



Nether Stowe School

Be Respectful. Be Ambitious. Be Resilient

Relationships & Behaviour Policy

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1. Overview

This document is a statement of the aims, principles, procedures and strategies for promoting positive attitudes, values and behaviour at Nether Stowe School. It also sets out procedures for promoting positive behaviour and managing unacceptable behaviours and attitudes. Working under the guidance of:

The Legal Framework

Section 89 of The Education and Inspections Act 2006 establishes that governors must make, and from time to time review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline and the well-being of the children in their schools. This must be communicated to all children, school staff and parents. It also gives the Headteacher s the ability to ensure that children behave when they are not on the school premises or under the lawful control of school staff and where unacceptable behaviour occurs outside school and impacts on the safety and well-being of the children in school and is reported to school staff it should be investigated and acted on.

The Education and Inspections Act 2006

Provides for school staff to have a legal power to use reasonable force to prevent children from hurting themselves or others, from damaging property or from causing disorder.

The Children Act 1989

Under this a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

The Equality Act 2010

Introduced a public sector Equality Duty with which school are required to comply. Schools are required to eliminate unlawful discrimination, harassment and victimisation.

The Malicious Communications Act 1988

Although bullying in itself is not a specific crime, under the act it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety.

The 2011 Education Act

Provides for Principals and staff authorised by them to search children, without consent where they suspect children are in possession of certain prohibited items.

Keeping children safe in education 2024

This is statutory guidance from the Department for Education (the department) issued under Section 175 of the Education Act 2002,

The views of parents and pupils are sought through questionnaires and feedback following significant incidents.

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

This policy is informed by Behaviour in Schools-Advice for headteachers and school staff Feb 2024

([https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour in schools - advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf))

Behaviour and Discipline In Schools DfE 2016 relating to Education and Inspections Act 2006

https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

School Standards and Framework Act 1998, Education Act 2011.

<https://www.legislation.gov.uk/ukpga/1998/31/contents>

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2023

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Searching, screening and confiscation, DfE July 2022

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfef55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Use of Reasonable Force, DfE 2013 (Updates in 2025)

https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/supporting_documents/Consultation%20on%20the%20use%20of%20reasonable%20force%20and%20other%20restrictive%20interventions%20guidance.pdf

KCSiE 2025 - Keeping children safe in education 2024

[Keeping children safe in education - GOV.UK](#)

Mobile phones in school- Mobile phones in schools - GOV.UK

https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf

1. Introduction

Nether Stowe School is part of the Arthur Terry Learning Partnership (ATLP) and shares the behaviour strategy of the Partnership. The ATLP is committed to promoting the physical mental and emotional welfare of every child. Our aim is that all our children and their families experience equity, understanding, belonging and love. Children are at the heart of everything we do. We seek to intentionally focus on listening to children and their families and understanding their concerns so that we can address them and remove any barriers to learning, attendance and good behaviour. ATLP's behaviour strategy is relational and focuses on securing positive relationships with and between children to create an inclusive culture with calm, safe and supportive environments conducive to learning across its schools, and conducive to our children becoming effective and responsible citizens. ATLP believes that:

- Every child should be given the opportunity to develop a sense of personal responsibility for their own actions, as all children are capable of growth, change and development.
- Every child has the right to learn in a calm environment conducive to learning.

The ATLP believes in the value that every member of the school community contributes, and as a result we insist on a constructive partnership between staff and children in which both can expect courtesy, respect and high behaviour standards.

2. Roles and responsibilities

2.1 The Headteacher has the responsibility to ensure the health, safety and welfare of all children in the school by:

- I. Monitoring and implementing strategies which secure high standards of behaviour and attendance
- II. Supporting staff in the implementation of the policy
- III. Reporting to governors on the effectiveness of the policy
- IV. Making informed decisions about suspensions or permanent exclusions

2.2 Senior Leadership Team and Pastoral Staff will:

- I. Lead the school and be responsible for the implementation and day-to-day management of the policy and procedures.
- II. Promote, recognise and encourage positive behaviour and regular attendance.
- III. Promote equity and diversity for all groups and communities. Bullying, aggression or prejudice will be actively discouraged at all levels.

2.3 All school staff including teachers, support staff and volunteers will be responsible for:

- I. Ensuring that the policy and procedures are followed and consistently and fairly applied.
- II. Supporting students in understanding how to behave well.
- III. Encouraging students to attend punctually and regularly.
- IV. Creating high-quality learning environments and promoting good behaviour and implementing the agreed policy.

2.4 Students are expected to:

- I. Take responsibility for their own actions and develop effective behaviour for learning.
- II. Demonstrate behaviours which enable themselves and others to achieve the highest possible levels of learning for all.
- III. Be aware of the school's behaviour policy and understand how it is implemented during the school day and beyond.
- IV. Report any incidents of misbehaviour including bullying, aggression or any form of harassment.

2.5 Parents/carers will:

- I. Be encouraged to take responsibility for supporting and reinforcing the positive behaviour and attendance of their child both inside and outside of school.
- II. Be encouraged to work in partnership with the school
- III. Sign a Home School Agreement at the start of their child's journey with us to show their commitment to this.
- IV. Reference documents

3. Our values

Nether Stowe School is an inclusive school that has every child at the centre of what we do. We have unapologetically high expectations of our students and believe that it is our responsibility to work with every child in our care to ensure that they are challenged, supported and nurtured in a way that enables them to be prepared for the next stage of their development and that they are ready for their next steps in education and beyond.

This policy outlines how the expectations we have of our students are aligned with our school values of Be respectful, Be ambitious, Be resilient. These values underpin our restorative and relational approach, where we encourage students to repair relationships, be respectful and makes things right when needed. Our behaviour culture has been developed in consultation with our students which led to our A PROUDER way.

Be Resilient	Be Respectful	Be Ambitious
Attendance	Relationships	Organisation
Punctuality	Uniform	Determination
	Environment	Responsibility

4. Principles and aims of the Nether Stowe Relationships and Behaviour Policy and our relational practice

Relational practice is used as an umbrella term for the approaches used across all schools in ATLP. Within this practice we seek to be trauma informed, attachment aware and promote restorative practice.

We understand that behaviour is a form of communication, and knowing our children well allows staff to respond in the most appropriate way to create a culture of high expectations of behaviour.

Through positive relationships, being explicit in our teaching about the way we expect all members of our community to behave and role modelling positive behaviour we will establish inclusive, calm, safe and supportive environments conducive to learning.

Children should be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working in a relational way is an ATLP approach that places the building, maintaining and repairing of relationships at the centre of how the organisation works. It involves providing a culture of inclusivity and belonging throughout the organisation. Relational practice ensures that every voice in school is heard. It encourages children to treat others with respect and to understand why relationships are important.

Our relational approach helps children:

- I. Form positive relationships
- II. Understand how their actions can affect others
- III. Develop positive characteristics they can use in an out of school
- IV. Understand themselves and each other better
- V. Learn why it's important to see another person's point of view
- VI. See that we all learn through making mistakes as well as through being successful
- VII. Repair relationships with other children and staff following an incidence of poor behaviour, conflict or relationship breakdown

By promoting a relational approach to behaviour, and through setting high standards of expected behaviour Nether Stowe aims to:

- a. Share and employ effective practices and strategies which create a positive behaviour culture in which students are encouraged to embody the values of the school so that everyone feels valued and respected.
- b. Ensure rules, routines and sanctions are applied consistently and calmly across the school.
- c. Effectively manage students' behaviour to prevent disruption to the teaching and learning of other students, providing an environment where all students can reach their full potential
- d. To support Nether Stowe School's firm belief that:
 - i. All children have the right to be protected from harm
 - ii. Children need to feel safe and to be safe in our school
 - iii. We can contribute to the prevention of abuse including child on child, physical, sexual, emotional, neglect, bullying, extreme behaviours, discriminatory views, and risk-taking behaviour.

5. Our rules and expectations

At Nether Stowe, our Relationship and Behaviour policy is based on the principles of our A PROUDER way and our core values of 'be respectful, be ambitious, be resilient' which together define the expected behaviours in school, rather than list just the prohibited behaviours.

Students are expected to demonstrate respect for themselves and their learning with our core values being modelled by staff. They should show respect for all members of our school community and our school environment.

We believe consistency is essential in nurturing a positive learning environment which is supported by our behaviour curriculum to help students understand what good behaviour looks like. Our behaviour curriculum is delivered through assemblies, tutor time and 'resets' through our 'A PROUDER way' approach.

Nether Stowe School has a behaviour curriculum which teaches students to do what is expected of them.

A PROUDER way

A= Attendance – Students will maintain an attendance of 96.5% and attend all lessons.

P = Punctuality – Students will arrive to school and lessons on time.

R= Relationships – Students will show respect and kindness to all members of staff and their peers.

O= Organisation – Students will have all necessary equipment, including a charged iPad in preparation for the day.

U = Uniform – Students will always wear the correct uniform, in line with our uniform policy.

D = Determination – Students will strive to be the best that they can be each day.

E = Environment – Students will move quietly and calmly around the school and show care for the school buildings and school property.

R= Responsibility – Students will conduct themselves in a safe and respectful way that makes it possible for all students to learn. Refrain from behaving in a way that brings the school into disrepute, including when outside of school or online including travel to and from school. Accept sanctions when given, seeing it as an opportunity to correct wrong choices.

A PROUDER way promotes structure and routines for everyone to follow to be successful. Adjustments can be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet expectations.

Harmful Sexual Behaviour (HSB)

Nether Stowe School takes a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated. At Nether Stowe we deliver a rigorous curriculum including PSHE that raises awareness HSB.

- I. The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is not acceptable and will not be tolerated. It is especially important, not to dismiss any sexual violence or sexual harassment as 'banter', 'just having a laugh', 'part of growing up'. This supports a positive behaviour culture and a safe environment for children (for the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school).
- II. Nether Stowe School will avoid not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as this can lead to a culture of unacceptable

behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

- III. In the event of an incident of HSB, Nether Stowe School will investigate, taking the advice of external agencies where appropriate, comprehensively record and sanction with exclusion/suspension as per the behaviour policy.
- IV. If a report is shown to be deliberately invented or malicious, Nether Stowe School will consider whether any disciplinary action is appropriate against the individual who made it.

Discriminatory Language/Behaviour

At Nether Stowe School we are committed to fostering an inclusive, supportive, and respectful environment for all students, staff, and visitors. We take a strong, zero-tolerable approach to all forms of discrimination, ensuring that everyone is treated fairly and with dignity, regardless of their background or identity.

We believe that every individual has the right to be respected and valued. As such, we align our behaviour policy with the Equality Act 2010, which protects people from discrimination in schools and other public services.

The following protected characteristics are safeguarded under the Equality Act 2010:

- I. Age
- II. Disability
- III. Gender reassignment
- IV. Marriage and civil partnership
- V. Pregnancy and maternity
- VI. Race (including colour, nationality, ethnic or national origin)
- VII. Religion or belief
- VIII. Sex
- IX. Sexual orientation

Any discriminatory behaviour, including harassment, bullying, or exclusion based on any of these protected characteristics, is unacceptable and will not be tolerated. At Nether Stowe School, we are dedicated to ensuring a safe and welcoming environment for all, where every individual can thrive without fear of discrimination or prejudice.

Any incident involving the use of language/behaviour which is considered to be discriminatory towards any person with a protected characteristic will be investigated and sanctioned in accordance with this policy.

This policy addresses discriminatory language and behaviour which occurs both on and off the school site, as well as face to face and/or online

Mobile phones

Mobile phone use, when excessive, can have a detrimental impact on young people's wellbeing, affecting their mental and physical health. Constant access to social media can contribute to issues like cyberbullying, anxiety, and depression, as young people may feel pressured to maintain an idealised online presence. Additionally, excessive screen time can interfere with sleep, academic performance, and face-to-face social interactions, hindering the development of crucial life skills. It is important for young people to find a healthy balance between their digital and real-life experiences, ensuring their mobile phone use supports rather than disrupts their growth and wellbeing.

In school we wish to provide students with a phone free learning environment. As such pupils will be required to seal their mobile phone in a magnetically sealed phone pouch each morning. The full **Personal Electronic Equipment Policy inc. Mobile phone, wearable devices and headphones** policy can be found on the school website.

In summary:

- I. Mobile phones must not be seen, heard or used in the building or on the school premises.
- II. In very exceptional circumstances staff may give students permission to use their phones but this will be limited to medical emergencies or safeguarding issues. This will be decided on a case-by-case basis.
- III. The system will operate in Years 7 to 13 inclusive.
- IV. Mobile devices and headphones are not to be used, heard or seen during school hours of 8.40am to 15.10pm. This time is extended until 15.40 and 16.10 for those specific pupils in detention. The policy also applies to those students attending extracurricular activities beyond the school day.
- V. We understand that many parents wish to check that their child gets safely to and from school via tracking apps on smart phones. If a parent wishes for their child to bring a device into school then the device or earphones into school, they must secure their devices into their individual magnetically sealed pouch provided by the school.
- VI. Each morning, during the strong start line up, students will place their device and headphones into the pouch and seal it in front of school staff. The pouch will remain with the student in their bag throughout the day. At the end of the day, students will unlock their pouch and retrieve their device. Pouches will remain in school to avoid loss or theft. Students in afterschool detention will have their device pouch opened at the finish time of their detention.
- VIII. Students arriving late or leaving early will pouch/unpouch their devices at the school reception.
- IX. Wearable devices can be worn and used to tell the time. However, if a member of staff suspects that wearable devices have been used for any other purpose i.e. used to send messages or make calls, or that they are being 'played with' when students should be completing learning activities then they then become a 'mobile device' and will be treated as such by this policy.
- X. If mobile phones are seen or heard, they can be confiscated by a member of staff.
- XI. Staff, or the school, cannot be held liable for loss or damage of a mobile phone which has been confiscated in line with this policy.
- XII. Once confiscated the phone will then be turned off and taken to reception, where it will be kept for the remainder of the school day.
- XIII. Mobile phones can be collected by a parent or carer during school office hours.
- XIV. Checking the time or replying to parents are not acceptable reasons for having a mobile phone out. Parents are encouraged to contact via the school office.

6) Positive behaviour and rewards

Positive behaviour should be recognised at all times encouraging good conduct throughout the school by celebrating and rewarding good behaviour.

All staff have a responsibility to implement, monitor and evaluate the use of praise and must ensure that there is equality of opportunity for students to achieve rewards regardless of age, ethnicity, gender, special educational needs and disability.

To celebrate success and good behaviour our school hosts special events such as celebration assemblies, awards evenings, whole group and individual rewards for consistent good behaviour.

Rewards and awards

Nether Stowe School is an orderly school in which students normally act with care and consideration. We use our reward system to promote and encourage good behaviour.

A PROUDER points are issued throughout the school day and further recognition of success celebrated at other points in the year. This is used for:

- a) Encouragement and motivation
- b) Reinforcement of positive behaviours

- c) Academic performance improvement
- d) Fostering healthy competition
- e) Building a sense of community and school pride
- f) Student engagement and participation
- g) Encourage goal setting and progress tracking

Students will earn A PROUDER points when they uphold our school values and meet our A PROUDER way expectations.

7) When expectations are not met: challenging poor behaviour and consequences

At Nether Stowe we believe that consequences for poor behaviour and conduct should be proportionate to the extent to which this policy has been breached. We operate a phased system whereby we categorise negative behaviours to give students clarity and certainty as to the consequence that they will receive for poor conduct. The table below outlines the different phases and the likely consequence for each.

Phase 1 Behaviours	Phase 2 Behaviours	Phase 3 Behaviours	Phase 4 Behaviours
	Continuation of Phase 1 behaviours in lesson despite receiving a phase 1	Continuation of Phase 2 behaviours despite receiving a phase 2	Continuation of Phase 3 behaviour despite receiving a phase 3
Poor in lesson behaviour			
Poor unstructured time behaviour	Using or having chewing gum/Energy drinks	Bullying behaviour	Theft
Incomplete classwork	Uniform issue	Truancy	Sustained bullying behaviour
iPad misuse	Late to lesson	Multiple toilet cubicle occupancy	Persistent defiance
No PE kit	Mobile phone misuse	Refused instruction from a member of staff	Damage to property
Students accessing a prohibited area	Rudeness		Banned items
			Violence/harassment
			Threatening behaviour
			Verbal abuse
			Other discriminatory behaviour
			Sexism
			Homophobia
			Harmful sexual behaviour
			Racism
			Removal from reset room
			Refused detention

Phase 1 behaviours: Three incidents of Phase 1 behaviour in a day will result in a 30 minute after school detention.

Phase 2 behaviours: This will result in a 30 minute after school detention.

Phase 3 behaviours: This will result in a 60 minute after school detention.

Phase 4 behaviour: This will result in a 60 minute detention as a minimum but owing to the severe nature of these behaviours it may lead to an escalated sanction or time in internal exclusion (IX), suspension or permanent exclusion.

Consequences: Detentions

Detentions are used at Nether Stowe School as a structured consequence to address student behaviour that falls short of expectations. They serve as a means to reinforce behaviour, accountability, and respect for school rules. By requiring students to spend time reflecting on their actions, detentions provide an opportunity for growth and improvement while maintaining a positive and orderly learning environment. Detentions help students understand the impact of their choices and encourage better decision-making in the future.

As per the government guidance 'Behaviour in schools – Advice for headteachers and school staff 2024' parental consent is not required for detentions and if a parent and/or carer wishes to have their son/daughter excused from a detention they must put it in writing to the headteacher.

Valid reasons to excuse a pupil from a detention are mostly mitigated by the fact that Nether Stowe school runs a next day detention system. Therefore, this gives parents and pupils 24 hours' notice to manage alternative arrangements for issues such as travel arrangements or supervision of siblings. As per the guidance, it 'does not matter if making these arrangements is inconvenient for the parent'. The school expects parental support in the implementation of this policy and student attendance to detentions.

Through the Class Charts platform, students can check if they have a detention.

If a behaviour incident occurs, it should be logged as a 'negative' event on Class Charts. Where applicable, the Class Charts platform will create a detention for the following day. Parents will receive information of this via their parent app. It is the student's responsibility to go to the Main Hall at the end of the following day for their detention, lesson 5 teachers will escort them. Staff can access the detention list via Class Charts.

During a detention, where possible, conversations are held with students by either the member of staff leading the detention or the staff member who issued the consequence so students understand how to meet A PROUDER way expectations. These restorative conversations between staff and students will begin the process of them seeing the connection between their behaviour and its impact on themselves and others so increasingly take responsibility for their own behaviour.

While parental consent is not required for detentions, we ensure parents are informed via their parent app. If the detention is at lunchtime, staff allow reasonable time for the student to eat, drink and use the toilet.

Our after-school detentions, following consultation, are set for the following day so as to ensure:

- Where students have caring responsibilities, parents/carers have opportunity to arrange for alternative care.
- Suitable travel arrangements must be made by the parent/carers for the student.

Failure to attend detentions

Through the Class Charts platform, students can check if they have a detention.

If students do not attend detentions, the sanction should escalate. If a 30-minute detention is missed this will be upscaled to a 60-minute detention. Students missing a 60-minute detention will require a further and higher-level sanction.

Refusal to attend a detention will result in a period of time in the Internal Exclusion room.

Removal from lesson

Removal from the classroom should be considered a serious sanction.

Students will be taken to a 're-set room' which will be a suitable classroom in school where the student can continue their learning. If a student continues to misbehave in the 're-set room' or refuses to go, they will be taken to the Internal Exclusion room.

Internal Exclusion room

For significant or persistent breaches of this policy students can be removed from the school community for the duration of the day, including break and lunch and required to work in the Internal Exclusion room. The collection of food and drink will be arranged by the member of staff on duty in the Internal Exclusion room.

Whilst removed, students are required to complete a reflection activity linked to their sanction and will then go onto complete allocated work from across the curriculum in silence. Staff on duty in the Internal Exclusion room will facilitate interventions with students and provide strategies and feedback to support students and staff when they are reintegrated.

Internal Exclusion can also be used for more serious breaches of the school behaviour policy, either for serious one-off incidents or persistent disruption/defiance, where a suspension could be warranted.

The length of time a student will be in Internal Exclusion will be adjusted to the need of the child and be proportionate to the reason they were removed. Considerations will be made for a planned successful reintegration, back into the classroom.

Suspension

- Suspensions will be used appropriately. We will reintegrate suspended students on their return in order to manage their behaviour effectively.
- It is likely that students may spend some time in Internal Exclusion. This could be prior to the fixed term suspension during the initial fact finding stages into the incident or behaviour, or as part of their reintegration plan.
- Parents/carers are advised that a change in the law makes it explicit that they are responsible for supervising students for the first five days of any period of exclusion. Where an exclusion is for longer than 5 days the school will arrange suitable alternative education from the 6th day.
- Parents/carers are expected to attend a reintegration meeting following a fixed term exclusion, at this meeting a student's behaviour will be reviewed and appropriate support discussed.

The following behaviour is not acceptable and will be taken seriously. All incidents will be addressed with appropriate consequences.

- a) Bringing, supplying or consuming illegal or inappropriate items on the school site including offensive weapons, pornography, illegal drugs and alcohol and other substances including 'legal highs', or prescription drugs or non-prescription drugs without a lawful reason.

- b) Verbal abuse to staff, children or other individuals.
- c) Physical or assault or threat of violence to/attack on staff, children or other individuals.
- d) Sexual assault or sexual harassment.
- e) Any form of bullying, including physical assault, social bullying, threatening behaviour name calling, cyber bullying and sexualised bullying.
- f) Racist, sexist, homophobia or other forms of discriminatory behaviour.
- g) Indecent behaviour.
- h) Damage to property.
- i) Gambling on school property.
- j) Recording or taking images of children or staff without their express consent.
- k) Theft.
- l) Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.
- m) Malicious allegations against staff.
- n) Carrying (or involvement) of an offensive weapon or object that can be used to cause harm.

This list is not exhaustive and in reaching the decision, the Headteacher will also take into account the previous disciplinary record.

Permanent Exclusion

Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach or persistent breaches, of this behaviour policy and the school rules, and where allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school.

9) Supporting students to improve behaviour

Contextual safeguarding

We recognise the importance of considering the context of our school and that changes in behaviour may be an indicator that a student is in need of help or protection. The staff will consider whether a student's behaviour may be linked to the suffering, or being likely to suffer significant harm. Where this may be the case, the school will follow the safeguarding policy and procedures, and consider whether pastoral support, early help intervention or a referral to children's social care is appropriate.

Reflection Room

The school has a reflection room which serves multiple purpose including:

- Providing a space for pastoral interventions, such as group workshops and 1-1s.
- Supporting students returning to school after a period of absence or those new to the school to ensure a smooth induction.

- Offering a setting where students receive behaviour-related support. In these cases, students complete specific work with staff to address and prevent recurring behaviours.

Off-site direction

Off-site direction is a time-framed placement of a student in a different school for the purpose of improving that child's behaviour. There may be secondary objectives such as improving attendance, improving academic progress or improving punctuality.

The Department for Education states that "managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of the school communities".

It also recommends that they are used to improve behaviour to help prevent a suspension or permanent exclusion.

An off-site direction is where a school requires a student to attend an alternative provision or another school for a fixed period of time in order to improve their behaviour. The student will remain on the school roll of their original school but attend the alternative provision or other school, and there will be regular review meetings. At the end of the fixed period of time the student will usually return to their original school. However, the off-site direction may be cancelled early if necessary- if this happens the student will need to return to their original school early.

In some circumstances, at the end of the fixed period of time the student will not return to their original school and will permanently go on roll at the new school. This is called a managed move.

A managed move is a process that results in a permanent move to a new school. Managed moves usually only occur at the end of a successful off-site direction placement, and only if parents and both schools agree to it. The Department for Education says that "managed moves should be voluntary and agreed with all parties involved. Managed moves should only occur when it is in the student's best interests."

Alternative Provision

Any use of alternative provision should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used for time-limited periods as a way to improve future behaviour and not as a sanction for past misconduct.

Off-site direction to an alternative provision should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in alternative provision.

- Placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that the student is benefiting from it.
- The alternative provision is of good quality and is well resourced to meet the needs of the student both academically and socially.
- The provision is registered with the DfE, unless there is no such provision that meets the student's needs.
- Students must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling.
- The student will be made to feel that they remain part of the school community, for example through regular visits by a member of staff and being invited where appropriate to take part in school activities

10) The power to Screen, Search and Confiscate items

Searching, screening and confiscation will only be conducted in line with DfE guidance on Searching, Screening and Confiscation- Advice for Schools (July 2022).

Screening

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of students.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students as delegated by the Headteacher
- We work alongside our local police forces and participate in programmes, which aim to raise the dangers of carrying weapons both inside and outside of school. This process involves screening of classes and students using a metal detector and searching bags to ensure students are safe and there are no prohibited items.

Also note:

- If a student refused to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not the student on site, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.

Searching and confiscation

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

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Weapons and knives and extreme or child pornography must always be handed over to the police; otherwise, it is for the teacher to decide if and when to return a confiscated item. When confiscating an item staff should avoid any physical contact. If a student refuses to hand over an item, staff should avoid confrontation but be very clear about the consequences of failing to follow instructions. Wherever possible, confiscated items should be labelled and put away securely. Staff must conduct any searches with the support of another colleague.

Banned items

Power to search without consent for prohibited items includes but not limited to:

- Knives and items that can be used as weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes and e-cigarettes
- Fireworks
- Aerosols including spray deodorant
- Pornographic images
- Air propelling items
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Mobile phones that are not sealed within the school provided pouch
- Energy or sports drinks

When a search takes place parents will be informed by an announcement on Class Charts. If a child has been found with a banned item, a decision will be made as to what the consequence of this will be. This may include but is not limited to a fixed time in Internal Exclusion, Second School Isolation (fixed time in Internal Exclusion but at a different school) or suspension. In some situations, the Headteacher may issue a permanent exclusion.

11) Allegations against staff

When a student makes an accusation about a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy.

A referral to the police may be considered if this action might be appropriate against the accused. The LADO (Local Authority Designated Officer) must be consulted when there are concerns that a person in a position of trust has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- When such an allegation is made, appropriate support will be provided to the members of staff affected.

12) Behaviour outside of school

The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.

Even though online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

This regulation also includes behaviour on activities arranged by school such as work experience, educational visits and sporting events as well as bullying which occurs off the school site and which is witnessed by a staff member or reported to the school.

It also includes behaviour on the way to and from school and behaviour wearing school uniform or in some other way identifiable as a student at the school in a public place.

If a student is found to have behaved in a way that could have repercussions for the orderly running of the school, pose a threat to another student or affect the reputation of the school, they will be sanctioned in line with this policy.

13) Use of positive handling and/or reasonable force

The ATLP believes that it is important to establish a safe, secure and stable environment to enable children to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions may be required. This is a last resort and rare but may be needed on occasion. All members of staff are lawfully permitted to use reasonable force to prevent children committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used shall be the minimum needed. All incidents when staff use reasonable force to safeguard children will be recorded on MyConcern and parents/carers will be informed. An open dialogue between the school and parents/carers will be maintained in order for school strategies to be introduced to encourage more positive behaviour choices and to avoid repeat of the behaviour that led to positive handling being required. Whenever possible and appropriate, the views of the student will be sought and recorded at an appropriate time. This may be once the student has had time to calm down and reflect on the actions that led to reasonable force being used.

14) Glossary of Key Terms

Trauma Informed- Trauma-informed practice focuses on understanding trauma's impact, supporting affected students, and creating inclusive, safe environments.

Attachment aware- A good understanding of the impact of significant relational traumas and losses upon students.

Restorative practice- An approach taken which builds and maintains positive relationships and sense of community which can resolve difficulties and repair harm where there has been conflict.

Discriminatory language- Verbal or written comments that are derogatory towards an individual or group based on one or more of the protected characteristics.

De-escalation techniques- Calming or preventing a tense situation using strategic communication and behaviour techniques.

Protected Characteristics- These are specific attributes safeguarded against discrimination under the Equality Act 2010. These include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Harmful sexual behaviour- Developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Sexual harassment- Unwanted conduct of a sexual nature- such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.