



Northgate High School, Dereham Sixth Form College & DESA

Attitudes to Learning Policy

POLICY	Behaviour Policy
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Good behaviour in schools is central to a good education. We manage behaviour as per this policy so we can provide a calm, safe and supportive environment in which our students want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally ([Behaviour in Schools: advice for Headteachers and school staff 2024](#)).

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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

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

3. Definitions

3.1 Desired Positive Behaviour

Staff will model this behaviour throughout the day and where reflected by students recognise, praise and highlight this so it becomes the norm. Pupils are expected to present themselves in accordance with the schools uniform standards and be prepared for learning with appropriate equipment. When in lesson pupils should engage fully with the class and apply themselves to the best of their ability. When out of class pupils are expected to treat others and the environment with respect. To foster these interactions the school has an array of rewards which include but are not limited to;

- Personal positive staff-pupil interaction
- Merits
- UET Pledges
- Attendance certificates
- Departmental rewards, letters and calls home
- Reward brochure designed and maintained by the School Council
- Celebration Assemblies
- Presentation Afternoon
- Prefect and Head Boy/Girl selection

3.2 Unwanted Negative Behaviour

Any behaviour or attitudes that fall below our expected standards will be dealt with through our stepped procedure in school. All staff are responsible for and are trained regularly on the use of our attitudes to learning system so it is applied consistently, fairly and firmly. Staff will administer the policy in a respectful and positive manner. All actions and consequences will be communicated in a clear and simple fashion. Staff will work as a team to communicate and issue a collective decision for serious incidents. Parental involvement and support is crucial in remedying unwanted negative behaviour and will be actively sought.

3.2.1 Minor Incidents

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lateness
- Electronic devices e.g headphones

These are examples and not an exhaustive list.

3.2.2 Major incidents

- Persistent breaches of the Attitudes to Learning policy
- Truancy
- Smoking/Vaping
- Vandalism or Graffiti
- 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
- Theft
- Physical Assault
- Racist, sexist, homophobic or discriminatory behaviour
- Possession or use of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - 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 pupil)
 - Electronic Devices e.g Mobile phones

These are examples and not an exhaustive list.

4. Bullying

Bullying is defined as the **repetitive, intentional** harming of 1 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">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy [<https://northgate.norfolk.sch.uk/statutory-policies/>].

5. Roles and responsibilities

5.1 The Trust Board, Review Board and School Improvement Board

The Review Board/School Improvement Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher(s) to account for its implementation.

5.2 The Heads of School

The Heads of School are responsible for:

- Overseeing the monitoring, use, review and approval of this policy
- This will include delegating responsibilities to the Senior Leadership Team as set out below

5.2.1 The Senior Leadership Team

The Senior Leadership Team is responsible for:

- Reviewing this attitudes to learning policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- 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
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- 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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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.

5.5 Pupils

Pupils 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 attitudes to learning policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

As part of Northgate High School's focus on developing agency in learning in all of our students, we believe that we are progressive, ambitious and inclusive in all our aims. Students are encouraged to be resilient, respectful and responsible learners and citizens.

As a result pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the schools one way system
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Staff are expected to:

- Model, recognise and reward desired behaviour
- Promote high standards of behaviour and prevent learning of others being slowed
- Challenge behaviour that falls below our standards
- Drive the learning and attitude of pupils
- Encourage positive staff-student interactions in class and positive school-community interactions outside the classroom

In addition to this where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum

Behaviour expectations are regularly reminded and enforced throughout the school day, week and term. These reminders are completed through lessons, assemblies and individual conversations with students. Positive behaviour is highlighted and rewarded daily to model our expectations.

6.1 Mobile phones and electronic devices

Pupils can choose to bring mobile phones or other electronic devices into school but will be responsible for their safekeeping: the school and its Governors will not be responsible should they be damaged, go missing or be stolen. Students should not use or have their mobile phone or other electronic devices (including but not limited to speakers, earphones, and smart watches) visible whilst on school site up to 3.15pm. This can be referred to as the 'on site, out of sight rule'.

Students seen with or using electronic devices will have them confiscated and can collect them at the end of the day. All confiscated items will be held in reception. Any subsequent confiscation will require collection by a parent/guardian – this will be logged by administration staff. Failure to hand over any item could result in the pupil being suspended. Whilst we acknowledge that mobile phones are part of modern life, they distract from learning and can be misused in terms of social media linked to cyberbullying.

The only exception to this rule is when a student is in the presence of a Senior Leader and has been given specific permission to use their electronic device. An example of this could be to check a medical appointment.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Use the learning cycle to create a stimulating learning environment that encourages positive pupil behaviour
- Model and consistently apply school rules and routines
- Develop a positive relationship with pupils
- Use positive reinforcement to highlight and establish desired positive behaviour for all students
- Use trained strategies and techniques to deal with unwanted negative behaviour – this will include the staff handbook and the C-Code system

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil'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.

7.3 Responding to desired positive behaviour

When a pupil'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.

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 with (but not limited to):

- Personal positive staff-pupil interaction (at all levels)
- Merits
- Praise postcards (email)
- Positive phone calls home
- UET Pledges
- Attendance certificates
- Gift vouchers
- Departmental rewards, letters and calls home
- Reward brochure designed and maintained by the School Council
- Celebration Assemblies
- Presentation Afternoon
- Subject prizes
- Reports
- Prefect and Head Boy/Girl selection

7.4 Responding to unwanted negative behaviour

When a pupil'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 unwanted negative behaviour.

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 pupils know with certainty that unwanted negative behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising such as the use of scripts or key phrases. In these cases an agreement would be in place for these.

All pupils 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 pupil to help them to meet behaviour standards in the future.

The school may lawfully use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of expectations – C1
- Sending the pupil out of the class for a short period of time
- Setting an in-school hours detention (C2 or C3 depending on severity or persistence)
- Sending the pupil to work in another class (Department Include)
- Setting an out of school hours detention (C4 or C5 After school detention)
- Completing written reports of their behaviour
- Completing any missed work in their own time
- Loss of privileges e.g Position of responsibility or choice of optional uniform
- School based community service e.g litter picking
- Referring the pupil to another member of staff (e.g WALK or SLT)
- Communication home to parents
- Report (Form, Subject, late, HoY or PSP)
- Parental meetings
- Removal to inclusion
- In the event of vandalism or graffiti the school reserves the right to invoice parents for any damage
- Suspension
- Permanent Exclusion

This list is not exhaustive but gives a strong guide to the main sanctions applied by the school. Each situation will be considered on a case-by-case basis and personal and contextual circumstances will always be taken into consideration, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil 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 pupil; **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 another member of the safeguarding team, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Heads of School, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil 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 appropriate designated safeguarding lead (or deputy), to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil 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 pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

These would only ever be carried out in extreme situations whereby the risk and or harm to the individual or school community is high. Clear procedures would be followed as outlined below and this would be a police matter and not conducted by school staff.

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.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site negative behaviour

Sanctions may be applied where a pupil has shown unwanted negative behaviour off-site when representing the school. This means unwanted negative behaviour when the pupil 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 pupil of our school

Sanctions may also be applied where a pupil has shown unwanted negative behaviour off-site, at any time, whether or not the conditions above apply, if it:

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

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

7.8 Online negative behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil 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 Heads of School 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.

7.10 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.

Pupils 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.

7.11 Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil 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 pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

As a school, we have a legal and statutory right (Education and Inspections Act 2006) to issue and apply after school detentions without notice or consent of the parent. As we want to work with you and appreciate our rural location we will always give at least 24 hours notice of any after school detention. In extreme circumstances, we will attempt to offer an alternative date and the relevant Head of Year should be contacted to discuss this. Please note inconvenient transport issues are not classed as an extreme circumstance as reasonable notice has been given to source alternative transport home (Education and Inspections Act 2006).

The detentions we use are

- C2 (Up to 15-minute detention)
- C3 (up to 30-minute detention)
- C4 (1 hour after school detention)
- C5 (1 hour 30 minutes after school detention)

Detentions can be issued at break, lunch or after school during term time. The school will decide whether it is necessary to inform parents of a specific in school detention. This would usually occur if a pupil has missed a set detention.

When imposing a detention, the school will consider whether doing so would:

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

8.2 Removal from classrooms

Removal is a serious sanction and will only be used following persistent breaches or a serious breach of the attitudes to learning policy. Staff will only remove pupils from the learning or school environment once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Senior Leadership Team.

Pupils should be reintegrated into the learning and school environment as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with Heads of Year
- Use of teaching assistants
- Short term Pupil Support Plan
- Longer term behaviour plans and risk assessments
- 1:1 Behavioural support meetings
- Multi-agency assessment
- Support from Inclusion and SEND (Norfolk County Council)

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

8.2.1 Department include

Department Include is where students can continue their learning under the direct supervision of another teacher in a class away from their original one. This happens when a pupil has been issued a C3. This allows the pupil time to re-focus and successful completion of department include will allow the student to return to their next lesson.

If a pupil is unsuccessful in department include they will be removed to inclusion for more support and reflection time to moderate their behaviour.

8.2.2 Inclusion

In response to serious or persistent breaches of this policy, the school may remove the pupil from the school population for a limited time.

Pupils who have been removed to inclusion will continue to receive education in line with their peers with more specified support. Our inclusion supervisor will support 1:1 with work and review and advise on strategies to improve behaviour choices. Pupils in inclusion may also benefit from a regular meeting with the inclusion supervisor to help reintegration and desired positive behaviour choices.

8.2.3 Managed Moves or Direction Offsite with intent to Manage Move (DOWIMM)

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction with intent to manage move should be used ([Behaviour in Schools: advice for Headteachers and school staff 2024](#)).

Directed Offsite Provision is a legal power of schools and academies to direct *“any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.”* ([Section 29A Education Act 2002](#)). This would only be used where interventions or targeted support have not been successful in improving a pupil's behaviour. Offsite direction should be used to arrange time-limited placements usually up to 6 weeks in length before any review. This can be extended following a review. Parental consent is not required for students to be directed offsite but this is a collaborative process and other options will have been exhausted prior to this decision. With regards to any decision to direct offsite there will be written confirmation detailing the reason for the decision, location, programme of study and timeframe.

Managed moves should only occur when it is in the pupil's best interests. Moves of this kind are always discussed with parents, pupils and Norfolk County Council SEND and Inclusion team before any action or decision taken.

8.3 Suspension and permanent exclusion

“Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, 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 school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected” ([Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#))

Under the Equality Act 2010 school have a duty to make reasonable adjustments to provision or practice that places any student with a disability or protected characteristic at a substantial disadvantage. This information will always be considered in discussions over a suspension or permanent exclusion. In the case of students with SEND school should use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN before administering the suspension or exclusion process ([Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)).

Headteachers are supported in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. This can also include situations where a pupil has brought the school into disrepute outside of school. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school ([Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)).

When establishing the facts, which are obtained from a variety of sources including pupil incident reports, in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen ([Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)).

"A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour " ([Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)).

Following any suspension a reintegration meeting will be held involving the pupil, parent and a member of the school pastoral team (Head of Year, Designated Safeguarding Lead or Senior Leadership). This meeting will be to support the pupils future behaviour; allow them to understand the effect of their behaviour on themselves and others; teach them how to meet the high expectations of behaviour in line with the school culture; foster a renewed sense of belonging within the school community; and builds engagement with learning ([Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)).

Please refer to our UET Suspensions and Exclusions policy for more information.

9. Responding to unwanted negative behaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

When incidents of unwanted negative behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of unwanted negative behaviour will be connected to their SEND ([Behaviour in Schools: advice for Headteachers and school staff 2024](#)). Decisions on whether a pupil's SEND had an impact on an incident of unwanted negative behaviour will be made on a case-by-case basis and a judgement will be made based on the information provided.

When dealing with unwanted negative behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our "best endeavours" to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil 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 unwanted negative behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The School will aim to anticipate and remove triggers for unwanted negative behaviour by:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces in the Learning Support Centre where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils 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 pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. Examples of this include:

- Reintegration meetings
- Daily contact with the Head of Year or other nominated staff
- A report card with personalised behaviour goals
- Regular meetings with tutor, mentor, inclusion supervisor, Head of Year or SLT
- Working with external agencies to provide, support, help and guidance for example:
 - Norfolk County Council SEND and Inclusion
 - Educational Psychology and Screening Services (EPSS)
 - Offsite Directed provision and Alternate Provision providers
 - Just One Norfolk
 - Other external support / providers

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Training from SLT on behaviour strategies employed by the school
- How to record behaviour and communicate this to stakeholders
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents using SIMS
- Attendance, permanent exclusions and suspensions
- Use of Inclusion, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for all stakeholders (via anonymous surveys)

The data will be analysed for regular Review Board/School Improvement Board meetings.

The data will be analysed from a variety of perspectives and 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 pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Heads of School, Senior Leadership Team and the Trust Board Standards Committee annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Links with other policies

This behaviour policy is linked to the following policies:

- UET Suspensions and Exclusions policy
- Child protection and safeguarding policy
- UET Anti Bullying Policy
- SEND Policy