into the acronym STAR. All teachers are expected to begin their lessons reminding students of the STAR expectations and will challenge students during lessons when aspects of STAR are not being met.

During lessons students are expected to follow STAR and the five core behaviour expectations

STAR: Behaviours for learning	Core behaviour expectations
S - Sit up T - Track the speaker A - Ask and answer questions R - Respect those around you	1. Follow instructions the first time. 2. Engage positively in learning. Show respect to each other and our 3. surroundings. 4. Move around the school safely and calmly. 5. Be in full uniform at all times.

Upon entry to the classroom: students should enter the classroom in silence and when at their desks students place their coats on the backs of their chairs (not on the desks) and their bags under their desks. Planners, mini white boards and pencil cases should be placed on the desk.

Completion of the 'do now' activity: students should begin the work awaiting them, in silence.

Teacher questioning: we enact a no hands up policy during teacher questioning, when appropriate. Teachers will call upon students to answer questions. Students should not interrupt while the teacher or a student is talking. Teachers will make reasonable adjustments for students whose SEMH/SEN causes them to feel anxious when asked a no hands up question.

If the student has a question or requires help: students should indicate this by raising their hand in silence. We encourage students to ask questions and to make constructive comments about the subject/topic.

Discussion based activities and paired work: often lessons will include activities where students are set clear expectations about how students behave during the various learning activities in the classroom so that all students can learn in a calm, focused and academically rigorous environment. Conversations among students during lessons are not permitted unless it is specifically relevant to the task set by the teacher.

Teaching staff are responsible for setting the tone and context for positive behaviour within the classroom by creating and maintaining a stimulating environment that encourages student engagement. The expectation of teachers is set out in section 3 on roles and responsibilities.

Meet and greet: teachers will meet and greet students at the door (by standing in the corridor) at the start of lessons to establish an excellent rapport and to create a purposeful start to learning.

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2.4. Behaviour in corridors and around the school site

Students are expected to follow the behaviour expectations at all times. Specifically in relation to corridor behaviours, this means students should

- Keep hands, feet and objects to themselves.
- Walk calmly around the building.
- Follow the one way system and walk on the right hand side where there is two way traffic.
- Keep the school environment clean, tidy and undamaged.
- Be in full uniform at all times.

Students who do not comply with these expectations will be issued with a sanction according to our behaviour chart.

Time of the day	Expectation
Before school/arrival	• The gates will be open from 8.20am. • All students are expected on site by 8.30am and a student is late if they arrive after 8.30am. The main gate will be shut at 8.30am and students who arrive after this point will need to enter the building via the side gate and they will be marked in late. • Arriving at school after 8.30am will result in a 30-minute detention at the end of the school day, unless the student has a note from their parent/carers or the parent/carers has contacted the school to let them know about their child's lateness. Staff monitoring the gate will also use their discretion when issuing detentions for lateness. • Students must remove earphones and put away mobile phones and any electronic devices before they enter the main school gates. These items must also be out of sight. Arrival routines for years 7-10 • Upon arrival at school, students in Years 7-10 should go to their designated line up point where they can mingle with their friends until the 8.30am bell/whistle. Year team staff will be present to supervise. • When the whistle is blown at 8.30am, students will line up in their tutor groups, in register order. Year team staff will communicate a morning welcome and other key messages. Students will be collected from their lines by their form tutor. Uniform checks will happen at this time (equipment checks will be conducted in tutor time). • Students in incorrect uniform will either receive a green stamp in their planner to denote that the student has a note or a known reason for not being in the correct school uniform. A red stamp will be given for not being in the correct school uniform, without an explanation/note from a parent/carers. Arrival routines for years 11 • Year 11 students will be directed to the canteen hall between 8.20-8.30am. • Uniform checks for year 11 take place during this time and the same red and green stamp used in years 7-10, is also used for year 11. • Year 11 will be dismissed from the hall to go straight to tutor time
Tutor time	• Tutor time takes place every day from 8.40am to 9.00am for years 7-11, except on days when the year group's assembly takes place. • Years 12-13 have a bespoke tutor time programme, in addition to a compulsory Friday morning assembly and PSHE lesson. • Tutor time is an opportunity for students to have a calm and focused start to the day with a form tutor who oversees the holistic well-being of their tutor group.

	• Tutor time consists of reading, general knowledge quizzes, a weekly assembly and a weekly PSHE lesson. • Form tutors collect their tutor groups from the lines each morning. • Equipment and uniform checks are conducted during tutor time.
Assembly	• Each year group has a weekly 20 minute assembly led by the head of year and/or SLT. Assemblies follow the assembly theme programme, which is part of our stay safe curriculum. • Students line up and are taken into the hall.
Transition between lessons	• Students should follow the one way system or walk on the right hand side where there is two way traffic. • Students should walk to their next lesson swiftly and without stopping to chat to friends.
Break and lunch time	• During break and lunch time students can go to the canteen, the hall, and designated outside areas. • Students are not permitted to be anywhere else in the school building, other than with a teacher in a classroom or a supervised club or activity. This is for safeguarding and health and safety purposes. • To see a teacher at lunch or break time, students should ask the staff on lunch duty for permission and this will be at the discretion of the member of staff. Students who need support for their well-being will be taken to the welfare or well-being room. • Ground floor toilets can be accessed at any time during break and lunch. • Free water is available in the school canteen.
End of day	• The end of day bell is at 3.15pm. • Students exit through the main entrance. • Students should not hang around the corridors at the end of the day. • If students are attending a club or an intervention then they must go to the designated location at the end of the day. • Students in daily whole school detention will be escorted by their period 5 teacher.

Where students can go at lunch and break time	Where students cannot go at lunch and break time
• The canteen. • The hall. • Playground/courts/terrace. • To see a teacher, if they have a note in their planner. • The library. • Designated ground floor toilets. • A club or supervised activity. • To see a member of staff for well-being support.	• The corridors on either the ground floor or the top floor. • The basement area. • In classrooms unsupervised.

2.5. Behaviour in the community

Students are subject to the school's behaviour policy at all times; inside school, outside school, in school uniform and not in school uniform. Students are expected to act as ambassadors for the school when in the local community. This means that students should do the following.

- Go straight home, or to any other activity arranged by parents/carers. If going to a local shop then students should leave the shop after making their purchases. Students should not hang around local streets, shops or other establishments.
- Be respectful to members of the public.
- Behave appropriately when in shops or other local establishments.
- Not enter into confrontations with other students, whether from Highlands School or other schools, or other members of the community.
- Respect the local environment by not littering or damaging property.
- Not be a bystander to any inappropriate behaviour outside school. This will be reported to the school or to the police if someone is in danger.
- The school also has the right to follow up and investigate behaviour outside of school hours that breaches the school's behaviour policy and/or brings the school into disrepute. The school can issue sanctions in these cases, where it is deemed appropriate

2.6. Prohibited and banned Items

The school sets out a number of items, which are not permitted on the school site because they are either dangerous, harmful, distract from learning or negatively impact on the school environment. If any of the items listed below are brought into school, they will be confiscated and a sanction will be issued in accordance with our behaviour chart. See section 5 for more information on how long confiscated items will be held for and which items will be returned, disposed of or handed to the police.

Prohibited items (illegal items/items that are illegal for a child to be in possession of)	
• Knives and weapons. • Alcohol. • Illegal drugs. • Stolen items • Cigarettes, vapes / e-cigarettes. • Tobacco and cigarette papers. • Fireworks. • Firecrackers. • Pornographic images • Any article that the member of staff reasonably suspects has been, or is likely to be used: - to commit an offence, or - to cause personal injury to, or damage to property of; any person (including the pupil).	
Other banned items	
Dangerous & harmful Items	Items which distract from learning
Harmful items	• Mobile phones, earphones and music devices (<i>these must remain in</i>

● Stink bombs ● Fun snaps/cracker snaps ● Aerosol cans ● Any other type of sprays ● Lasers ● Lollipops ● Snus, caffeine or tobacco pouches, or similar Dangerous items ● Knives, screwdrivers or tools of any kind ● Fake, water or toy guns ● Metal combs or metal hair brushes. ● Lighters ● Matches ● Any sharp objects that is not on the school's equipment list (a compass should be kept in a maths set box, scissors should be small, and round and kept in a pencil case)	<i>school bags while on the school site and must not be brought out at any time during the school day or while on site, unless with the permission of a member of staff)</i> ● Large amounts of money, or money being brought in to lend/give to other students ● Electronic equipment (e.g. portable games consoles) ● Smart devices (including smart phones, watches and any other smart device) ● Bringing to school items to sell to others ● Skateboards ● Balls that are not in a ball bag ● Correction fluid ● Lip gloss ● Henna ● Needoh toys
Items which negatively impact the school environment	Items that negatively impact on students health and wellbeing
● Chewing gum	● Fizzy drinks ● Energy drinks ● Any products containing nuts

2.7. School uniform

Students must be in full school uniform at all times, unless a reasonable adjustment has been approved by the headteacher, following a written request by parents/carers. There will be a member of staff on duty each morning conducting uniform checks for each year group. If students are not in the appropriate uniform the member of staff on duty will speak to the student about this, and unless there has been communication from a parent or a known reason, a detention will be issued. Students who are not in school uniform PE kit will not be allowed in circulation until they are in the correct kit. Year 12 and year 13 are required to follow the sixth form dress code.

If a student arrives at school in the incorrect uniform without a note or prior contact from the parent/carer.

The parent/carer will be telephoned and asked to bring in the missing school uniform item. If the parent is able to do this, this will avoid a detention being issued.

The student will have a stamp placed in their planner regarding the missing uniform item. The students should show this to their form tutor and other staff who ask them about their incorrect uniform.

The student will be issued with a 30 min daily detention for a first occurrence, if the parent has not contacted the school to provide a reason for their child not being in full uniform.

Students who arrive at school wearing non-permitted jewellery will have this confiscated and a 30 min detention will be issued and the items will be returned after detention for the first occurrence. Repeated occurrences will be dealt with as per our confiscation rules on mobile phones.

Students who are not in school uniform PE kit, will not be allowed in circulation until they are in the correct kit. Students who repeatedly wear their PE kit on non-PE days will lose the right to wear their PE kit to school. Instead, they will be required to wear their school uniform to school and change into their PE kit before PE lessons, and back into their school uniform after PE lessons.

School uniform (years 7-11)
● Black school shoes (please see below for more detail). ● Black socks or plain black tights. ● Plain black kilt skirt or plain black trousers (no jean style, chinos, flared or tight trousers). Skirt hems are worn in line with the knee. ● White school shirt or open neck blouse (long or short sleeved). ● Summer polo shirt can be worn in the summer term only (optional). ● A long-sleeved plain white t-shirt can be worn under the polo shirt for religious reasons. This will need to be agreed with the head of year. ● Green blazer (with school badge). ● V-neck green Highlands jumper (optional). ● School tie (if wearing a buttoned up school shirt). Ties should be worn to the waist, or within three closed fingers of the waist. ● Students are required to wear their lanyard at all times when in the classrooms and when moving around the building. ● Single ear stud per ear in each ear. No piercings other than the ear. ● Religious symbols (if required) must be worn inside a blouse/shirt. ● Headscarves worn for religious reasons should be black/green. ● Blazers must always be worn when moving around the school building, unless otherwise advised by the headteacher.
Makeup and jewellery. ● Light foundation/face makeup is permitted ● Make up items such as mascara, eyeliner, eyeshadow, lipstick and lip gloss, are not permitted. ● Nail varnish, gel nails, false eyelashes and false nails are not permitted. ● Nothing to be worn on the wrist apart from analogue watches and digital watches. ● Headbands should be thin and dark green or black.

Highlands school PE kit expectations:

- Highlands school PE hoodie
- Highlands school PE t-shirt
- Highlands school black tracksuit bottoms
- Plain white socks.

- Plain black shorts. Shorts should be free of markings, for example, Nike ticks, Adidas three stripes, etc. would not be allowed. Shorts should be worn to, or just above the knee. Shorts made of tracksuit material are not permitted.
- Highlands black sports leggings
- Students can wear a t-shirt under their pe kit but it can not be visible.

Non-branded PE kit.

It is the right of parents to buy alternative, non-school branded items of PE kit. If parents wish to do this, the following items should be purchased:

- Dark, bottle green hoodie made of tracksuit material.
- Plain black jogging bottom with no markings. Shorts made of tracksuit material are not permitted.
- Plain matt black leggings with no markings.
- Plain black shorts. Shorts should be free of markings. Shorts should be worn to, or just above the knee. Shorts made of tracksuit material are not permitted.
- Plain, dark bottle green cotton collared t-shirt.
- Plain white socks.

All non-branded items should be free of markings. For example, Nike ticks, Adidas three stripes, etc. would not be allowed on any of the above listed items.

Non-branded PE kit must be approved by the year team.

The following rules also apply to our school uniform:

Coats, hoodies and any other non-uniform items or outdoor garments must not be worn in the building at any time, even at the end of period 5 or a lesson just before break or lunch-time. In the morning these items must be removed upon entry to reception. Students should not leave the reception area until they are in full uniform. Students can put their outdoor garments back on at the end of the day as they are exiting the main doors. At break and lunch time students can put outdoor garments on as they are exiting the doors to the outside areas and they must remove coats as they come back in. Students not complying with these rules will have their outdoor garments confiscated and they will have to collect the garment from reception at break/lunch/after school.

- Blazer and shirt sleeves unrolled
- Trousers must be a traditional tailored style. Tight/stretch style trousers or jeans-related are not permitted. Trousers should be worn on the waist.
- Skirts worn full length in line with the knee.
- Shirts fully buttoned up and tucked in
- Ties must be knotted and worn down to the waist, or within three closed fingers of the waistband.
- If a t-shirt must be worn underneath a shirt it must be white and non-visible. Long-sleeved, plain white t-shirts can be worn under the short-sleeved PE tops, and polo shirts for religious reasons. These can only be worn once the head of year has agreed.
- Black coloured belts only and black shoelaces
- No extreme hair styles, no brightly coloured hair (e.g. pink, blue, green) no shavings, and no tracks (including eyebrows)
- No nail extensions, false eyelashes or coloured nail varnish or 'spot stars'.

- No makeup, apart from natural/subtle foundation/face powder
- Subtle makeup means foundation or face powder only. Eye make-up, fake eyelashes, lipstick and lipgloss are not permitted.
- No jewellery is allowed beyond that which is permitted (one ear stud per ear). No bracelets are allowed. Nothing should be worn on the wrist apart from an analog or digital watch (no smart watches).
- Blazers may be taken off in lessons, with the teacher's permission.
- Hats and caps should not be worn, unless for religious purposes.
- Various coloured shoes or shoes with brightly/different coloured laces are not permitted (only black permitted).
- Only black trouser belts are permitted.
- Only one stud is permitted in each ear.

2.7.1. Sixth form dress code

The sixth form operates the policy that students should dress in an appropriate style for a place of study and appropriate to the work that they are doing, be that in a laboratory, in a classroom, or on a visit.

Year 12 and year 13 students are required to wear smart casual clothing, which recognises that we are a multicultural and multi-faith school.

Students should come to school dressed as follows:

- Smart casual trousers or skirt.
- Shirt, blouse, polo or t-shirt.
- Jumper or cardigan.
- Smart jeans and smart trainers are acceptable too

The following items are not acceptable:

- Leisure/sports clothing such as tracksuits, or jogging pants and leggings.
- Ripped jeans.
- Garments carrying large designs or logos.
- Shorts or three-quarter length trousers.
- Skimpy tops and short skirts.
- Facial piercings.
- Headwear (unless for religious purposes).
- Extreme hair colours such as pink, green, blue.
- Face masks.

Section 3: Roles and responsibilities

3.1. Section introduction

This section details the main expectations of staff, who are accountable for student behaviour. This list is not exhaustive and in some cases staff may have more than one role. In dealing with behaviour it is important that all staff take responsibility for behaviour across the school and ensure that they challenge, report and record incidents accurately and in a timely fashion. No member of staff, regardless

of their role or position will walk away from or ignore students whose behaviour is not following school expectations.

Although behaviour is the responsibility of all staff, the pastoral and behaviour team comprise of the following staff.

- Deputy headteacher: pastoral, behaviour and safeguarding
- A deputy headteacher will be assigned to every year group
- An assistant headteacher will be assigned to every year group.
- Each year group will have a head of year
- Form tutors
- The behaviour coordinator will work across year groups
- Behaviour mentors will be assigned to each year group.
- The safeguarding team: school counsellor, matron, family liaison officer, looked after children support officer will work with all year groups
- Pastoral administration officer

3.2. All staff

The school has core visible consistencies that all staff follow.

Meet and greet: teachers will meet and greet students at the door at the start of lessons to establish an excellent rapport, to create a purposeful start to learning and to ensure that corridors are orderly and students enter classrooms swiftly.

End and send: teachers and students will end their lessons in a calm and purposeful manner by asking all students to stand behind the desks, wishing them a good day, giving praise and dismissing them row by row in an orderly manner.

3.3. Classroom teachers (and form tutors)

- Consistently apply the school's classroom behaviour policy.
- Promote the links between excellent student behaviour, academic achievement and well-being.
- Ensure that all incidents are followed up using the school's behaviour policy.
- Collect their tutor groups from the lines each morning by 8.35am. Year 11 tutors should be ready at their doors to meet and greet their tutor groups.
- Meet and greet students at classroom doors at the start of each lesson, and five minutes before the end of break time (at 11.30am).
- Ensure students are in full uniform and all coats and scarves and non-uniform items are not being worn.
- Ensure that students place their planners, mini white boards and pencil cases on their desks, along with exercise books (unless the teacher has these).
- Plan high quality lessons according to the school's lesson planning guidance.
- Ensure that a 'do now' activity is ready when students arrive at lessons.
- Take the register within the first 15 minutes of the lesson.
- Enter a concern or achievement code on Bromcom for students that have met the relevant criteria.

- Be fully engaged with the class throughout the entire lesson.
- Teachers should not leave their class alone, unless there is a medical emergency or a health and safety issue that requires the teacher's attention outside the classroom. If this situation occurs, the teacher should leave the classroom door open and seek the help of another adult as soon as possible.
- Students are not permitted to be out of lessons without a note in the planner, which should only be issued in emergencies (*Appendix 1: Criteria for students being let out of lessons*).
- Ensure that only water is consumed in lessons. All other drinks will be confiscated and sanctioned.
- At the end of a lesson students should be asked to pack up in a quiet and orderly manner. All students should be asked to stand behind their desks in silence and when the class is fully silent, the teacher should praise the class for good behaviour routines, wish them a nice day, stand at the door and dismiss each row of students one at a time in an orderly manner.
- Record all behaviour incidents fully on Bromcom.
- Complete student report cards as required.
- When teaching during period 5 escort students on the list to daily whole school detention.
- Provide work as requested for students in the IER or who have been suspended.

3.4. Form tutors

Form tutors should follow the expectations of teaching staff, in addition to the following:

- Monitor uniform, equipment and attendance in accordance with the daily tutor time programme.
- Ensure that tutor time is a positive start to the day for students.
- Teach PSHE during Friday's tutor time, following the curriculum and resources provided.
- Act as a primary point of contact for students and parents/carers in their tutor groups.
- Refer concerns to the head of year and safeguarding concerns through CPOMS/to the DSL.
- Monitor students' behaviour profile on Bromcom.

3.5. Curriculum middle leaders (and other dept. post holders)

Follow all the roles and responsibilities of classroom teachers in addition to:

- Take full ownership of departmental areas and corridors ensuring staff are following meet and greet and end and send routines.
- Be on the corridor at the start and end of every lesson as and when requested.
- Support and take ownership for behaviour in lessons within their department.
- Set high standards of behaviour expectations with department staff.
- Ensure all staff in the department arrive at lessons at the expected time.
- Hold teachers to account for meeting their responsibilities and follow up when these expectations are not being met.
- Monitor and follow up behaviour in their subject areas, via the weekly behaviour tracker.
- Liaise and meet with parents/carers where behaviour issues are specific to their subject area.
- Support departmental staff with behaviour management.
- Follow up homework concerns in their subject area.
- Participate in the running of whole school detentions (approx. 1 per half term).

3.6. Heads of year

- Oversee the holistic achievement, safeguarding, welfare and behaviour of their year group.
- Promote the links between excellent student behaviour, academic achievement and wellbeing.
- Establish a clear positive ethos for achievement and success within the year group.
- Delegate work to and oversee the work of their behaviour mentor.
- Have a pastoral action plan, which identifies strategies to develop a cohesive year group.
- Intervene with students who are causing concerns in more than one department.
- Support with (as required) the serious incident process for all behaviours and incidents that require an internal or external exclusion.
- Participate in the on - call rota.
- Conduct reintegration meetings after exclusions and before students return to lessons.
- Contact parents/carers to inform them of serious incidents or behaviour concerns.
- Offer guidance and advice to departments on individual students.
- Use assemblies to promote high expectations, inspire students and build a cohesive year group.
- Monitor behaviour through the weekly behaviour reports and take the appropriate action.
- Work with SLT to develop strategies to reduce exclusions.
- Ensure all students understand and are reminded of the key parts of the behaviour policy.
- Attend pastoral and safeguarding meetings to ensure appropriate interventions are in place for students whose behaviour or welfare is causing concern.
- Oversee the behaviour support and interventions for students reaching behaviour trigger points.
- Manage the rewards system for their year group.
- Participate in the running of whole school detentions.
- Monitor analyse behaviour data to ensure that early intervention is put in place for students showing signs of declining behaviour.
- Recognise the signs that may indicate that misbehaviour gives cause to suspect that a student is suffering, or likely to suffer harm. Where this may be the case, this matter should be referred to the designated safeguarding lead, alongside any other appropriate response in line with the school's behaviour policy.

3.7. Behaviour manager

- Promote the links between excellent student behaviour, academic achievement and well-being.
- Responsible for the smooth running of on - call.
- Participate in the on - call rota.
- Responsible for the smooth running of the internal exclusion room.
- Lead the serious incident investigation process.
- Responsible for lateness procedures in the morning and after break and lunch.
- Maintain all required behaviour records and generate daily behaviour reports.
- Support with detentions.
- Support with before school and end of day duties.
- Ensure registers are up to date for internally excluded students.
- Ensure students in the IER have appropriate work.
- Organise behaviour interventions.
- Manage a caseload of students with welfare and behaviour needs.
- Communicate with parents/carers about behaviour.

3.8. Behaviour mentors

- Support heads of year with the safeguarding, welfare and behaviour of their year group.
- Promote the links between excellent student behaviour, academic achievement and well-being.
- Implement behaviour interventions for specific students.
- Participate in on - call and the running of IER.
- Support serious incident investigations and lead where required.
- Support/lead with daily whole school detentions.
- Support with before school and end of day duties.
- Oversee a caseload of students requiring welfare and/or behavioural support.
- Lead return from exclusion meetings.
- Lead intervention workshops.
- Organise and lead mediation between students.
- Liaise with parents/carers.
- Attend meetings with parents about behaviour and welfare issues.
- Oversee CPOMS for their year group (with the head of year).
- Carry out welfare checks on students.

3.9. The senior leadership team (SLT)

- Model the implementation of this policy and hold staff to account.
- Promote the links between excellent student behaviour, academic achievement and wellbeing.
- Be visible around the school to maintain a calm and orderly learning environment.
- Provide support to staff, particularly where students demonstrate they have not followed instructions.
- Support departments – where a student is not responding to department intervention / sanctions.
- Support year teams – where a student causing concerns in more than one area is not responding to year team intervention/sanctions.
- Meet with parents/carers where students are causing persistent issues in the school.
- Lead post exclusion meetings with heads of year, where required.
- Support pastoral leaders to coordinate and plan intervention and support for students who reach behaviour trigger points.
- Monitor and analyse behaviour data to ensure that early intervention is put in place for students showing signs of declining behaviour.
- Recognise the signs that may indicate that misbehaviour gives cause to suspect that a student is suffering, or likely to suffer harm. Where this may be the case, this matter should be referred to the designated safeguarding lead, alongside any other appropriate response in line with the school's behaviour policy.

3.10. The SENCO

Is responsible for making recommendations about support, interventions and reasonable adjustments, when a student with SEN is struggling to meet the school's behaviour expectations because of their SEN.

3.11. The headteacher

- Is responsible for approving and reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles.
- Promotes the links between excellent student behaviour, academic achievement and wellbeing.
- Ensures that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Is responsible for approving all fixed term and permanent exclusions, in accordance with the school's exclusion policy.

3.12. Highlands School governing body

- The governing body is responsible for reviewing and approving the written statement of behaviour principles (section 1.2).
- The governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

3.13. Parents/carers

- Support the school's DARE values of determination, aspiration, respect and equality.
- Support the school's policies and behaviour expectations.
- Ensure that they are aware that all detentions are served on the day that they are issued, unless the detention is issued after period 4, in which case the detention will be served the next day.
- Ensure that they are aware of the school's list of banned items, and the consequences if their child brings in a banned item.
- Work cooperatively with the school to ensure their child can achieve their potential.
- Deal with the staff in a polite and respectful way.
- Ensure that their child attends school regularly, with a minimum of 97% attendance and that holidays and other non-urgent and non-hospital appointments are arranged outside of school time.
- Ensure that their child arrives at school, by 8.30am every day.
- Ensure that they are aware of the school's rules on mobile phones. Mobile phones seen or heard anywhere on the school grounds will be confiscated as per section 5 of the school's behaviour policy.
- Ensure that their child is in full school uniform every day, and follow all aspects of the school's dress code for students.
- Monitor and support their child with the completion of homework.
- Attend parents evening and other relevant school information events.
- Let the school know of any circumstances affecting their child's welfare or any change in circumstances.

When engaging with the school by phone, email or in person, parents/carers are asked to behave in a calm and professional manner, in line with expectations laid out in our visitor behaviour policy. The school does not tolerate abuse of any kind towards staff.

Section 4: Rewards and sanctions

Throughout the school day students will earn achievement points for their good behaviour and concern points for behaviours that do not follow school's rules and expectations.

4.1. Recognition for good behaviour

In order to create a positive learning environment for all, our emphasis is on rewards and recognition. Rewards and recognition have a motivational role in helping students to see that good behaviour is valued. We encourage students to behave in a kind, respectful and considerate manner towards each other. Our achievement points not only recognise good behaviour in the classroom, they also recognise students' wider contribution to the school and the community. Staff allocate achievement points throughout the school day for students who demonstrate behaviours in our achievement chart. These are logged on our management information system, Bromcom.

Verbal praise is used as on-going public recognition for good behaviour and achievement points are awarded to students who maintain the schools' expected standard, as well as those who go above and beyond with the purpose of:

- Promoting the school's DARE values.
- Keeping track of students' achievements.
- Ensuring there is recognition for repeated positive behaviour.
- Creating a positive and encouraging environment which enhances learning.
- Motivating students to behave in a positive manner.

Students' achievement points will accumulate and when students reach specific thresholds of achievement points they will be rewarded. Achievement points are tracked by each head of year on a weekly, termly and yearly basis. (*Appendix 2: The allocation of achievement points and thresholds for rewards*).

4.1.1. We will use a variety of rewards in recognition of good behaviour

- Verbal praise and recognition, in tutor time and assemblies.
- Achievement point.
- Rewards assemblies.
- DARE awards.
- Academic excellence.
- Department awards.
- Participation awards.
- Headteacher's weekly award.
- Emails to parents/carers.
- Letters of commendation and certificates.
- Reward vouchers.
- Achievement lapel pins
- Reward trips.
- Friday queue jump for winning house.
- Queue jump for students who take up house roles.
- Headteacher's school DARE application award.

4.2. Behaviour and sanctions

Sanctions are used so that students have a clear understanding that there will be consequences for not meeting the school's behaviour expectations. Concern points are given when students do not follow expectations. All sanctions have a restorative element to them whereby the staff member who issues the sanction is expected to take responsibility in getting the student 'back on track' through a restorative conversation. Student behaviour is monitored on a daily and on-going basis and we respond to student misconduct as it occurs. We also monitor student behaviour on a cumulative basis for the purposes of;

- Keeping track of students' holistic behaviour and achievement profile.
- Ensuring that there is a response to repeat behaviours.
- Ensuring that the relevant support and intervention is put into place

4.2.1. We will use a variety of sanctions to address behaviour that does not meet our school behaviour expectations.

- Daily whole school detentions (30 and 40 min)
- Escalated deputy headteacher interventions
- Saturday detentions
- Community service
- Internal exclusion
- Suspension
- Permanent exclusion

Where circumstances arise that endanger the safety of a student or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its recurrence.

4.3. Allocating sanctions

Staff will use our management information system to allocate concern points for behaviours that do not follow school expectations using the behaviour chart in appendix 2.

For minor behaviours students will be given a reminder of expectations before a sanction is issued. For more serious behaviours, the sanction will be issued without a reminder of expectations.

The headteacher reserves the right to issue sanctions for behaviours deemed to be not in accordance with school policy and expectations.

(Appendix 2: The allocation of sanctions and thresholds for rewards)

4.4. Parking system

Students who do not meet expectations in lessons will be parked in another classroom and issued with a C2, leading to a detention. This ensures that the learning of the class is not disrupted any further. Students sent to department parking will be issued with a whole school daily detention to be completed on that day. If the department parking occurs during period 5 then the detention will be sat the following day. *(Appendix 4: Parking process)*

4.5. On-call

On-call is the process by which a member of the behaviour support team or the senior leadership team are called to a lesson to support behaviour. On-call is used as a supportive last resort for teaching staff when students are not following the teacher's instructions. Teachers request on call using the alert button on Bromcom. (*Appendix 5: On-call*)

4.6. Serious incident process

All behaviours C5-C12 behaviours will be investigated through the serious incident process. This will ensure that all evidence is considered and an appropriate sanction is applied. During a serious incident process the following will actions will take place:

- The student concerned will be placed in the IER if this is deemed to be necessary to the investigation, or outside the office of a member of the senior leadership team/pastoral team, while they write a statement. The student will have the opportunity to verbally discuss the incident with a member of the behaviour team or the SLT on call.
- Depending on the nature of the incident, the member of staff overseeing the serious incident process will decide whether the student can return to lessons while the investigation is complete or whether the student needs to remain out of circulation from the rest of the school.
- The member of staff leading the serious incident process will take statements from staff involved, any other students involved and witnesses.
- Parents/carers will be informed that a serious incident process has started in relation to their child (either as a victim or the student who has not followed the behaviour policy) and they will be kept informed throughout the process and when a decision has been made and a sanction has been agreed, if necessary. (*Appendix 6: Serious incident process*)

4.7. Detentions

Section 90 and 91 of the Education and Inspections Act 2006 allows schools to set detentions outside of school hours. As a school we will follow the statutory guidance on detentions set out in ***Behaviour and discipline in schools - Advice for headteachers and school staff- DfE, 2024***, sections 27-34.

We use detentions as a sanction to address behaviour incidents that do not require the serious incident process to be carried out, but requires a sanction that makes it clear to the student that their behaviour is not acceptable. For the vast majority of students, detentions are deterrence and they will go through school life having very few detentions or none at all.

4.7.1 School detentions

30 minute daily detentions.

- Detentions are given for C2 and C3 behaviours.
- The detention will be for 30 minutes after school on the day of the sanction if it is issued by 1.40pm. Students who fail to attend their detention without good reasons authorised by a parent or carer, will be issued with an extended 40 minute detention for the following day.
- All detentions issued after 1.40 pm will be served on the next school day.

- Parents/carers will be notified of their child's detention by email by 2.30pm on the day of the detention.

40 minute detention

- Escalated detention is given if students fail to attend their 30minute detention the previous day.
- The detention will be for 40 minutes after school the day after the student failed to attend their 30 minute detention.
- Parents/carers will be notified of their child's detention by email by 2.30pm on the day of the detention.

45 minute deputy headteacher detentions.

- Detentions are given for behaviours that result in two or more C2/3s being issued in one day.
- The detention will be for 45 minutes after school. This detention will usually take place 48 working hours after a student has been issued two or more C2s/C3s. Students who fail to attend their detention without good reasons authorised by a parent or carer, will be issued one day in the IER. Parents/carers will be notified of their child's detention by email the day before the detention is due to take place.

Two hour Saturday detentions.

- In exceptional circumstances the school will use Saturday detentions as a sanction. This must be authorised by the headteacher or a deputy headteacher.
- Examples of the circumstances under which Saturday detentions may be used include (this list is not exhaustive):
 - Behaviours of a serious nature where a Saturday detention would be used to avoid a suspension
 - Behaviours involving larger groups of students which the school does not have the capacity to internally exclude
 - Repeat serious poor behaviour

4.7.2. Key information about detentions

- Legally schools are allowed to keep students for detention as long as they provide 'reasonable notice' and only keep students for a 'reasonable amount of time'.
- We define 'reasonable notice' as by 2.30pm via email on the day of the detention.
- We define 'a reasonable amount of time' as a maximum of 40 minutes
- Parents/carers are also informed of our daily whole school detention system through the 'My Child at School' app.
- The purpose of detentions is to ensure there is a swift response when students display C2 or C3 behaviours. All detentions will have a reflective and restorative element to them.
- For daily whole school detentions, period 5 teachers will take all students who have a detention to the main hall/canteen. This will remove the need for escalated detentions as students will not have the opportunity to simply not turn up for detentions.
- Students will only be permitted to postpone/reschedule their detention in exceptional circumstances where the student has a medical appointment; the child has a disability, SEN, is a carer or would be put in danger by staying after school.

- If a student has a sporting activity/match/competition on a day they have a detention, they will not be permitted to attend and they will have to complete their detention. The headteacher can make exemptions to this rule in exceptional cases.
- In cases of medical appointments, parents/carers should contact the pastoral administrator by 3.20pm. In situations where students tell us that they cannot attend a detention due to a medical appointment, a member of staff will verify this information by telephoning parents/carers. Only once this information has been verified will the student be allowed to leave the detention.
- Reasonable adjustments to our detention system will be made for students with disabilities or with an EHCP, if this is deemed to be appropriate by the SENCO.
- When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points: whether the detention is likely to put the student at risk and/or whether the student has known caring responsibilities which mean that the detention is unreasonable. For students to whom this applies, the school will make arrangements for the detention to be sat at lunch time.
- During the detention students either complete homework or they will receive a laminated card with reflective activities to complete.
- Students who receive more than one C2 detention in one school day will serve their detentions, and an additional 45 minute detention where they will reflect upon their behaviour.

4.8. Suspensions (previously known as fixed term exclusions)

In situations where a student's behaviour constitutes a serious or major breach of the school's behaviour policy, a suspension will be applied to reflect the severity of the misconduct. The serious incident process will be carried as part of any decision to suspend. In rare circumstances where a student's behaviour is deemed to be a risk to themselves or others, or they fail to comply with the instructions of the headteacher or the deputy headteachers, the headteacher can start the suspension process immediately, pending the serious incident process. However, in most cases students will remain in school while the process leading to the decision to suspend is carried out. Please see our suspensions and exclusions policy for more information

There are three types of exclusion.

Internal exclusion (IER): when a student is excluded from normal lessons but remains within the school in the internal exclusion room. Students placed in the IER will be collected from the lines by their behavior mentor or head of year and taken to the IER. At the end of the school day IER students will attend a 30 minute detention (*Appendix 7: IER (Internal exclusion room)*). The behaviour mentor or head of year will conduct a reintegration meeting after an internal exclusion.

Suspension: when a student is not allowed to attend school for a specific number of days. The head of year and/or a member of the senior leadership team will conduct a reintegration meeting after a suspension.

Permanent exclusion: where the student loses their place at school.

Suspensions, internal exclusion or permanent exclusion, may be used for any of the reasons as stated in the school's behaviour policy. This is not an exhaustive list and there may be other situations where the headteacher makes the judgement that a suspension or permanent exclusion is an appropriate sanction. The headteacher will consider the incident, all the evidence and any required reasonable adjustments, before a final decision is made. The headteacher will make a decision in regard to suspending or permanently excluding if 'on the balance of probabilities', the student did what is being alleged that they have done.

When suspending or permanently excluding students, the school will follow the guidance set out in ***Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - Guidance for maintained schools, academies and pupil referral units in England***, 2026. For further details about how we manage exclusions, please refer to our suspensions and exclusions policy on our website.

Section 5: Searching, screening, confiscation and physical restraint

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

There may be occasions when the school is required to search or screen a student/s. Section 90 and 91 of the Education and Inspections Act 2006 states that teaching staff have the right to confiscate students' possessions. The law gives schools permission to search and screen students so long as this is proportionate.

5.1. Searching and screening

When conducting searches and screenings the school will refer to the guidance set out by the Department for Education in the guidance document ***Searching, screening and confiscation - Advice for schools - July 2022***. The key points from this guidance are as follows;

Searching is defined as checking students' belongings, outer garments, pockets and desks for prohibited or banned items.

5.1.1 Screening is defined as walking through a metal detector arch or being screened by hand held metal detector wand, for purposes of checking for weapons or items that could be used as weapons, whether or not the school suspects individual students. Screening may also be used to check for items that have been banned by the school.

5.1.2 Searching

Any decisions to search a student will be done in the best interest of the student and the safety of the school community. We have a duty of care to all of the students in our school. This means that we will balance:

- The need to safeguard all students by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of students suspected of possessing these items

Staff must not carry out a search without the headteacher/acting headteacher's or the designated safeguarding lead's permission.

Staff authorised to search students are as follows (however they must request permission from the headteacher for every new search and they must comply with the guidance in this section).

- Deputy head teachers
- The DSL
- The behaviour manager
- Heads of year
- Behaviour mentors
- A member of the executive safeguarding team

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item, if there is reason to believe that the student is about to commit an offence, or cause personal injury to, or damage to the property of, any person (including the student).

Possessions means any goods over which the student has or appears to have control – this includes desks, lockers and bags

Prohibited items are; knives, weapons, illegal drugs, stolen items, any item that staff reasonably suspect has been or is likely to be used to commit an offence or cause injury to a person or property, tobacco, cigarette papers, fireworks, pornographic images.

Headteachers and authorised staff can also search, without the student's consent, for any item that is illegal and/or could pose a health and safety risk.

Headteachers and authorised staff can also search students with their consent, for any items that are considered prohibited by the school.

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy. The school will ensure that the search takes place at an appropriate location (on the school grounds or on a school trip, where a member of school staff has lawful control of the student), where possible this will be away from other students.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way. The staff member conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member).

There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex to themselves and/or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it

is not reasonably practicable to summon another member of staff. In these situations, the staff member carrying out the search must inform the headteacher or DSL immediately and write a record of the search, the reasons, date, time and what was found.

The law says that the person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. Only the police can conduct a search involving clothing next to the skin being removed or a full strip search. In these cases the school will retain a duty of care to the students involved and the school will advocate for student wellbeing at all times. In the very rare cases where a strip search by the police is necessary the school will follow the guidance in ***Searching, screening and confiscation - Advice for schools- July 2022***.

The school will inform parents/carers by phone that the search has taken place and the reasons, outcome and any next steps. However, the school is not required to inform parents/carers beforehand or to seek parental permission to search a student..

If a student refuses to cooperate with a required search, the school will decide, based on the reasons for the search, whether to involve parents and external agencies. A student refusing to comply with a search could face a suspension.

If a member of staff conducting a search on an electronic device comes across indecent images, they must not look at these images and refer the case to the designated safeguarding lead immediately, who will follow guidance on how to handle such cases. If a member of staff has reason to believe that there are pornographic or indecent images of a child on a student's electronic device then the member of staff must not intentionally view, copy or share these images. They must refer the case to the DSL immediately.

The school will keep records of all searches for prohibited items and searches conducted by the police. These records will be kept in the school's safeguarding reporting and recording system, as this will ensure that the designated safeguarding lead is aware and can take the appropriate action. The record will include; the student's name, the date, time location of the search, who conducted the search, the reasons for the search and what was being searched for, any items found and the follow up action taken.

5.1.3 Screening

The law allows that schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students

Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Any member of school staff authorised by the headteacher can screen students.

If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff

to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.

5.2. Confiscation

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

School staff can confiscate any prohibited (banned and/or illegal) item found as a result of a search or if the student is seen displaying the item. They can also seize any item they consider harmful or detrimental to school discipline.

The school will take a 'safeguarding approach' when a student is found in possession of drugs, dangerous items and/or pornographic/indecent material. This means the school will be alert to the potential safeguarding risks for the student in possession of these items. In these circumstances the school will follow its safeguarding process and refer the student to Multi Agency Safeguarding Hub (MASH).

Confiscated items that are illegal and/or dangerous e.g. drugs and weapons will be given to the police.

Confiscated items that are not illegal but pose a health and safety risk: e.g. alcohol and tobacco, will be disposed of by the school.

The process for all other banned items (see section below for the specific process for mobile phones) that are not dangerous or illegal, will be confiscated and a 30 min detention will be issued. For first occurrences, the item will be returned on the same day after detention. If the item is confiscated before the cut off point for detention, it can be collected by the student that day, after detention. If the item is confiscated after the cut off point for detention, it can be collected the following day, after detention.

On the second occurrence of confiscation a parent/carer (or any other adult nominated by the parents) will have to collect the confiscated item after a minimum period of two school days from the day of confiscation.

On the third and all subsequent occurrences of confiscation a parent/carer will be required to collect the confiscated item after a minimum period of three school days from the day of confiscation. A meeting with the head of year or the behaviour mentor will also be required.

5.3 Mobile phones

5.3.1 Year 7 and 8 smartphone / smartwatches

- Smartphones / smartwatches / smart devices are not permitted anywhere on the school grounds at any time.

- If a smartphone / smartwatch / smartdevice is heard, seen or discovered on the school's premises it will be confiscated for two school weeks and a 40 minute detention issued.
- A parent/carer (or any other adult nominated by the parents) will be required to come and collect the phone / watch / device from school at the end of the two week period.
- The two week confiscation period will include weekends.
- If the confiscation takes place within two weeks of the start of a school holiday the phone will remain at school over the course of the holiday and be returned at the point at which it has been confiscated for two school weeks.
- If students or parents request it then a brick phone will be temporarily issued for student use during the time the smartphone has been confiscated.
- Random smartphone / smartwatch checks will be conducted to ensure that the year 7 remains smartphone free.

5.3.2 Year 7 and 8 brick phones

- A 'brick' mobile phone is defined as having no internet connection, no camera, and no ability to support social media apps.
- Students are not permitted to use their brick mobile phones anywhere on the school grounds at any time.
- Brick mobile phones must remain in bags, and turned off, at all times while on school grounds.
- If a brick phone is heard or seen on the premises it will be confiscated.
- The school premises are defined as anywhere within the school main gates.
- The only exception is if the phone is used with the permission of a member of staff during an after school activity. In these circumstances permission will only be given for a specific purpose and not for general use.
- On the first occurrence of mobile confiscation the student will be issued with a 30 minute detention on the day. If the phone is confiscated before the cut off point for detention, it can be collected by the student that day, after detention.
- If the phone is confiscated after the cut off point for detention, it can be collected on the following day, after detention.
- On the second occurrence of mobile phone confiscation a parent/carer (or any other adult nominated by the parents) will have to collect the mobile phone after a minimum period of **two school days** from the day of confiscation.
- On the third and all subsequent occurrences of mobile phone confiscation a parent/carer will be required to collect the phone after a minimum period of **three school days** from the day of confiscation. A meeting with the head of year or the behaviour mentor will also be required.
- Brick mobile phones will also be confiscated if it is discovered that students have been using these in the toilets or in other places on the school site. Students needing to contact their parents/carers for an emergency during the school day will be supported by the school office.
- Brick mobile phones and other electronic devices may also be confiscated if the school believes that the device has illegal material on it. In such cases the electronic device will be handed to the police.

5.3.3 Years 9-11

- Students are not permitted to use mobile phones or smart watches anywhere on the school grounds at any time.

- Mobile phones and / or smart watches must remain in bags at all times while on school grounds.
- If a phone and / or smart watch is heard or seen on the premises it will be confiscated.
- The school premises are defined as anywhere within the school main gates.
- The only exception is if the phone is used with the permission of a member of staff during an after school activity. In these circumstances permission will only be given for a specific purpose and not for general use.
- On the first occurrence of mobile confiscation the student will be issued with a 30 minute on the day of detention. If the phone is confiscated before the cut off point for detention, it can be collected by the student that day, after detention.
- If the phone is confiscated after the cut off point for detention, it can be collected on the following day, after detention.
- On the second occurrence of mobile phone confiscation a parent/carers (or any other adult nominated by the parents) will have to collect the mobile phone after a minimum period of **two school days** from the day of confiscation.
- On the third and all subsequent occurrences of mobile phone confiscation a parent/carers will be required to collect the phone after a minimum period of **three school days** from the day of confiscation. A meeting with the head of year or the behaviour mentor will also be required.
- Mobile phones will also be confiscated if it is discovered that students have been using these in the toilets or in other places on the school site. Students needing to contact their parents/carers for an emergency during the school day will be supported by the school office.
- Mobile phones and other electronic devices may also be confiscated if the school believes that the device has illegal material on it. In such cases the electronic device will be handed to the police.

5.4. Physical restraint and use of reasonable force

On rare occasions school staff may be required to restrain a student through the use of reasonable force. When doing so we will follow the guidance set out in ***Restrictive interventions, including use of reasonable force, in schools, December 2025.***

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical restrictive intervention.

All members of school staff have a legal power to use reasonable force in certain circumstances, specifically to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence

- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of physical restraint must be necessary, proportionate and consider the welfare of the student.

Incidents of physical restraint must therefore:

- Always be used as a last resort and to prevent harm to students or adults.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

The following will be used to minimise the need to use physical restraint.

- Staff to be fully trained in the school's behaviour policy, and how to implement this policy
- Students taught the school's expectations, and how to behave in classrooms and around school
- To fully investigate any incident of physical restraint in order to learn lessons, and to prevent a repetition of the incident, see below.

Some students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Where necessary the school will minimise the possible need for physical restraint by:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Should a staff member physically restrain a pupil the following will happen:

- A serious incident investigation will be completed. This will include:
 - A statement from the child.
 - A statement from the staff member(s) involved
 - A statement from staff / student witnesses
 - A summary of CCTV footage, if available
 - A summary of any incident will include:
 1. names of pupil and staff directly involved
 2. any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
 3. time, date, location and approximate duration of the intervention
 4. brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
 5. brief account of why the use of force was assessed as necessary in that instance
 6. any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- The incident, and the summary above, will be recorded centrally, as well as on CPOMs.

The parents of students involved will be informed. The following information will be communicated:

- location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The school governors should also be made aware of the incident. Governors should be informed of the following:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Following the incident the following should take place

- A risk assessment completed for the student(s) involved. This risk assessment will be centrally recorded.
- If appropriate, support will be provided for the pupil involved and appropriate action taken at a whole-school level.
- Staff will receive training and reminders to ensure that they are equipped with the situations that may require the physical restraint of a pupil.

Section 6: Seclusion

A seclusion is defined as a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving.

A seclusion will only be used as a safety measure, to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. A seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined will be safe. The pupil will be supervised at all times during the period of seclusion. This is likely to be the school's wellbeing room.

As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded on the seclusion log. All incidence of seclusion will be reported to the school's governing body.

Section 7: Support and interventions

We recognise that a small minority of students will experience challenges in consistently adhering to the school's behaviour expectation. We are committed to supporting students by intervening when early

warning signs indicate that a student's behaviour is declining. We also ensure that following a sanction, strategies are put in place to help students understand how to improve their behaviour and meet the school's behaviour expectations.

7.1. Support for all students

All students have access to a dedicated pastoral team consisting of a form tutor, a head of year, a behaviour mentor and a member of the senior leadership team. All students participate in our behaviour curriculum outlined in section 2 of this policy.

We track and monitor the behaviour of all students through our management information system. When students reach specific thresholds of behaviour, the school will notify parents by letter/email/phone calls to discuss next steps.

7.2. Additional behaviour support and interventions

Students who require additional support will be given one or more support interventions depending on the context and nature of the concerns. These behaviour interventions are set out below. This list is not exhaustive. The school may use additional interventions should these benefit a student's behaviour.

- Behaviour panels (with members of the senior leadership team, Enfield BSS and with school governors)
- Behaviour contracts and behaviour reports
- Personal support plans (PSP), which set behaviour targets that are monitored and reviewed over a 9-12 weeks period.
- Welfare support plans (WSP) are put in place for vulnerable students who need extra support with mental health, attendance, punctuality, homework and other welfare support.
- Mentoring with either a school mentor, an external mentor or a peer mentor.
- Parent and carer meetings with school staff and the student.
- Enfield Behaviour Support Service (BSS).
- Communication with parents and carers through the My Child at School app, letters, emails, phone calls and meetings
- Referral to external agencies (eg. CAMHS, Early Help)
- The school counsellor offers counselling sessions for students who require emotional and therapeutic support.
- Mediation. Behaviour mentors lead mediation sessions between students and friendship groups.
- Managed moves involve the student transferring to another mainstream school on a permanent basis. Managed moves will be suggested where they are in the best interests of the student and will serve as an opportunity for the student to improve their behaviour. All managed moves are agreed with the parents/carers, the student and virtual schools and social workers if applicable.
- Alternative provision (also referred to as off-site direction) is when a student is required to attend another educational setting for a specific amount of time, to improve their behaviour, where targeted support and interventions have not been successful in improving a student's behaviour. The school will follow the guidance set out in the DfE's guidance.

Supporting students following a sanction

- A reintegration meeting with relevant staff, the student and parents and carers. This will involve a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- If the student is looked after or has a social worker, the relevant professionals will be included in discussions about the student's behaviour and how to support them.
- Staff conducting the reintegration meetings and overseeing behaviour incidents will inquire into circumstances outside of school, including at home, and share relevant information with the designated safeguarding lead.
- If a student has SEN, then the SENCO, where possible, will participate in the student's reintegration meeting following a sanction. Where this is not possible, staff conducting the reintegration meeting will ensure that they have received the SENCO's input prior to the meeting.

Section 8: Communication with parents/carers and carers

8.1. Home - school communication

We recognise the important role of parents/carers and carers in supporting the school to promote excellent student behaviour. We are committed to excellent standards in home-school communication to keep parents/carers informed of their child's behaviour. These are some of the ways we will communicate with parents/carers about behaviour.

Regular communication from the student's head of year and/or behaviour mentor if a student's behaviour does not meet expectations across several subjects and around the school.

Individual members of staff will contact home to discuss behaviour issues relating to specific lessons and subjects.

An email will be sent to parents and carers by 2.30pm to inform them that their child has a daily whole school detention.

The My Child at School app, which allows parents/carers to track the child's achievements and behaviour record at any time.

Parents/carers will be notified by phone if there is a serious incident process involving their child.

Parents/carers are invited to attend meetings if their child reaches behaviour trigger points.

Letters of praise and recognition are sent when their child reaches the various thresholds for achievement points.

The school holds a parent and carer webinars at the start of each academic year to induct parents and carers on the school's behaviour expectations and the values and principles that inform the school's behaviour policy.

Section 9: Reasonable adjustments and other policy variations

9.1. Reasonable adjustments

When administering sanctions the school will not breach any other legislation (for example, in respect of disability, special educational needs, race and other equalities and human rights). The school will aim to make reasonable adjustments to sanctions as required.

We will only issue sanctions that are proportionate and the sanctions in this policy are deemed to be proportionate to the relevant behaviours.

The SENCO/Deputy SENCO will be involved in deciding on sanctions for all students with an EHCP.

Pastoral staff make reasonable adjustments for students with known or serious SEMH.

Reasonable adjustments requests to the school uniform can be made in writing to the headteacher. The decision to grant such requests lies with the headteacher.

The headteacher will consider all requests for a reasonable adjustment, in line with the Equality Act 2010.

9.2. Policy variations

- The contents of this policy apply to all students at Highlands School.
- School uniform rules do not apply, but the year 12 and year 13 dress code must be adhered to and hoods/coats must not be worn in the building.
- Mobile phones/tablets and earphones may be used in the sixth form area.
- The school reserves the right to make any other adjustments and variations to this policy based on individual circumstances and situations. Such variations will only be made by the headteacher.

Section 10: Training and support

10.1. Training and support staff

Regular high quality training is an important part of ensuring that all staff understand and implement our behaviour systems with confidence, rigour and consistency. All staff will receive the following training.

- Behaviour training as part of the new staff induction process.
- Behaviour training at the start of every new school year.
- Behaviour update training on a regular cycle throughout our school CPD programme.

- Behaviour updates in the weekly staff bulletin and in Monday morning staff briefing.
- Bespoke support and training for staff who require additional support with behaviour management and in implementing this policy. The pastoral team i.e. the behaviour co-ordinator, heads of year, behaviour mentors, family liaison officer and school counsellor will receive supplementary training where required, in relation to their specific roles.

10.2. Training for students

- New year 7 students will receive behaviour training as part of the induction process.
- All students will receive behaviour training at the start of each new school year.
- Behaviour expectations will be reinforced in assemblies, tutor time, at the start of lessons, in the headteacher's weekly video and throughout the school day
- There will be behaviour related information shared with students and parents / carers in the weekly newsletter on behaviour.
- We have a stay safe curriculum, which teaches students how to keep themselves and others safe. This curriculum is delivered through assemblies, RSE off timetable days, PSHE lessons and our special feature newsletters.

Section 11: Monitoring, tracking and reviewing behaviour

We collect, monitor and analyse all behaviour data (eg.detentions, suspensions removals from lessons) in order to interrogate repeat patterns of behaviour and the effective use of our behaviour systems. We also monitor and track students' behaviour for the purpose of identifying students who require early intervention to support their behaviour, and to monitor students whose behaviour is a cause for concern.

11.1. Monitoring and recording

Behaviour is recorded on Bromcom, our management information system.

Behaviour is monitored through the various monitoring tools on Bromcom and through a weekly behaviour tracker, which is analysed by middle and senior leaders.

Heads of year and senior leaders use the weekly behaviour tracker to intervene where students have received specific behaviour thresholds.

11.2. Review

The deputy headteacher responsible for pastoral provision across the school will produce a reports for the headteacher and governors on the effectiveness of the behaviour policy, contextual behaviour information, achievements and sanctions.

This policy will be reviewed on an annual basis by the headteacher, the governing body and the senior leadership team.

11.3. Equal opportunities

The school will analyse the issuing of sanctions and achievement points by different groups of students to monitor any trends by;

- gender
- ethnicity
- year group
- SEN
- disadvantaged and non-disadvantaged
- EAL
- looked after children

11.4. Complaints and concerns

We welcome parental feedback and we will always work with parents/carers to resolve any concerns. Parents/carers who wish to raise a query or concern about a behaviour or sanction related matter should follow these steps.

In the first instance parents/carers should make contact with their child's head of year, who will respond to discuss the concern and arrange a meeting if needed.

If the concern is still not resolved to the parent/carer's satisfaction, a formal complaint can be submitted in writing, following the steps in our complaints policy, which can be found on the school website.

Appendix 1: Criteria for students being let out of lessons

Teachers should not let students out of lessons. However, these are some exceptional circumstances or pre-agreed reasons when a teacher will give a student permission to leave the lesson.

- A student or the teacher is having a serious medical issue and help is required (on-call is requested / or the support of the teacher next door is called for).
- The student has a medical/welfare pass that specifies the need to use the toilet in the lesson.
- The student is clearly very unwell and needs medical support.
- The student has a medical pass that specifies they need to take medication.
- In the teacher's professional judgement, an accident would occur if a student is not permitted to use the toilet at the moment. This must be used stringently. In such circumstances, a student will be directed to use the toilet in the reception area where the student's planner will be signed. The classroom teacher should then check the student's planner upon their return to the classroom.

Appendix 2: The allocation of achievement points and thresholds for rewards

Code	Points weighting	Achievement category	Sub-categories
A1	1 achievement point	Effort	● Excellent contribution to the lesson ● Excellent contribution to tutor time ● Excellent homework ● Excellent reading ● Positive corridor behaviour ● Positive contribution to a Careers Activity
A2	2 achievement points	Aiming high	● Excellent attendance at work experience ● Positive day on report ● Role modelling excellent behaviour ● Role modelling excellent attitudes to learning ● Tutor group weekly attendance award
A3	3 achievement points	Improvement	● Improved attendance ● Improved attitudes to learning ● Other noticeable improvements ● Participating in a student voice activity ● Successful completion of a PSP
A4	4 achievement points	Supporting others	● Acts of kindness ● Assisting a member of staff ● Mentoring other students ● Supporting a peer during a difficult time ● Reporting discrimination ● Reporting bullying or a concern about the welfare of another student. ● Successful completion of a managed move ● Supporting in school with a careers event
A5	6 achievement points	Community contribution	● Being part of an interview panel ● Other forms of community contribution ● Participating/leading an assembly ● Participating in a student leadership activity ● Representing the school at an event/sporting activity

			• Representing the school at an external careers event • Successful completion of being on report • Volunteering or participating in a charitable event
A6	8 achievement points	Headteacher's award	Any member of staff can nominate students for the headteacher's award. Students who are nominated will be 'student of the week'. • Exceptional acts of kindness • Exceptional achievement • Exceptional all-round positive behaviour and achievement • Exceptional contribution to the community • Overcoming adversity • Show resilience during a difficult time The headteacher is at liberty to give an A6 to any student who they deem to have met the criteria.

Students' achievement points are monitored and students with the top 60 achievement points scores will be rewarded half termly, with a special end of year achievement celebration. This means we will always be rewarding at least a quarter of each year group. This will run alongside the headteacher's awards for the highest scoring students in the DARE application grades.

Each half term, students in each year group with the most achievement points (minus concern points) will be rewarded as follows.

Platinum	Top 20 students	Recognition in assembly and a platinum certificate.
Gold	next 20 students	Recognition in assembly and a gold certificate.
Silver	next 20 students	Recognition in assembly and a silver certificate.
Bronze	next 20 students	Recognition in assembly and a bronze certificate.

Students' behaviour is recognised in other ways. Please see above, 4.1.1.

Appendix 3: Concern categories, the allocation of sanctions and thresholds for behaviour interventions

The consequences and sanctions listed here are guidance. A member of the senior leadership team is required to authorise any internal exclusions and the headteacher is required to approve all suspensions. This list is not exhaustive and the headteacher reserves the right to apply a C1-C12 code for any behaviours not listed here. The term staff is used to refer to any adult. The sanctions and consequences listed here are a guide and the headteacher reserves the right to recommend appropriate sanctions.

Code	Points	Behaviour category	Sub-categories	Recommended consequences and sanctions
Reminder of expectations Not logged	0	Minor off task behaviour	● Interrupting/calling out ● Not meeting work expectations during the lessons ● Not sitting up ● Not wearing a lanyard (but has the lanyard in school)	Given for a single, minor off task behaviour. If the student does not rectify their behaviour after the reminder, this moves to a C2.
CR	0	Remote learning	● Missed remote learning deadline ● Missed live lesson	Parents/carers informed.
CCW	0	Concern - Catch-up Workshops	● Missed after school workshop ● Missed morning school workshop	Parents/carers informed.
C1	0	Not ready for learning	● Behaviour - reminder ● Equipment missing - reminder ● Failure to complete HW - reminder ● Incorrect type of reading book - reminder ● No reading book - reminder ● SF - Morning mentoring - reminder ● Uniform missing or incorrect - reminder ● Incorrect uniform reminder - skirt ● Incorrect uniform reminder - trousers	No sanction. Monitored through the weekly behaviour tracker.
C2	-2 concern point	Misconduct	<u>In lessons/tutor time</u>	All C2s result in a 30 minute daily school

			• Arguing with staff (defiance and rudeness) • Chewing gum in lessons • Disruptions to learning/the lesson • Eating and/or consuming non-water drinks in lessons. • Inappropriate use of IT equipment during a lesson (eg- playing games, watching videos or looking at websites not related to the lesson) <i>This does not include pornographic material, extremist material or any other offensive material. Viewing, downloading, accessing extremist or pornographic material online (including AI-generated explicit images) is a C10.</i> • Lateness to lessons • Missing equipment • Mobile phone use (visible, using a phone or a phone rings/pings) • Not completing HW after second warning • Not completing classwork after a reminder • Not following instructions after a reminder of expectations for a minor infraction • Not following instructions first time for more serious behaviours (anything in C2) • Refusing to remove outdoor garments in the classroom. • Repeatedly not having a reading book	detention, and the student is also sent to department parking. On-call to be requested to take the student to parking. Students who receive two or C2/C3s for behaviour issues in any one day, will serve a DHT detention.
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			• SF - Missed compulsory PHSE/Form time • SF - Missed morning mentoring after a reminder • SF - Missed study period • Use of other non-permitted electronic devices • Using offensive language in the classroom (not at another student / staff member) • Writing on hands and other body parts <i>Reasonable adjustment made for students for whom this is a SEMH support strategy</i>	
C3	-2 concern points	Misconduct	<u>Outside of lessons:</u> • Being in a non-designated place during break or lunch • Bringing in energy drinks and other banned food/drink items • Bringing in non-dangerous banned items eg: lip gloss • Chewing gum around the building • Eating outside designated areas • Not sitting down in the canteen and hall when asked to do so by a member of staff. • Interfering with other students' possessions outside lessons • Late sweep • Lateness to school • Loitering in the corridors • Mobile phone, earphones or other electronic devices use around the school site • Not following instructions around the school building • Not keeping hands, feet and objects to one's self (non-threatening)	30 min after school detention If a student has more than one C2 or C3 related to behaviour in one day they will serve a DHT detention.

			● Pushing in the canteen queue ● Talking during line up ● Throwing water ● Persistent incorrect uniform - skirt ● Persistent incorrect uniform - trousers ● Uniform - incorrect clothing ● Uniform - incorrect footwear ● Uniform - no lanyard ● Uniform - wearing jewellery ● Uniform - wearing make-up/ false nails/false eyelashes ● Using offensive language (not at another student / staff member) ● Wearing a coat or other non-permitted items in the building ● SF - Multiple C code	Escalated to Assistant Head detention
C4	-4 Concern Points	Misconduct of school property	● Littering ● Minor graffiti (including in exercise books, lanyard or planners) ● Minor vandalism (writing on desks) ● Not clearing up after one's self ● Spitting on the floor/ground	Sanction determined after investigation
C5	-5 Concern Points	Serious Misconduct	● Disrupting an exam ● Disruption of detention/not following instructions in detention ● Disruption of lesson ● Not telling the truth to staff during an investigation ● Offensive language used at another student ● Refusal to go to parking	up to 1 day internal exclusion

			● Refusal to hand over mobile phone, earphones or other electronic device ● Repeated C2 behaviours ● Repeatedly wearing make up/fake nails/fake eye lashes/nail varnish ● Rudeness to staff (higher level than a C2/C3) ● Throwing without intent to do harm ● Swearing at another student ● Truancy/leaving school without permission ● Uniform – repeated incorrect clothing ● Uniform - repeatedly not wearing skirt/trousers correctly ● Uniform – repeatedly in incorrect footwear ● Uniform - repeatedly not wearing lanyard ● Uniform – repeatedly wearing jewellery ● Unkind and cruel behaviours towards another student ● Unkind and cruel comments towards another student ● Entering a toilet cubicle, or disabled toilet, with another student(s). ● Leaving a lesson without permission	
CMD	-5	Serious misconduct	● Missed 30 min detention (-4) ● Missed 40 min detention (-5) ● Missed community detention (-5)	Detention escalated to a 40 min detention IER or other suitable sanction

			● Missed escalated deputy head detention (-5) ● Missed Saturday detention (-5) ● SF - Missed 40 min detention (-5)	
C6	-6 Concern Points	Serious misconduct	● Bringing the school into disrepute due to behaviours before or after school** ● Refusal to follow the instructions of SLT/ on call** ● Taking photos of students without their consent <i>This does not apply to indecent or illegal images</i>	Up to 2 days internal exclusion ** A more serious sanction will be applied if other school expectations are also broken
C7	-7 Concern Points	Serious Misconduct	● Inappropriate physical contact of another student <i>This does not include touching private parts of someone's body or sexual touching</i> ● Intimidating a student ● Isolate use of homophobic language ● Isolated use of any other discriminatory language ● Isolated use of biphobic language ● Isolated use of disablist language ● Isolated use of racist language ● Isolated use of sexist language ● Isolated use of transphobic language ● Malicious communications ● Minor vandalism ● Spitting at another person ● Isolated use of inappropriate/sexualised language	Up to 3 days internal exclusion.

C8	-8 Concern Points	Serious misconduct	- Continuously disrupting/not following instructions in the IER - Refusal to comply with searching and screening <i>This would move to a C12 if the student is suspected of having a weapon or other illegal item on them</i> - Throwing with intent to cause harm	Up to 1 day suspension
C9	-9 Concern Points	Serious Misconduct	Persistent and / or dangerous failure to comply with SLT instructions.	Up to 2 days suspension
C10	-10 concern Points	Serious misconduct	- Aggressive behaviours - Harmful misuse of social media / use of social media that causes distress - Making threats against a student - Repeated use of unkind/cruel comments towards another student - Smoking/vaping on the school premises - Swearing at staff or using offensive language towards staff - Theft - distinguished from interfering with another child's property - Threatening behaviour towards students - minor - Selling, advertising or arranging to sell, items in school - Inappropriate behaviour inside or outside of school.	Up to 3 days suspension
C11	-11 Concern Points	Major Misconduct	- Repeated use of biphobic language - Repeated use of disablist language	Up to 4 days suspension

			● Repeated use of homophobic language ● Repeated use of racist language ● Repeated use of sexist language ● Repeated use of transphobic language ● Repeated use of any other discriminatory language ● Repeated use of inappropriate/sexualised language	
C12	-12 Concern Points	At risk of permanent exclusion misconduct	● Actions that put the health and safety of any other member of the school community at serious risk ● Any other incident that the headteacher deems to warrant a C12 ● Assault of a student - incl, but not restricted to; hitting, slapping, punching, kicking ● Assault of a member of staff* - incl, but not restricted to; hitting, slapping, punching, kicking ● Attending school under the influence of drugs ● Attending school under the influence of alcohol ● Being found in possession of drugs in school* ● Blackmail and/or extortion of students or staff ● Bringing drugs into school* ● Bringing in a weapon or an item to be used as a weapon. ● Bringing into school prohibited, illegal, dangerous and harmful items.	Up to 5 days or more suspension, with the possibility of permanent exclusion.** *indicates incidents where we are required to notify the police and/or the multi-agency safeguarding hub The headteacher reserves the right to apply a 5 day suspension to other behaviours not listed here.

			● Carry out a threat ● Consuming alcohol in school ● Distributing / selling prohibited, illegal, dangerous and harmful items ● Downloading or bringing into school pornographic material ● Engaging in sexual activity with another student on the school site ● Grooming other students to engage in criminal activity* ● Harassment and stalking of staff or student ● Having indecent images ● Creating indecent images / content using AI ● Inappropriate touching a member of staff ● Inappropriate touching of a student ● Major vandalism /serious damage to school site - e.g. smashing toilets ● Malicious behaviours and false accusations* ● One off extreme violent behaviours* ● On-going bullying or other forms of child-on-child abuse ● Persistent disruptive behaviour, including open defiance or refusal to conform to agreed rules ● Repeated and/or extreme verbal abuse of staff ● Repeated violent behaviours ● Requesting/sending/sharing indecent electronic	
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			images of/from another person (or printed) ● Selling/distributing drugs in school* ● Setting off the fire alarm ● Sexual assault of staff or student* ● Sexual harassment of staff or student* ● Sharing radicalised/extremist material online or in person ● Taking drugs in school* ● Taking photographs of staff ● Threats against a member of staff ● Threats against a student - major ● Using an item as a dangerous weapon	
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A Saturday detention may be issued by the headteacher or deputy headteacher, see 4.7.1.

Thresholds for behaviour support and intervention

For tracking purposes all students' points will return to zero after each school break. However, any student who has already reached a behaviour stage 4 will continue from this stage as there will be a support process in place. However, all students have the opportunity to begin each half term with a conscious effort to behave positively.

Please note that there are letter templates for lateness, equipment and uniform that can be used at the reminder of expectations stage.

If a student gets to stage 1 or above and the concern points are made up of mostly uniform, lateness, or equipment then adapt the letter to reflect this.

Concern band	Accumulative concern triggers for each half term	Consequence
Reminder of expectations	10-15 points	● Behaviour expectations email sent to parents/carers
Stage 1	16-20 points	● Behaviour mentor calls home to discuss early concerns.

Stage 2	21-25 points	• Behaviour letter stage 2 sent home • Phone call from HoY
Stage 3	26-30 points	• Behaviour letter stage 3 sent home • Behaviour meeting 1 with the HoY
Stage 4	31-35	• Behaviour letter stage 4 sent home • Behaviour meeting 2 with the HoY and AHT • Behaviour contract • BSS behaviour panel
Stage 5	36+	• Behaviour letter stage 5 sent home • Behaviour meeting 3 with HoY and DHT • PSP process begins
Stage 6	Not passing PSP Or any one off serious incident/C12	• Behaviour letter stage 6 • Governor final warning behaviour panel - HoY and SLT line manager and deputy headteacher

Appendix 4: Parking process

Lesson parking is the system whereby students who disrupt learning, having been given a C2, are sent to another classroom to complete the work. Students sent to parking (C2) are also issued with a 30 min whole school detention on the day of the incident. If the incident happens after period 4 then the detention will be served the following day. The consistent use of this behaviour policy, meet and greet routines, scripted conversations and well planned lessons should result in the minimal use of department parking.

The process for using lesson parking

- To send a student to department parking, on - call must be called to escort the student. This is done by using the on-call alert button on Bromcom.
- The student, where possible, should wait inside the classroom. If this is not possible due to the student's behaviour, they should be asked to wait outside the classroom.
- The teacher must log this as C2 on Bromcom and then add a brief statement in the behaviour log of Bromcom.
- On-call will attempt first to take the student to the nearest parking classroom.
- Students sent to parking should take their book and work.
- The member of staff called to park students should log all the relevant details on the on-call.

Appendix 5: On-call

On call is the process by which a member of the behaviour support team, a head of year or the senior leadership team are called to a lesson to support with behaviour. On-call is used as a supportive last resort for teaching staff when students are not following instructions. The expectations and systems in this policy should significantly reduce the need for on-call. Teachers request on-call using the alert button on Bromcom.

Role	Responsibility
The behaviour co-ordinator	Leads and co-ordinates the on call system and the serious incident investigations • Meets with the SLT/HoY on-call at each SLT handover and briefs the SLT on-call about current issues and investigations and any involvement needed from SLT • Coordinates the serious incident process - Coordinates statements from students and staff - Interviews students - Completes the serious incident form - Communicates with parents - Submits the serious incident form to SLT on-call for sanctioning - Oversees the daily IER list
Behaviour mentor on call	First responder to call out requests • Attends all call out requests • Logs all call outs on the on call board • Takes students to lesson parking where available and to IER if there is no department parking • Collects students to write statements • Supports with investigations if there are no callouts
SLT/HoY on call	Monitors the behaviour around the building • Walks the building checking all students are in lessons • Checks in on all classrooms • Meets with the behaviour co-ordinator at each SLT handover, who will brief the SLT on call about current issues and investigations • Is the second responder for on call • Complete serious incident forms brought to SLT on call by the behaviour coordinator, for sanctioning • SLT must read through the pack in full, including all the statements. • Speak to or re-interview students where clarification is needed • SLT on call then completes the remainder of the serious incident process

Appendix 6: Serious incident process

Roles and responsibilities	
Behaviour coordinator	Leads the serious incident process and coordinates the various parts of the process
Behaviour mentor on call	Supports the behaviour coordinator by collecting students and supporting students to write statements
SLT on call	Reviews the serious incident pack, checks statements, checks that each aspect of the process has been followed, interviews the main students involved, decides on the sanction (after speaking to staff in the pastoral team) and sees the headteacher for any suspensions.
SLT year team line manager	If the SLT year line manager is available then they will take over the case from the SLT on call. They will also conduct the return from suspension meeting with the HoY, where there has been a suspension.
Head of year	Discuss serious incident cases with SLT/their line manager and support the serious incident process as required. Ensure work is sent home. Arrange and conduct the return from the suspension meeting.
SENCO	Is consulted before any student with an EHCP is given an IER or a suspension.
LAC lead teacher	Is consulted before any LAC student is given a suspension.

Stage 1 – collecting the student who has not followed the behaviour policy	● On-call is requested/alerted by a teacher if the serious incident takes place in the classroom ● Or the pastoral team is notified of a serious incident outside of the classroom. ● The student is collected by the behaviour mentor on call and taken to IER and the serious incident process begins. ● The behaviour coordinator is informed and begins this process, and decides whether the student needs to remain in IER or can return to lessons after writing their statement.
Stage 2 - the behaviour coordinator begins the investigation process	● HoY and SLT line manager informed by email of the incident. ● Parents/carers of the student who has not followed the behaviour policy and victims are contacted by phone to inform them about the incident. If the parent/carer cannot be reached by phone then an email should be sent asking that they return the call (but not going into detail about the incident). ● First sections of the serious incident form are completed. ● Student writes a statement in the IER, behaviour room or outside an SLT office. ● The student is interviewed to discuss their statement (by the behaviour coordinator). Missing information should be added to the statement.

	• Statements must be detailed, legible and thorough. • Statements must be requested from the relevant teachers/staff. • Student witness statements must be collected. • Witnesses are interviewed to discuss their statement (by the behaviour coordinator). Missing information should be added to the statement. • The behaviour coordinator then submits the full serious incident pack to the SLT on-call to be read and checked for thoroughness and appropriate levels of detail. • If there are no further amendments needed then either the SLT on-call, or the SLT line manager recommends the sanction
Stage 3 – SLT review of the serious incident pack	The behaviour co-ordinator gives the serious incident pack to SLT on-call or the SLT line manager for that year group (ideally the pack will be given to the SLT line manager for the year group if they are available), for a full review, and they will do the following • Involve the HoY if they are available and go through the pack together. • Read the pack and all the statements thoroughly. • Checks any missing information with the behaviour coordinator. • Speaks to/interviews the student who has not followed the behaviour policy, victim and key witnesses. Keeps a typed record of the interviews/discussions, with a summary of key points. • Requests statements to be rewritten if needed. • Speak to the SENCO/Deputy SENCO regarding the recommended sanction if the student has an EHCP. • Consult the C code/sanctions chart and recommend a sanction • See the pastoral deputy head to agree the sanction • If the outcome is a suspension, then see the headteacher is to approve the suspension and sign the serious incident form
Stage 4 – arranging the sanction IER	If the incident is resulting in an IER sanction, the serious incident pack is handed back to the behaviour coordinator for next steps. • Calls home and lets parents/carers know the outcome • Logs the incident and sanction on Bromcom • Schedules the student into IER for the next day • Sends an email to HoY, BM, SLT line manager, pastoral deputy head, form tutor informing them of the student being in IER. • Gives the serious incident pack to the pastoral admin officer The pastoral admin officer • Scans the serious incident pack to the relevant folder on the google drive, and puts a hard copy in the student's paper file. • Sends home an IER letter (via email) and a copy in the post. • Let Androulla know so she can assign the IER code on the register Head of year • Telephones the parents/carers to discuss the incident and arrange the reintegration meeting.

Stage 4 – arranging the sanction Suspension	Head of year or SLT case handler • Telephones the parents/carers to let them know about the FTE and to arrange the reintegration meeting. • Gives the serious incident pack to the pastoral admin officer The pastoral admin officer • Logs the incident and sanction on Bromcom. • Scans the serious incident pack to the relevant folder on the google drive, and puts a hard copy in the student's paper file. • Sends an email to all staff notifying them of the suspension. • Prepares suspension letter. DHT leading behaviour to approve all suspension letters. • Sends home a suspension letter (via email) and a copy in the post. • Let the attendance officer know so she can assign the exclusion code on the register.
Stage 5 – reintegration meeting	• Head of year and SLT line manager to conduct a reintegration meeting before the student returns to school lessons. These can be conducted online. • The reintegration form must be completed.

Appendix 7: IER (internal exclusion room)

The IER is a space within the school where students work quietly, away from the rest of the school, for a specific period of time. Time in the IER is a sanction for specific behaviours as per our sanction table in *appendix 2*. Students in IER are out of circulation from the rest of the school. While in IER, students will have the opportunity to reflect on their behaviour and they will receive mentoring to support them in getting back on track.

Students can be referred to the Internal Exclusion Room (IER) for one of the following reasons:

- Whilst isolated after a serious incident has taken place.
- When department parking has failed, or the student refuses to be parked.
- To serve an internal exclusion in line with the school's behaviour sanction system.
- To serve a respite placement from a partner school.

The management and operation of internal exclusion

- Internal exclusion is managed by the behaviour manager and the pastoral senior leadership team.
- Students in internal exclusion will have their break and lunch time at different times to the rest of the school.
- While in internal exclusion students will complete age appropriate work that follows the curriculum as much as possible. There will also be an opportunity for students to reflect on why they are in internal exclusion and the positive behaviour and attitude needed to move forward in a positive way.
- Parents will be informed that their child is in IER.

Reintegration meetings

- Students who are in IER for any other reasons will have a reintegration meeting with their head of year and parent/carer.

Appendix 8: Pastoral support plans

A pastoral support plan (PSP) serves to support and monitor a student whose behaviour is proving to be a barrier to their learning and progress. A PSP can be triggered in a number of ways.

- If a student's behaviour meets our behaviour threshold for PSP intervention.
- After a one off serious incident that could have resulted in a permanent exclusion, but circumstances have mitigated into a fixed term exclusion.
- If a student receives a suspension of 3 days or more.

The PSP will focus on the behaviour causing the greatest concern and will always require parental/carers engagement and input and full engagement from the student.

Roles

- **The student** will be active in setting the targets and included in all meetings surrounding the PSP.
- **The parent/carers** will be present at all review meetings to ensure they have input into the PSP and will agree on their role and actions they will put in place outside of school.
- **The head of year** prepares the paperwork, chairs the initial meeting and all review meetings and manages the minutes. Head of year is also responsible for reviewing and monitoring the PSP with their SLT line manager.
- **The behaviour mentor and/or the head of year** will act as the designated key worker and will mentor and support students on a PSP. They act as the first point of contact for staff as they will ensure that all strategies are followed by staff. The behaviour mentor will make regular contact with home to share any successes and next steps as part of the PSP.

PSP checklist

Every PSP will contain the following elements to ensure that any and all barriers to learning are addressed, and to ensure that the student and parents/carers positively engage with school:

- Parental support strategies
- School support strategies
- Self attributes assessment strategies shared with staff to use in planning for learning
- Environmental changes - change in seating plan, presentation of work, respite placements etc
- Developmental targets should focus on three core areas
- **Relatedness** (students should be able to see the links between the targets we are setting for them and creating a sense of belonging to the Highlands community)
- **Self-efficacy** (Students' belief in themselves to change their behaviours and make the right choices)
- **Autonomy** (Student's work with key staff to develop their own goals, decide on strategies to achieve them and develop the ability to identify the benefit of doing the right thing)
- External interventions/support – learning assessment, EP assessment, early help intervention etc.
- In-school intervention
- Timescales and review dates.

Timelines

A PSP will run for a minimum of half a term. An extension can be given where the head of year and the SLT line manager agree that this would be more beneficial than failing the student's PSP and moving on to the next stage in the behaviour process.

Monitoring and review

Students on a PSP require review meetings to take place every 2 weeks. Review meetings may be brought forward if a serious breach of the targets occurs. Parents/carers, the student, the head of year and/or the behaviour mentor will attend the meeting. The decision to pass or fail a PSP lies with the head of year (in consultation with the SLT line manager and the behaviour mentor)

Appendix 9: Definition of sexual harassment

Sexual harassment is unwanted behaviour of a sexual nature which:

- violates/violated someone's dignity, whether it is intended or not
- creates/created an intimidating, hostile, degrading, humiliating or offensive environment for them, whether it was intended or not
- Sexual harassment can happen to men, women and people of any gender identity or sexual orientation. It can be carried out by anyone of the same sex, a different sex or anyone of any gender identity.
- A person does not need to have previously objected to someone's behaviour for it to be considered unwanted.
- Sexual harassment is a form of unlawful discrimination under the Equality Act 2010.
- Sexual harassment can be a one-off incident or an ongoing pattern of behaviour.
- It can happen in person or in other ways, for example online through things like email, social media or messaging tools.

Examples include:

- flirting, gesturing or making sexual remarks about someone's body, clothing or appearance
- asking questions about someone's sex life
- telling sexually offensive jokes
- making sexual comments or jokes about someone's sexual orientation or gender reassignment
- displaying or sharing pornographic or sexual images, or other sexual content
- touching someone against their will, for example hugging them
- sexual assault or rape

What some people might consider as joking, 'banter' is still sexual harassment if:

- the behaviour is of a sexual nature
- it is unwanted
- it violates someone's dignity or creates a hostile environment for them
- Sexual harassment is usually directed at an individual, but it is not always the case. Sometimes there can be a culture of sexual harassment in a workplace that is not specifically aimed at one person – such as sharing sexual images. Someone could still make a complaint of sexual harassment in this situation.

Appendix 10: Child-on-child sexual violence and sexual harassment

- Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis.
- The school is very clear in every aspect of our school culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. The school makes clear to all staff the importance of challenging all inappropriate language and behaviour between students.
- The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. The school advocates strenuously for high standards of conduct between students and staff; staff demonstrate and model manners, courtesy and dignified/respectful relationships.
- Where relevant, students who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.
- The school responds assertively to sexually inappropriate behaviour and we have interventions in place that help prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.
- The school ensures that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.
- Abuse that occurs online or outside of the school is not downplayed and is treated equally seriously.
- A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.
- In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, the designated safeguarding lead will be engaged in the case and make referrals to support services as appropriate.

Behaviour incidents online

- The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place.
- Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.
- The school is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.
- Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection

policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

- In cases where the school suspects a pupil of criminal behaviour online, we will follow the relevant guidance.
- When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people.](#)
- Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will sanction students when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the school community

Appendix 11: Bullying and child-on-child abuse

What is bullying?

Bullying is one form of child-on-child abuse. Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in [sporting](#) teams, in friendship or family groups or in the [workplace](#). There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- social bullying
- threatening behaviour
- name calling
- cyber bullying
- coercion and blackmail
- harassment

Bullying includes:

- name calling
- making unkind comments about a person's appearance
- making things up to get someone into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from a person
- damaging a person's belongings
- stealing someone's money or forcing them to handover money
- taking friends away from a person or leaving a person out/isolating them
- posting insulting messages or rumours online
- threats, blackmail and intimidation
- making silent or abusive phone calls
- sending offensive texts or messages
- spreading rumours
- stalking and harassing.