



HEADLANDS SCHOOL  
SINCE 1965

# Positive Discipline Policy

Behaviour and Rewards Policy and statement of behaviour principles

<b>Written by</b>	Senior Deputy Head		
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# Headlands School

## Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To ensure that students, parents, staff and governors are fully aware of the aims and objectives of this policy and their individual responsibilities.
- To promote a positive learning environment throughout all areas of the school, ensuring learning can be effective and students and staff feel safe, secure and respected.
- To provide a positive learning experience free from disruption, ensuring that disruption to learning is not tolerated by all (staff, students and parents).
- To ensure that students recognise that they are responsible and accountable for their behaviour, and they make clear choices regarding their behaviour.
- To ensure students recognise that there are clear consequences for their behaviour choices.
- To ensure that timely and appropriate communication with parents and carers takes place to celebrate the positive and effectively manage negative aspects of behaviour.
- Celebrate our Nurture School status, by supporting the needs of students.

## Principles

- Students will be made aware that they are making clear choices when they are deciding how to behave, and they will understand how these choices impact on their own and other students' learning.
- All students will be able to gain rewards that will remain relevant through Years 7 to 13.
- There should be an emphasis on recognising, celebrating and rewarding positive behaviour, which will lead to a positive ethos.
- Students, parents / carers and staff will have a clear understanding of the consequences of any behaviour that hinders learning.
- There will be a core set of expectations regarding behaviour which will be common throughout the school; these expectations will be displayed in all teaching areas and on the corridors.
- The principles of restorative practice will be applied by staff to promote positive behaviours / outcomes.
- Student behaviour will lead to the consistent application of rewards and sanctions according to the mechanisms agreed within this Policy.

## Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for Headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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 students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunch times
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform
- › Failure to meet the expectations of the school

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking and vaping on school site
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Drug paraphernalia
  - Stolen items
  - Tobacco, cigarette papers and E-cigarettes/Vapes
  - Fireworks
  - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## **School Rules and Expectations**

Clear expectations of all members of the school community are vital. These expectations will form a clear foundation for behaviour for learning.

It is essential that students know and understand the boundaries in which they should operate. Our expectations are simple and are applicable in all areas of the school at all times.

## **Positive Discipline**

At the centre of our Behaviour for Learning Policy is Positive Discipline. Positive Discipline is centred on three very simple concepts:

- that all young people enjoy being effectively rewarded for their effort;
- that most young people need clear guidelines in terms of what constitutes acceptable behaviour; and
- that effective communication between teachers, parents/carers and students is essential for effective schools.

Our Reward Policy outlines the steps that we take in ensuring that students receive timely, appropriate reward.

## **Relational practice**

At Headlands School, we are committed to fostering a positive and inclusive learning environment that promotes the well-being and personal development of every student. Recognising the significance of positive relationships in achieving these goals, we have embedded relational practice into our behaviour policy. This approach aims to cultivate a culture of respect, empathy, and understanding among students, staff, and the wider school community.

Principles of Relational Practice: Relational practice is founded on the principles of building strong connections, communication, and fostering a sense of belonging. In line with these principles, our school community adheres to the following key tenets:

- 1. Mutual Respect:**
  - Students are expected to treat peers, staff, and themselves with respect.
  - Staff members model respectful behavior and interaction.
- 2. Effective Communication:**
  - Open and transparent communication is encouraged between students, staff, and parents/guardians.
  - Conflict resolution strategies that emphasise constructive dialogue are promoted.
- 3. Positive Role Modeling:**
  - Staff members serve as positive role models, demonstrating the values and behaviours expected from students.
  - Student leaders play a crucial role in promoting positive conduct among their peers.
- 4. Inclusivity:**
  - Our school promotes an inclusive environment where all students feel valued and accepted.
  - Individual needs are conscientiously considered and addressed to ensure an inclusive educational experience for all students

Further information regarding the implementation of relational practice across the school can be found in annex A

## The Student Planner

Central to our success is the Student Planner. This forms the centre of communication between school and parents / carers. No personalising of the Student Planner is permitted and lost or damaged student planners need to be replaced at a cost of £5.00. Students who are asked for their planner and refuse to hand it over, will be placed in Return to Learn. Any student who forgets their Student Planner will be issued with a comment and a daily planner sheet by Student Services.

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying, Discrimination and Harassment Policy.

## **Roles and Responsibilities**

Outstanding behaviour is essential to outstanding and inclusive teaching and learning. The task of promoting and maintaining outstanding behaviour and inclusion is the responsibility all staff in the school who are entitled to expect the support of parents/carers. The Governing Body and the Headteacher are responsible for establishing an ethos and a framework within which outstanding behaviour can be maintained so that successful teaching and learning can take place.

### **The Governing Body**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Governing Body will also review this Positive Discipline policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing this Positive Discipline Policy in conjunction with the Governing Body. The Headteacher will also approve this policy.

The Headteacher will ensure 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 to all groups of students.

### **The Deputy Headteacher**

The Deputy Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this Positive Discipline Policy to ensure rewards and sanctions are applied consistently.

The Deputy Headteacher will ensure that new staff are provided with a clear induction into the school's Positive Discipline Policy and the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.

### **Assistant Head for SEND and Personal Development**

The Assistant Headteacher for SEND and Associate Assistant Head for Personal Development are responsible for offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

They will ensure that this policy works alongside the Safeguarding Policy to offer students both sanctions and support when necessary. They will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

### **Senior Staff**

The senior team will provide daily duty, climate checks and provide hotspot support around school and in curriculum areas, Line Management of all teams in school include implementation of the Positive Discipline Policy.

## **Staff**

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the Positive Discipline Policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents accurately and promptly on Edulink.
- Challenging students to meet the school's expectations.
- All staff must look to recognise, praise and reward all students as per the agreed policy.
- When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.
- At the centre of all that we do is the Student Planner. It must be understood and followed by all students, all teachers and all parents / carers.

The senior leadership team will support staff in responding to behaviour incidents.

## **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's Positive Discipline Policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's Positive Discipline Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- To support and take an interest in their child's home learning, monitor 'Edulink' and provide them a place to work at home.
- Moderate their child's use of social media especially if they are under 16.
- Discuss any behavioural concerns with the school promptly to support the progress and welfare of your child.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions.)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Support school policies.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **Students**

Students will be made aware of the following during their induction into the behaviour culture:

- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's Positive Discipline Policy and wider culture.

- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Positive Discipline Policy.
- Extra support and induction will be provided for students who are in-year transfers.

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the Positive Discipline Policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.

### **School behaviour curriculum**

Students are expected to:

- Adhere to the school rules
- Behave in an orderly and self-controlled way
- Complete all classwork and homework to the best of their ability
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school following systems where they are in place, for example designated areas
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Abide by the policy on mobile phone and use of electronic devices within school
- Abide by the Uniform Policy
- Report any and all issues to the pastoral team.

### **Mobile phones**

Mobile phones and electronic devices must be out of sight at all times during the school day when on site.

Mobile phones and electronic devices, including earphones, must be switched off and out of sight unless directed otherwise by the teacher.

If a mobile phone or electronic device is seen on the school site staff will follow the following sanctions:

- First time: Staff member will confiscate the mobile phone or electronic device; it will be handed in at Student Services and stored in the safe until student collects it at the end of the day.
- Repeat offenses: Mobile phone / electronic device will be confiscated as above students will be issued with additional sanctions.

## **Responding to behaviour**

### **Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Positive Discipline Posters
- Develop a positive relationship with students, which will include:
  - Greeting students 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
  - Applying the rules, rewards and sanctions consistently

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

### **Responding to good behaviour**

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos on a weekly basis. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded by stamps in Student Planners and directly in Edulink. Routine Stamps will be awarded on Edulink charts for students meeting the school expectations in class. Super Stamps will be awarded in Student Planners for students exceeding the school expectations in class. Student Character Cards will be instantly rewarded by staff to students who demonstrate the character trait of the week either in class or at social times. Student Postcards will be sent weekly by staff - a minimum of 2 per teacher per week.

### **Responding to misbehaviour**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising. All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future. Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis in line with the positive discipline policy, but with regard to the impact on perceived fairness.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

### **First Chance to Change**

It is anticipated that many students will occasionally need reminding of the expectations around their behaviour in their time with us, this will be communicated to students as their first chance to change and will not be recorded. Through effective modelling by staff, students will become more self-disciplined and the great majority of student to adult contact will be positive and enthusiastic. Students are expected to settle to work quickly, listen properly to the ideas of others and participate constructively in discussion.

The reminder of the first chance to change, though not recorded, has a clear purpose, to indicate to students that they have done or are doing something which is unacceptable. Students must clearly understand the fact that they are receiving the opportunity to change their behaviour and the words 'this is your first chance to change' should be used by the member of staff. This is not something that should be applied to the entire class and staff must ensure students have time to 'take up' the advice given to them- before progressing to the next aspect of the system.

### **Second chance to change**

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving a chance to change their behaviour. Such behaviour will result in students receiving a second chance to change their behaviour, this will be recorded in the Student Planner and Edulink. Again, the onus here is on the class teacher trying to maintain a positive learning environment for their teaching group. Staff will again use similar language 'this is your second chance to change' and will make it clear to students how they are misbehaving and that this will now be recorded on the system. In some cases, students will be moved to another seat within the room as part of the sanction. Staff must ensure students have time to 'take up' the advice given to them- before progressing to the next aspect of the system.

### **Third chance to change**

A student who continues to behave unacceptably despite being given two opportunities to change their behaviour will be issued with a third chance to change within the classroom. This is recorded in the Student Planner and Edulink. Staff will again use similar language 'this is your third chance to change' and will make it clear to students how they are misbehaving and that this will now be recorded on the system. Staff must ensure students have time to 'take up' the advice given to them- before progressing to the next aspect of the system.

### **Department Remove**

At this point the classroom member of staff would come to the decision that a student is persisting in undermining the work of others in the room. This is despite receiving three opportunities to change their behaviour in the classroom. A timetable is established which will ensure that for each lesson of the week members of staff know where the removal locations are. This is recorded in the student planner and on Edulink and carries a further behaviour point.

A student who is removed is likely to have caused considerable disruption to the learning of others. Consequently, they should be received in an appropriate manner, our Nurture School principles are key to this. The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do. Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.

## **ECOVER**

Alternatively, it may be that a student behaves in such a dangerous or unacceptable way that the member of staff chooses to move straight to ECover. Though there is always the possibility of this occurring, it is rare and students who require ECover support will generally have received 3 chances to change within their original classroom, been removed to another area and then caused further disruption in the relocation room. Students will be placed in RTL and a decision will be made by senior staff as to the length of time that student is required to remain in the RTL room. This will be determined by the nature of the incident and the presentation of the student. It is aimed to press 'pause' on any further incident that day. This is recorded in the student planner and on Edulink and carries a further behaviour point.

## **Physical Intervention**

In some circumstances, staff have a duty to use reasonable force to **prevent** students committing an offence, causing injury or damage to themselves, other people or property or causing disorder. Reasonable force covers a range of interventions that involve physical contact with students

*Physical intervention should only be used as a last resort and when all other strategies have failed.*

Refer to the Positive Handling Policy for use of physical intervention with students.

## **Sanctions**

At times, of course, we have to recognise and accept that young people will not behave or work in a manner which is acceptable or meets our expectations. Where misdemeanours are minor a clear 'chance to change' will be issued. Where misdemeanours are more serious or are persistent in nature, then further chances to change will be located in the Student Planner. All recorded 'chances to change' and detentions issued to students are recorded in Edulink and automatically transferred to the School Information Management System (SIMS).

## **Detention**

All teaching members of staff and Year Leaders (YL) / Pastoral Managers have been authorised by the Headteacher to issue students with a detention. Students can be issued with detentions during break or after school during term time. The school will decide whether it is necessary to inform the student's parents for detention during school time. The Department for Education state that the school has no legal obligation to inform parents that their child is being kept back after school. However, we do appreciate that parents/carers would prefer to know and the school will therefore send a message. When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

When applying a sanction, staff will focus on the behaviour and not the individual. If a detention is given to a student the member of staff will make the reason for the detention clear to the student. Where possible, detentions will involve the member of staff who has given the sanction to restore a positive working relationship and prevent the inappropriate behaviour being repeated. It is essential that students are allowed to start each lesson with “a clean slate.” This will restore the working relationship between the member of staff and the student and place the emphasis back onto rewarding positive behaviour. Any negative behaviour from the previous lesson should have been dealt with at that time and should not be allowed to affect the next lesson. This does not mean that any strategy put in place to improve behaviour can be ignored e.g. if a student has been placed on report due to their behaviour, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as is required.

When an after school YL detention is given, the reason for the detention will be written in Edulink and where possible the Student Planner. YL detentions will be given due to inappropriate behaviour or as a result of students receiving 3 ‘chances to change’ in a lesson and will be held after school and will be no less than 30 minutes long. Parents will be contacted with details of the detention.

Parents are asked to ensure that we have correct email address or contact details. If a child has a medical appointment, parent/carers must inform the school to re-arrange the YL detention; it will not be possible for a student to re-arrange the YL detention themselves. If a child is absent from school on the day of a scheduled YL detention, it will be re-arranged by the school. If a student is in school and fails to attend an after school YL this will result in the detention being escalated to an SLT detention on a Friday or Monday night. SLT detentions finish no earlier than 3:45pm 4.15pm and may be extended until 6pm by the SLT member of staff (following contact with parent / carers). Failure to attend an SLT detention will result in a suspension from the curriculum.

Students may also be given detention for poor behaviour around the school site or any other misdemeanour deemed serious. Students will be placed in SLT detentions if they are late for class or lesson as follows. Late to school is measured from Friday to Thursday, and late to class on Monday to Friday.

Late to School	Detention	Late to Class	Detention
2	60 mins	3+	30 mins
3	90 mins	5+	60 mins
4	120 mins		
5	150 mins		

### Return to Learn

Where student behaviour is particularly disruptive or when behaviour points accumulate to 6, 8, 10 or more in a week, a period of isolation will automatically follow. Students may also be placed in the Return to Learn room:

- Whilst an incident is being investigated.
- To write a statement to support the investigation of an incident.
- To ‘cool down’ or to have some ‘time out’.
- For persistently wearing the incorrect uniform, failing to correct uniform or to serve ‘loss of social time’.

Return to Learn (RTL) is a serious sanction. The RTL Room has a functional and purposeful environment where students are set work by their class teacher to complete. Students will be removed from normal classroom lessons and social times. A shorter lunch break will be taken and at no time will students be allowed to socialise with others. Students will order food and eat this

(or their packed lunch) in the RTL room. The room will be fully supervised by a member of staff (often senior staff) at all times. The duration of the day in Return to Learn will be from 8.30am to 3.15pm. All students who are placed in Return to Learn will have access to Google Classroom and therefore their expected lesson content for that day.

All mobile phones must be collected by a member of staff and locked away until the end of the day.

A student who is late to Return to Learn, (arriving after 9am), without a good reason will repeat the full day at the earliest opportunity.

The level of commitment displayed by the student will be recorded on the SIMS and only students who have completed their work will be considered to have completed their Return to Learn. Where students refuse to attend Return to Learn, their parents may be contacted for support prior to a suspension being issued.

### **Internal Exclusion**

Internal Exclusions are at the discretion of the school and do not qualify as legal or formal exclusions. The statutory guidance from the Government on suspensions does not apply to Internal Exclusions, because they do not impact on a student's education by removing them from school premises.

Internal Exclusion serves as a serious sanction directly below a Fixed Term External Suspension but above minor sanctions such as a period of time spent in RTL or detention. Internal Exclusion is used to prevent students from engaging with the school community but without this impacting on their academic learning. Internal Exclusions are imposed for serious and / or persistent breaches of the Positive Discipline Policy. Patterns of behaviour will also be taken into account, although decisions to Internally Exclude a student will depend on the individual circumstances.

Examples of breaches of conduct that may result in Internal Exclusion are:

- Physical violence / Inciting physical violence;
- Bullying;
- Verbal abuse that is prejudiced (e.g. racist, homophobic or sexist) and / or foul mouthed in nature;
- Refusing and / or not meeting the expectations in RTL;
- Verbal and / or physical abuse of staff;
- Persistent truanting;
- Persistent disruptive behavior.

There is no statutory maximum period for Internal Exclusion. Internal Exclusion is a less serious sanction than External Suspension. In most cases a period of Internal Exclusion will last between 1 to 5 days.

Parents / carers will be informed of the duration of and reasons for an Internal Exclusion. They will be contacted by the relevant Year Leader on the day that a decision to Internally Exclude is made; and will receive a letter along outlining the reasons. Parents / carers will be invited into school for a meeting to discuss the Internal Exclusion with the relevant Year Leader following its completion.

As with RTL, students on Internal Exclusion will be asked to hand over their mobile phone, which will be securely stored until the end of the day. Students on Internal Exclusion will not be entitled to go to the canteen at morning break or lunch. Students on Internal Exclusion will receive their

break and lunch from the school canteen which will be consumed at the Internal Exclusion area, or students can bring their own packed lunch.

Students who have failed their Internal Exclusion or parents / students refuse to engage in the Internal Exclusion may face the further sanction of External Suspension. In accordance with Government guidance, there is no right of formal appeal for Internal Exclusions. This is because they do not result in missed education or the removal of a student from school premises.

## **Suspension and Permanent Exclusions**

The school can use Suspension and Permanent Exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Please refer to our Suspension and Exclusion Guidance Policy for more information.

## **Confiscation and searches**

### **Confiscation**

Any prohibited items (see page 4 - Possession of prohibited items) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

### **Searching a student**

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

School staff can confiscate any prohibited items found as a result of a search. The Headteacher must ensure the person carrying out the search is of the same sex as the student, and the search must be carried out in the presence of another adult also of the same sex as the student. Students cannot be required to remove any clothing other than outer garments. If a student's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstance for exercising that power.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to the safeguarding lead (Designated Safeguarding Lead), and ensure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Be aware of the agreed risk assessment that requires the search
- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails - e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead (or deputy) or pastoral lead, to try to determine why the student is refusing to comply.

An authorised member of staff may search a student's outer clothing, pockets or possessions. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by Police Officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

### **Searching student' possessions**

Possessions means any items that the student has or appears to have control of, including:

- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (see Page 4 for the list of prohibited items) and items identified in the school rules. An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

## **Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (see Page 4 for the list of prohibited items), including incidents where no items were found, will be recorded in the school's safeguarding system.

## **Informing parents**

Parents will always be informed of any search for a prohibited item (see Page 4 for the list of prohibited items). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **Off-site misbehavior**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

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

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

## **Online misbehaviour**

The school can issue behaviour sanctions to student for online misbehaviour when any of the following apply:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

## **Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the Police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the Police. If a decision is made to report the matter to the Police, the relevant member of the senior / pastoral leadership team will make the report.

The school will not interfere with any Police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with Police action.

If a report to the Police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and / or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Early Help
  - Refer to Children's Social Care
  - Report to the Police

Please refer to our Child Protection and Safeguarding Policy for more information.

### **Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this Policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate. The school will also consider the pastoral needs of staff and students accused of misconduct.

## **Responding to misbehaviour from students with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that student' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Positive Discipline policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. These could include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of supportive rooms where students can regulate their emotions

### **Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the Local Authority to discuss the issue. If appropriate, the school may request an interim review of the EHC plan.

### **Supporting students following a sanction**

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. It is also essential that the School works with parents, governors and outside agencies to support students who are persistently failing to meet expectations. In our experience, when parents and the school work together in partnership, we are most effective in being able to improve student behaviour.

YL working with tutors, classroom teachers and Director of Student Services will identify students who need support. YL will then work to build a partnership with parents to support the student in improving their behaviour. If the behaviour persists then YL and Director of Student Services may use behaviour reports, Individual Behaviour Plans (IBP's) and Pastoral Support Plans (PSP's), and Individual Attendance Action Plans (IAAP's) in order to monitor and support the student, involving other agencies as necessary.

This could include measures like:

- Reintegration meetings with parents and carers
- Daily contact with the pastoral team or student support outreach
- Use of report cards
- Use of Boxall Profiling to support pastoral progression
- Use of the 'Return to Learn' and 'Internal Exclusion' support room to support reintegration to the classroom
- Individual Behaviour Plan supported by the YL
- Pastoral Support Plan supported by the Pastoral Manager
- Placement in The ARC or The Hub (LA Provision)
- Managed Moves

These agencies may include:

- Our Support for Learning Department and Student Learning Centre
- Referral to, an education within the Headlands ARC (Specialist Behavioural Unit)
- The Educational Psychology Team
- Educational Welfare Service
- The Youth Support Service
- Child and Adolescent Mental Health Service
- Pupil Referral Unit
- School Nurse Service
- Work Related Learning Team
- Family Support Service
- Safeguarding Children Board.

The school may also choose to remove students from lessons for a fixed period, and for students in imminent danger of Permanent Exclusion the School may work with the parents and students to provide an Alternative Learning Package, a Reintegration Timetable, a Managed Move to another school, or in certain circumstances a planned transfer to another school.

### **Reasonable adjustments**

Where a student has a recognised disability that will make the implementation of parts of this policy discriminatory, reasonable adjustments may be made. For example, an Individual Behaviour Plan may be drawn up that states agreed strategies for classroom teachers to use to help support the individual's learning. Reasonable adjustments may also be made where there is no recognisable need or disability, but where it would be beneficial due to the circumstances at the time. This Policy does not attempt to go into detail on the various strategies employed throughout the school for rewarding positive behaviour and avoiding negative behaviour.

### **Student Transition**

We know that transition is a significant event in a student's life as it is one of our 6 Nurture principles. The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the Positive Discipline Policy and the wider school culture. Transition between year groups will support students in knowing and understanding the expectation of our school community. This will be delivered through, consistent application of Positive Discipline and Reward policies. Assembly and PSHE lessons will also educate explicitly. Transition into the curriculum for students who require additional support may be brokered through a reintegration timetable. This is time bound and in conjunction with Education Welfare Services.

### **Training**

All staff receive training relating to all aspects of this Positive Discipline Policy throughout the academic year. New staff receive detailed induction on the Positive Discipline Policy which includes setting the schools culture and climate. This is regularly reinforced through staff continuing professional development.

Staff identified by the Headteacher receive TEAM Teach Positive Handling training. This is renewed in accordance with the certification every 3 years.

### **Monitoring arrangements**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, Permanent Exclusion and Suspension
- Use of student support units (alternative provision), off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Deputy Head with responsibility for Student Character.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day / week / term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring this policy**

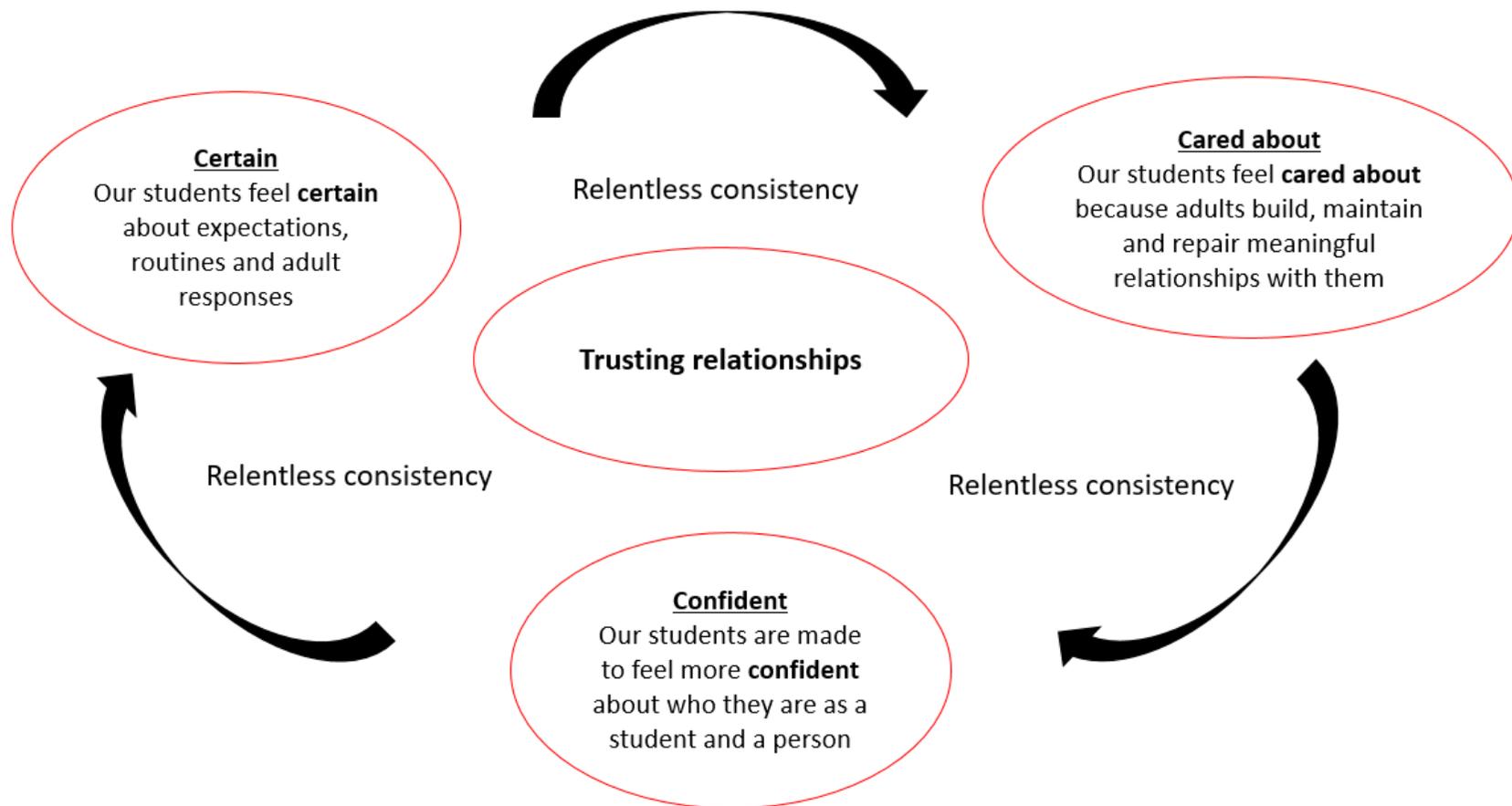
This Positive Discipline Policy will be reviewed by the Headteacher and the Full Governing Body Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the Policy will be approved by the Headteacher. The written statement of behaviour principles will be reviewed and approved by the Full Governing Body every year.

### **Links with other policies**

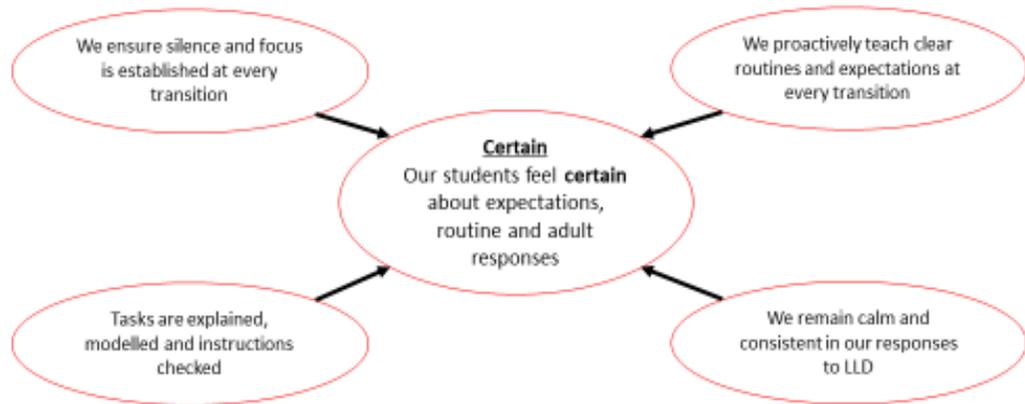
This behaviour policy is linked to the following policies:

- Suspension and Exclusion Guidance
- Child Protection and Safeguarding policy
- Anti-Bullying, Harassment and Discrimination Policy
- Searching, Screening and Confiscating Policy
- Mental Health and Wellbeing Policy
- Positive Handling Policy
- Safeguarding in Education: Managing Allegations Policy

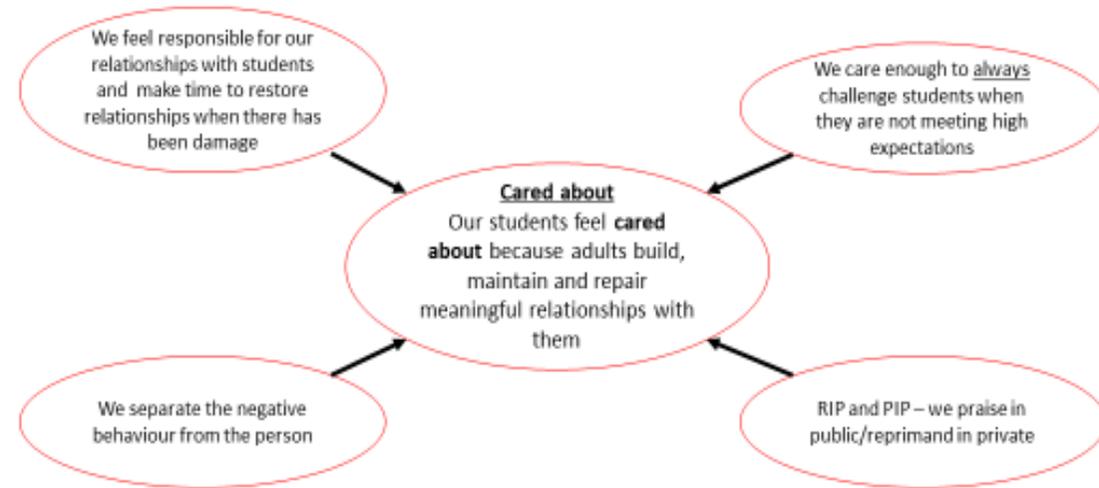
The pillars of how we manage our students at Headlands



### Pillar 1: We make our students feel certain



### Pillar 2: We make our students feel cared about



### Pillar 3: We make our students feel confident

