



Mayflower
High School

BEHAVIOUR POLICY

DOCUMENT CONTROL SHEET

Policy	Amendment	Staff Member	Committee/Date	FGB Approved:	Start Review On:
Behaviour Policy	Amendments throughout	Vicki Gray, Assistant Headteacher	3 April 2022 Chair of Governors	3 April 2022	April 2023
Behaviour Policy	Suspensions/ Exclusions removed and placed into own policy	Vicki Gray, Assistant Headteacher	Curriculum 16 January 2023	20 March 2023	Autumn 2023
Behaviour Policy	Amendments throughout	Assistant Headteacher	CRSM 8 January 2024	January 2024	September 2025
Behaviour Policy	1.Additional wording in Introduction 2.Rationale Paragraph removed 3.Codes of Conduct replaces Rules of Conduct 4.Additional Requirements added 5.Extra wording on Staff Induction 6.Reset Room updated 7.Searching & Screening updated 8. Mobile phones removed	Senior Assistant Headteacher	Policy 13 October 2025	1 December 2025	1 April 2027

This policy is effective until superseded

SCHOOL ETHOS AND AIMS OF THE POLICY

Our Vision

Success, Happiness and Opportunity for All

Our Mission

To create a positive and safe learning environment that enhances our **school culture**, where we maximise individual academic and social growth through **consistency rooted in kindness**.

Our Values

Be Respectful

Be a Learner

Be Safe

We deal with behaviour by being clear with our students and parents regarding our expectations; by listening to any victims of poor behaviour(and alleged perpetrators of poor behaviour), and by responding to incidents through the use of sanctions and re-education.

Research shows that students can only do their best in a safe and orderly environment. As a school, we believe in providing a disciplined, safe and structured school environment for all our students to learn in and all our staff to work in. This is established through a culture of high aspirations, high expectations and a firm and consistent approach to challenging poor behaviour.

Good behaviour in schools is central to a good education, and the development of student self-discipline and engagement in their learning is a goal all staff work towards. We believe that good behaviour is a result of having high expectations and is achieved when everyone knows and believes in these rights and responsibilities and applies a common code of conduct.

Trauma Informed Practice

Trauma-informed practice underpins our behaviour policy and is central to our approach and school ethos. All staff are trained in trauma-informed approaches, which shape their daily interactions with students. This means that behaviour is understood within the context of a young person's experiences, and responses are designed to be supportive, consistent, and compassionate while maintaining high expectations. Staff aim to foster safe, trusting relationships and help students develop the skills they need to regulate their emotions, make positive choices, and thrive in school.

At Mayflower High School, we aim:

- To create and sustain a caring, positive and stimulating learning environment
- To realise the maximum learning potential of all students, academically, socially, culturally and spiritually, and to celebrate their achievements
- To encourage self-esteem, respect for others and for the world in which we live

- To promote and develop an effective partnership with our community

Legislation and statutory requirements

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

- [Behaviour and discipline in schools DfE 2022](#)
- [Searching, screening and confiscation at school DfE 2023](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools DfE 2013](#)
- [Supporting pupils with medical conditions at school DfE 2017](#)
- [Preventing and tackling bullying DfE 2017](#)

It is also based on the [Special Educational Needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

What does school-wide Positive Behaviour at Mayflower High look like?

1. Our 3 Values, *Be Respectful, Be a Learner, Be Safe*, are clear and demonstrated around the site.
2. A developing culture which is rooted in kindness, in which appropriate behaviour is the norm.
3. Positive expectations and behaviours, based on our values, are explicitly taught, encouraged and demonstrated.
4. Students are recognised and rewarded for positive behaviours.
5. Data is collected and used for decision-making.
6. It is a team-based/whole school community approach.
7. Families are actively included.
8. Students leave Mayflower prepared for their future.

What our values mean in practice

To create a positive environment where all members of our school community feel valued and work together to follow our core values.

- **Be Respectful** = Responsible, Honest, Considerate, Courteous, Kind
- **Be a Learner** = Leadership, Organisation, Resilience, Initiative, Communication
- **Be Safe** = Alert, Accountable, Supportive, Cooperative, Consensual

Moral Code

At Mayflower High School, all members of the community are encouraged to show courtesy and respect towards each other, and students are educated within a moral, spiritual and cultural context.

Staff and students have a clear sense of what is important, what will be valued and what will not be tolerated, and everyone realises what kind of behaviour is expected of them and of others. Opportunities exist to promote the values of self-discipline and self-respect, together with those of honesty, fairness, politeness and co-operation. Collective worship and assemblies provide an effective way to instil these virtues, as do the good examples set by staff in teaching across all areas of the curriculum. Personal and Social Education, Lifeskills and Religious Education, in particular, help students to develop feelings of empathy and concern for others and to develop their social skills. We feel that a student's self-esteem can be enhanced if they are able to recognise the effects of their behaviour, and a number of strategies ensure that this occurs:

- Positive recognition of everyday acts of consideration.
- Students being actively encouraged to look after the interests of others.
- Tutor times and lesson times used to discuss moral, spiritual and cultural issues.
- Informing parents of commendable behaviour.
- Praising individuals or groups of students for their positive attitude and good conduct in specific situations.
- Encouraging students to represent the school promoting a sense of ownership.

Code of Conduct

We believe that:

All members of the school community have the right to:

- Feel safe, happy and secure
- Be treated with respect
- Be valued

All members of the school community have a responsibility to:

- Set a good example for the school
- Care for each other and themselves by behaving in a safe way and treating each other with respect
- Allow others to learn and teachers to teach

Our school behaviour policy is constructed to uphold the rights and responsibilities explicit in our Code of Conduct, where positive behaviour is celebrated, achievement is applauded and any breaches incur sanctions. We recognise the importance of celebrating and applauding achievement and effort.

Our school encourages students to make good choices and the language of choice is used with students.

The school

Choice:

All members of our school community are responsible for their actions and the choices that they make at school and in the wider community.

Consequences:

The choices that are made at our school will have consequences

Good Choices = Positive Behaviour for Learning = Rewards

Bad Choices = Unacceptable Behaviour for Learning = Consequences

Certainty:

It is the certainty that a sanction will occur, not the severity of the sanction that is key. Students need to understand their actions will have consequences and be aware that these will be followed through.

Clarity:

At the beginning of each academic year we take time to teach students our expectations and walk-through any routines. We remind students of our expectations regularly through the use of form time and assemblies.

Consistency:

Both rewards and sanctions will be implemented consistently and fairly

We place a great emphasis on good behaviour for learning and we expect all students to play their part in creating a school that is well-ordered, safe and where all students can learn and achieve to the best of their ability.

It is also important that students behave properly in public places when wearing our school uniform. Any misbehaviour bringing the good name of the school into disrepute lets everyone down. Any students behaving in this way could face sanctions.

Students Responsibilities are:

- behave appropriately, treating all other members of the school community with respect and courtesy;
- be supportive of the school's aims and comply with the school's code of conduct;
- listen and be receptive to any reasonable instruction or advice from members of staff or visitors to the school.
- attend school regularly and arrive punctually for school and lessons.
- concentrate and participate to the best of my ability in all lessons;
- Complete all homework and meeting all deadlines for handing it in. Students are expected to catch up on any work or homework missed, even if students are absent due to illness
- bring the correct equipment to school and wear full school uniform at all times.
- inform a member of staff if they have any concerns or worries which are likely to affect their learning.
- take care of the school environment and all furnishings and fittings;
- move around all areas of the school site in an orderly manner which does not place any individuals at risk.
- endeavour to attend Parents' Evenings with parents.

These expectations are consistently reinforced to students. All staff (teaching and non-teaching) are expected to adopt a caring, supportive attitude when speaking to all other members of the school community. Student information is made available to staff, in order that the appropriate action may be taken when dealing with individuals.

Additional Expectations:

Mobile phones: Mobile phones are permitted on the school premises but must be kept out of sight at all times.

If a mobile phone is seen or heard, it will be confiscated.

If the mobile phone is confiscated, and will be returned to the student at the end of the school day.

If a student has their mobile phone confiscated twice in a half term, or has used their mobile phone in a serious breach of the school's behaviour policy (such as using the phone to record whilst on the school site), the school will request that the student hand in their phone to a member of the pastoral team at the start of the day. It will be returned to them at the end of the day. This will be repeated for five consecutive days.

Headphones:

All headphones will be treated in the same way as mobile phones.

Meta Glasses/Smart Glasses

Meta Glasses, or Smart Glasses that have internet access or are capable of taking pictures or videos, are not permitted. These items will be confiscated, and parents/carers will be asked to collect them from the school.

Jewellery:

Students are not permitted to wear rings, bracelets, necklaces, facial piercings or any other items of jewellery. Students are permitted to wear a single pair of small stud earrings.

Studs should fit within the lobe of their ear. If jewellery is worn to school, it will be confiscated. If confiscated, it will be returned at the end of the student's day.

Make-up:

Make-up is not permitted for students in Years 7 and 8. If students in Years 7 or 8 wear make-up they will be expected to remove it. Students in Years 9, 10 and 11 are permitted to wear make-up provided it is discreet.

False eyelashes are not permitted. Any student arriving at school with false eyelashes will be instructed to remove them. If a student cannot remove their false eyelashes, they will remain in the withdrawal unit until they are removed.

False nails and nail polish:

Students are not permitted to wear false nails or nail polish. Any student wearing False nails or nail polish will be instructed to remove them. If a student cannot remove their false nails or nail polish, they will remain in the withdrawal unit until they are removed.

Sixth Form Dress Code:

Sixth Form students must adhere to the published dress code.

Banned items:

The following list of items (whilst not exhaustive) are banned from being brought into school and will be confiscated.

- Weapons, e.g., knives or blades
- Tobacco products, including smokeless tobacco, e.g. E-cigarettes/vapes, and any other associated smoking equipment
- Lighter and matches
- Alcohol
- Illegal drugs
- Legal high or stimulant substances
- Paint thinners or other solvents

- Stolen goods
- Pornographic images (of any kind, including images on phones or tablets)
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence
- Anything else that the Headteacher deems inappropriate or dangerous.

Students may be searched for prohibited items, any item banned by the school rules or any item considered harmful or detrimental to school discipline. Items will be confiscated and parents informed. In the case of illegal items, police may also be notified. The school does not need parental or student consent to search a pupil if it is thought a student has prohibited items, however, in most cases, student consent to a search will be sought

Staff Responsibilities are:

- expect high standards of behaviour and foster feelings of mutual respect and courtesy between all members of the school community;
- regularly publish and pursue the school's aims and rules;
- questioning behaviour which we find is unacceptable and offer advice on how to behave appropriately.
- require and monitor full attendance and punctuality, both for registration times and in lessons;
- inform parents if attendance or punctuality is unacceptable.
- provide and monitor work and experiences which are both challenging and stimulating, catering for all levels of ability;
- mark and set appropriate homework.
- ensure students and parents know the expectations regarding equipment;
- monitor uniform standards and require that students bring the correct equipment to school.
- listen and respond appropriately to any parental or student concerns or worries;
- provide positive encouragement.
- provide a pleasant, safe environment which promotes effective learning.
- offer effective means of communication for the exchange of information and provide access to school policies and procedures;
- hold regular Parents' Evenings;
- report regularly on student progress;
- be sensitive and supportive to parental requests.

Staff induction, development, training and support

All new staff will have training to ensure they know the school expectations, behaviour systems and routines. There will also be follow-up Continuous Professional Development (CPD) sessions where questions will be taken. Additional support sessions will be delivered to Initial Teacher Training (ITT) and Early Career Teachers (ECTs) in the first term to look at behaviour management, establishing positive relationships, and the school's approach to ensuring positive behaviour.

The use of learning walks will help the Senior Leadership Team to gain further insight and identify any training needs.

Teaching staff will continue to get support through these, alongside feedback and developmental conversations, to enhance behaviour for learning strategies where appropriate

Parents/guardians have a vital role in fostering good behaviour. The school needs them to cooperate in matters of discipline and to reinforce the school's efforts at home.

Parental Responsibilities are to:

- encourage their child to behave appropriately at all times and encourage them to treat all members of the school community with respect and courtesy
- be supportive of the school's aims and rules and support the school if sanctions become necessary
- be supportive and work with the school to encourage their child to be receptive to any advice or reasonable instruction
- ensure their child attends punctually and regularly
- recognise the need to keep absence to a minimum
- inform the school about all absences on a daily basis
- encourage their child to try their best and show an interest in their work
- ensure their child attempts all set homework
- ensure their child has the correct equipment for school and send them to school in the correct uniform
- inform the school of any concerns or worries which may affect their child's learning
- encourage their child to respect the school environment
- read all school correspondence, replying appropriately when necessary
- endeavour to attend Parents' Evenings with their child
- try to establish and maintain positive relationships with the staff at the school

Governors Responsibilities are to:

- agree a written Policy on Behaviour drawn up by the Headteacher, making themselves aware of the content of the document
- support the Headteacher in maintaining high standards of discipline
- offer advice and guidance on particular issues and, where appropriate, meet parents to discuss strategies to resolve behaviour related problems

Rewards and Sanctions

The rules of conduct aim to promote high standards of behaviour, self-discipline and learning. Whenever possible, students will be praised and given recognition for their accomplishments through positive encouragement and rewards. If individuals fail to meet the required high standards, they can expect to receive consequences.

The Mayflower High School Behaviour Management system allows the school to identify and reward high achievers and promote behaviour which enhances the learning experience.

It is important to note that our Behaviour Management system is used as the means to determine the suitability of students invited to participate in trips and other privileges of the Year Group.

Rewarding when expectations are met or exceeded.

Mayflower school believes all students have to be given responsibility and trusted to respond in a positive way. Where student behaviour needs to be modified the school believes that consequences alone will not always be successful. Some students need to realise that there are advantages to behaving well until it becomes part of their normal behaviour as they mature. The school has several reward systems, some of which are used to recognise students that have met or exceeded our expectations.

Merits

At Mayflower we reward students for actively demonstrating our values in and outside of the classroom. Inside the classroom students can obtain merits for displaying, demonstrating and for working towards the following values. Staff should actively record merits under one of the following categories.

R1: Mayflower Values

Be a Learner, Be Respectful, Be Safe

R2: Participation

Sports clubs, assemblies. Competitions, projects.

R3: Community

Eco club, Jack Petchey, D of E etc

R4: Work Ethic

Rewarding effort over achievement

Awards from Merits

25 merits = Achievement Certificate

50 merits = Bronze

100 merits = Silver

150 = Gold

200 = Platinum Pin

250 plus = Reward Breakfast

Badges and certificates are awarded at each stage and badges vary in style between each year group. Parents are informed when a student reaches each stage and certificates are often given out in assemblies.

Jack Petchey Award

This is awarded every month to a student who has made an outstanding effort in any part of school life or local community. The winning student is given £250 to spend within our school community on a school project. Nominations can be made by parents, staff or students. Each student receives a certificate and will be invited to attend an awards evening to collect a medallion.

Other rewards

- Words of praise and appreciation
- Feedback in books
- Display of work and pictures throughout the school
- Achievement badges
- Celebration Assemblies
- Subject certificates
- Postcards
- Fast Passes
- End of Year Subject Awards
- Positive communication home
- Special events and activities such as Reward Trips

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil classroom expectations
- Develop a positive relationship with pupils, which may include;
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Consequences for actions

Where students are not meeting expectations regarding behaviour, they will be supported in doing so using our stepped intervention.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some students will have, at times, additional needs. We recognise that children and young people may experience a range of

social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the student's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these CYP, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the CYP be in a place to learn, connect and thrive.

Monitoring of Behaviour Points

Year Managers and Head of Years monitor the number of behaviour points on a weekly basis.

To ensure students at MHS receive the support they need to be successful, we use the continuum of support described below which allows for a therapeutic and more individual approach to be developed for students falling into Tier II and III. Tier II students are those with challenging behaviour and Tier III are those with severely challenging behaviours who have individual behaviour support plans.

Staff reinforce the Mayflower High School core values that are expected both within and outside of the classroom in a calm and consistent way. Both verbal and nonverbal reminders and reinforcement can be given either inside or outside of the classroom. Interventions with students involve a restorative conversation where students can reflect on their behaviour and meet our MHS expectations.

Consequences

Our school ethos relies on students meeting our expectations. Students who are not able to demonstrate that they are able to meet the school behaviour standards will be supported. However, it may be necessary to issue formal warnings about a students' conduct when there is a serious incident or behaviour that is dangerous or if there is sustained disruptive behaviour. The purpose of this system is to provide all stakeholders with clear information regarding the issues that are of concern, setting out expectations for the student and parents/carers in terms of behaviour. It will also outline the support that is in place and will be provided to the student by the school. The following are some examples of possible consequences; the list is not designed to be exhaustive:

- Time outside the classroom to reflect
- Restorative conversation

- Phone call home to support
- Loss of free time
- Confiscation of items
- Parental meetings
- Report cards
- Subject referral
- Reset room
- Internal Suspension (ISR)
- Suspensions
- Permanent Exclusions

Reset Room

If a student does not improve their behaviour within a lesson a member of staff can request for students to be removed from the lesson.

Before a student is removed from a lesson the members of staff are to follow Refine, Remind and then Remove.

Refine - Verbal warning - Positive reinforcement. Student given a chance to self regulate

Remind - Final Warning - Clear verbal warning, provide clear choices and pathways, take up time.

Remove - Student will be removed and reset with a view to return to lessons later in the day.

This is reinforced by positive relationships, positive language and encouraging success.

Students will be collected by a member of staff and taken to the Reset room. This is to prevent further disruption and allow the student to regulate and reflect upon their behaviour and work independently for the duration that is left of the lesson. Students who are removed from a lesson twice within one day will be instantly placed in the Internal Suspension Room (ISR) to prevent further escalation and to allow the student to regulate and reflect. Any student who is removed from a lesson is set a sanction of a school detention the following day. A staff member will make contact with parents/carers to inform the reasons why the student was removed from a lesson.

Staff are expected to attend the detention to undertake a restorative conversation with the student.

Any unacceptable behaviour can also result in a student being removed from a lesson and can result in the student being placed in ISR.

Internal Suspension Room (ISR)

If the reset has been unsuccessful or if a student is placed in the Reset room twice in one day, the student will go to ISR. Students may also be placed in ISR for more extreme behaviours where a sanction is required. Students will be provided work by teaching staff to complete alongside reflective tasks which can include research projects and presentations. Students can be in this room for a few lessons up to a number of days depending on the severity of the actions undertaken by the student.

Suspensions and Permanent Exclusions

The school does not consider suspension lightly and our approach follows the Department for Education guidance to schools on exclusions. See Suspensions and Exclusions Policy.

Safeguarding Students

The school will consider whether the misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where a student has a social worker, e.g. because they are the subject of a Child in Need Plan, or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher will inform their social worker, the Designated Safeguarding Lead (DSL) and the student's parents to involve them all as early as possible in relevant conversations

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and CYP, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or CYP) is fully supported.

We always consider the following:

- Are they physically safe and protected?
- Do they need immediate first aid & medical treatment?
- Is there a need for immediate police involvement?
- Ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- Give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable CYP. It identifies what is likely to cause stress to them, using all the information known about the CYP. Once all this information is at hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

Alternative Provision and External Agencies

For some students it may be appropriate to personalise their timetable with Alternative Provision for their individual educational needs and in order to minimise disruption to the learning of others. This is done on a case by case basis. Where behaviour concerns may be affected by circumstances outside of school we may engage the support from a variety of outside agencies including.

Screening and searching pupils

At our school we are all aware that there are of legal provisions which enable school staff to confiscate items from pupils: 'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (September 2022) and the 'Searching, Screening and Confiscation for schools' (July 2022)

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/105443/Searching_Screening_and_Confiscation_for_schools_July_2022.pdf)

School staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

All searches will follow the following protocol set out in the guidance. From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian. Staff do have the power to search without consent for “prohibited items” including:

- Knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- Pornographic image
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs coordinator will evaluate a pupil who

exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition, new Year 7 parents are invited to attend induction evenings and students are invited to attend an induction day. Other transition evenings are also held throughout the year including a Year 11 into 12 evening and a year 9 into year 10 evening.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Staff are provided with training on managing behaviour, as part of the induction process.

Behaviour management forms part of continuing professional development.

Physical intervention (control and restraint) - the use of reasonable force

At our school we ensure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Risk Assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. Before deciding to intervene, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention will be carried out with the child's best interest at heart. Physical contact must not be used to punish a student or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances they should take steps to minimise risks, for example, by calling for assistance and removing other students.

A quick guide to sanctions

Parents must realise that these are only examples and each case is considered carefully and investigated thoroughly before a decision to apply a major sanction is made. There has to be a working relationship between the school and home. Parents who fail to support the school in its policies and practices create confusion for their child

Type of inappropriate behaviour	Examples of strategies or sanctions
Not adhering to expectation in Attitude and Behaviour Matter or Code of Conduct	<ul style="list-style-type: none"> • Break/lunch detentions • Verbal reprimand • Counselling • Removed to the reset room
Persistently not adhering to Attitude and Behaviour Matter and Code of Conduct	<ul style="list-style-type: none"> • After school detention • On Report to Head of Year • Meeting with parents • Internal suspension room (ISR)
Very obscene language/verbal aggression/physical violence/refusal to follow instructions/failure to accept sanctions	<ul style="list-style-type: none"> • Physical violence and obscene language will not be tolerated for any reason and suspensions are generally used • School Detention • Internal Suspension Room (ISR) • Community work • Meeting with Parents
Continuous physical bullying/assaulting a member of staff/behaviour which affects the health and safety of other students;	<ul style="list-style-type: none"> • Suspensions • Permanent exclusion
Any individual using, in possession of, or sharing illegal substances in the school	<ul style="list-style-type: none"> • Suspensions • Permanent exclusion

Further Guidance

1. [Keeping Children Safe \(DfE, 2025\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour and Discipline in Schools \(DfE, 2022\)](#)
5. [Exclusion from maintained schools, academies and PRUs in England](#)
6. [Searching, screening and confiscation \(DfE, 2022\)](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)