



# **WOODBIDGE HIGH SCHOOL**

## **Behaviour Policy**

September 2026

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# 1. Principles and Aims of this Policy

1.1. The Governing Body of Woodbridge High School believes that in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. As a matter of principle, the Governing Body seeks to ensure that students are able to learn in a caring environment by:

- promoting the school's ethos of kindness, respect, inclusion and aiming for excellence;
- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fair treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging positive relationships with parents and carers to develop a shared approach in the implementation of the school's policy and associated procedures.

1.2 This Policy aims to:

- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- set out the expectations that the school will have for students' behaviour
- define what the school will consider to be unacceptable behaviour, including bullying and discrimination
- set out the specific systems and approach that the school will use to manage behaviour and that will be applied equally to all pupils
- set out the consequences of behaviour which does not meet expectations

## 2. Legislation, Statutory Requirements and Statutory Guidance

2.1 This policy is in line with and should be read in conjunction with the law, statutory and non-statutory guidance and principles set out in the following Department for Education documentation:

- [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](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#), (effective July 2026)
- [Restrictive interventions, including use of reasonable force, in schools \(effective April 2026\)](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

2.2 In addition, as a Local Authority maintained school, this policy is grounded in:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Roles and Responsibilities

#### 3.1 The Governing Body

The Governing Body and Pupil Discipline Committee (according to the scheme of delegation) is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher, including agreeing the Code of Conduct as set out below
- Approving this policy
- Monitoring this policy's effectiveness
- Holding the headteacher to account for the implementation of this policy
- Monitoring that this policy is applied fairly and without discrimination

#### 3.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Agreeing the Code of Conduct in conjunction with the Governing Body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 Leadership Group (LG) support staff in responding to behaviour incidents
- Ensuring that the data from the behaviour logs and records of restrictive intervention are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

#### 3.3 Staff

Staff, including teachers, support staff, trainees and volunteers, are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Using the agreed systems within the behaviour policy at all times, without exception
- 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 students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents and restrictive intervention promptly using the appropriate systems
- Challenging students to meet the school's expectations
- Supporting each other in managing students' behaviour

Staff may apply sanctions for:

- Any misbehaviour where the child is:
  - Taking part in any school-organised or school-related activity; or
  - Travelling to or from school or within the environs of the school; or

- Wearing school uniform; or
- In some other way identifiable as a student at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school; or
  - Poses a physical or emotional threat to a member of staff, another student or member of the public; or
  - Could adversely affect the reputation of the school.

### 3.4 Parents and Carers

Parents and carers are responsible for:

- Getting to know the school's behaviour policy and reinforce it at home where appropriate
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the relevant staff promptly
- Taking part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions, attending readmission meetings)
- Raising any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Taking part in the life of the school and its culture

### 3.5 Students

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Code of Conduct
- 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

Students are expected to:

- Follow the Code of Conduct at all times
- Respect the authority of members of staff
- Complete sanctions as set by members of staff
- Report any incidents of poor behaviour, disruption, violence, bullying and any form of harassment immediately to a member of staff

Students will be supported to meet the behaviour standards and will be provided with repeated induction and reminder sessions wherever appropriate. Extra support and induction will be provided for students who are mid-phase arrivals.

### 3.6 Monitoring

The Governing Body, Headteacher and Staff will:

- ensure there is no differential application of the policy and procedures on any grounds, particularly those related to the protected characteristics of age, race (including colour, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, disability, being pregnant or on maternity leave and being married or in a civil partnership.
- ensure that the concerns of students, parents and carers are listened to and appropriately addressed.

## 4. Behaviour Management Procedures

- 4.1 The procedures arising from this policy will be developed by the Headteacher in consultation with staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents in the Code of Conduct.

- 4.2. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.
- 4.3 Notification of the School's aims, the Code of Conduct, reward, behaviour and discipline policies and actions will be provided each September in the Parent Handbook, and on the School's website. Additional copies of these documents will be available to parents/carers as required. Further amendments of procedures (e.g. uniform expectations) will be made as appropriate
- 4.4 Each member of staff is issued with a Behaviour Systems Booklet. This booklet details the action to be taken in specific incidents of poor behaviour. The Behaviour Blueprint is a one-page document that summarises expectations and procedures. All staff must be fully familiar with these documents and ensure that they follow them at all times, as they contain more detail about the systems than this policy.

## 5. Code of Conduct

- 5.1 The agreed Code of Conduct for students is as follows:

We Are Woodbridge and We Always...

### 1. Make Sure Learning Comes First

We will be prepared for lessons by wearing our full uniform smartly and having all our equipment. We will be on time. We will ensure that our learning is never disrupted.

### 2. Respect Ourselves and Others

We will be kind, tolerant and respectful. We will use positive language with others and respect social, gender, cultural and religious differences. We will respect others' opinions.

### 3. Follow Instructions First Time, Every Time

We will listen to all members of staff and carry out their instructions immediately. We will respect the authority of all staff within the school.

### 4. Keep our School Safe for All

We will move around the school safely and quietly. We will keep hands, feet and objects to ourselves. We will ensure that banned items are not brought to school.

### 5. Aim for Excellence

We will try our best in all our lessons. We will accept new challenges and rise to them. We will be proud of what we have achieved and always look for ways to improve.

"We are Woodbridge and we understand that our community expects these things of us, and that if we are not able to follow them, there will be an appropriate sanction."

## 6. Praise and Rewards

- 6.1 A school ethos of recognition and encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.
- 6.2 The following are used to reward students for positive behaviour:
- Verbal praise and positive reinforcement
  - Calling or emailing parents
  - Achievement Points (which are emailed home)
  - Praise Cards for good work (which count as three Achievement Points)
  - Bronze, Silver and Gold Awards for cumulative Achievement Points

- Headteacher's Awards for exceptional work or behaviour
- Achievement Evening Awards for Academic Progress, Academic Endeavour, Service to the School, Service to Music and Service to Drama
- Moyra Whelan Award for upholding the Woodbridge Way
- Student of the Year Awards
- Sports Awards
- Individual subject awards and certificates
- Positions of responsibility, such as Head Students, Sixth Form Ambassadors and Prefects

The above is not an exhaustive list.

- 6.3 The principle for all praise and rewards is that they should be for going above and beyond the minimum expectations of student behaviour and effort. Rewards should not be given for doing things that all students are expected to do as a matter of course, unless part of an agreed Behaviour Support or Pastoral Support Programme.

## 7. Behaviour Management System Outlines

- 7.1 Within lessons, the system is Warning – Behaviour Point – Lesson Removal. Students will be given a warning (with a reason) for a low-level behaviour concern that contravenes the Code of Conduct, followed by a sanction (Behaviour Point) if the behaviour continues. A student will be removed from the lesson if the behaviour continues after this.
- 7.2 Outside of lessons, students will be given a sanction (Behaviour Point) without a warning for low-level behaviour which contravenes the Code of Conduct.
- 7.3 More serious incidents which contravene the Code of Conduct (called 'Serious Incidents') receive a sanction commensurate with their severity, such as defiance or physical aggression. These incidents sit outside of the normal in-lesson behaviour system. These incidents are recorded and a sanction is decided by senior staff. Depending on the seriousness of the incident, sanctions can range from detentions to permanent exclusion.
- 7.4 Mobile phones or headphones (apart from non-internet enabled phones) are banned items for years 7-9. Any phones seen or heard will be confiscated on sight. Refusal to comply will result in a serious sanction.
- 7.5 SIMS is used to record behaviour incidents. Staff input incidents directly into SIMS. They can use the software to refer incidents to various members of staff as necessary. Reports are run each week to monitor achievement and behaviour points and these are published to staff, scrutinised by the Behaviour Panel and High-Needs Panel, and can lead to whole-school, group and individual interventions to secure improved behaviour. For serious incidents, staff select the appropriate category on SIMS. A daily report is run and appropriate sanctions are determined.
- 7.6 Full details of the Behaviour System are contained within the booklet issued to staff.

## 8. Examples of Unacceptable Behaviour Which May Be Sanctioned

- 8.1 The following behaviour types are likely to receive Behaviour Points:
- Banned item - e.g. phone or headphones
  - Classwork not meeting expectations
  - Coursework/controlled assessment concerns
  - Disrupting learning of others
  - Dropping litter
  - Eating or drinking in class
  - Failed form tutor equipment check
  - Failure to attend intervention
  - Failure to follow instructions first time
  - Failure to report properly
  - Inappropriate behaviour before or after school

- Inappropriate behaviour during break or lunch
- Inappropriate behaviour during practical work
- Inappropriate behaviour on corridors or stairs
- Inappropriate language
- Inappropriate use of social media
- Lack of equipment
- Learning Check not meeting expectations
- Leaving lesson without permission
- Misuse of technology
- Not Equipped for Art Lesson
- Not equipped for Food technology practical lessons
- Off task behaviour
- PE kit infringement
- PPR not meeting expectations
- PPR not submitted
- Poor engagement with an intervention
- Physical contact with another student
- Poor engagement with an Intervention
- Refusal to work with others
- Slow changing in PE
- Uniform infringement
- Unkind behaviour
- Unacceptable behaviour in assembly

8.2 The following behaviour types are likely to receive more Serious Sanctions:

- Anti-social behaviour
- Bullying type behaviour
- Cover lesson disruption
- Damage to school property/vandalism
- Damaging property of other students or teachers
- Deliberately lying or misleading a member of staff
- Disablist behaviour
- Drugs / Smoking / Vaping / Alcohol-related incident
- Endangering school community
- Examination Malpractice
- Extremist or Radicalised behaviour
- Failure to attend tutorial session
- Failure to attend internal mock exam
- Failure to attend LOST
- Failure to attend Level 3 detention
- Failure to attend or sign in for assembly
- Failure to attend or sign in for enrichment
- Failure to attend PPR session
- Failure to meet coursework or assignment deadline
- Failure to report to YC during social time
- Inappropriate sexual conduct or language
- LGBT-phobic behaviour
- Persistent lateness to lessons
- Persistent lateness to school
- Persistent PE Kit Infringement
- Persistent uniform infringement
- Physical aggression to staff
- Physical aggression to student(s)
- Possession of a banned, dangerous or illegal item(s)
- Racist behaviour
- Refusal to hand over banned item(s)
- Repeated failure to complete PPR to the expected standard
- Repeated failure to submit PPR
- Rudeness or verbal abuse to staff
- Selling goods in school
- Sexist or misogynistic behaviour

Sustained defiance  
 Theft/attempted theft  
 Threatening behaviour  
 Truancy  
 Unacceptable behaviour during a school trip  
 Unacceptable conduct in 6th Form study room  
 Unacceptable use of technology or social media  
 Unkind Behaviour  
 Verbal abuse to students

- 8.3 The lists above are indicative and not exhaustive. Other unacceptable behaviour types can be identified and added at any time.

## 9. Sanctions

- 9.1 Sanctions are required when responding to inappropriate behaviour. The decision to sanction the student and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff.
- 9.2 A sanction must be reasonable. Section 91 of the Education and Inspections Act 2006 states that the penalty must be proportionate in the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- 9.3 Sanctions which may be used are Behaviour Points, Detentions (lunchtime and after-school), Loss of Social Time, Focus Room (Internal Suspension), Suspension and Permanent Exclusion. Directed Off-Site Placements ('Respite') is also used as a tool to improve behaviour, but is not a sanction in itself. The use of sanctions will commensurate with the seriousness of the incident, whether previous sanctions have been effective in improving behaviour, and the changes in behaviour that are required to avoid future sanctions.
- 9.4 Behaviour Points are given for:
- lower-level behaviour in a lesson which continues after a warning has been given
  - lower-level behaviour outside of lessons
- Over time, the number of Behaviour Points that students have received is monitored by Year Co-ordinators and senior staff. Other sanctions (such as detentions, periods of respite and internal exclusion) may be applied if students reach particular thresholds within a term or across the year.
- 9.5 A 'same day' lunchtime detention is given for:
- late arrival to school or to registration
- 9.6 A 'next day' level 1 (20 minute) detention is given for:
- gaining two or more Behaviour Points in a day
  - being late to a lesson
  - being removed from a lesson
  - a Serious Incident for which this sanction is deemed appropriate
- 9.7 A 'next day' level 2 (40 minute) detention is given for:
- failing to attend a level 1 detention
  - a Serious Incident for which this sanction is deemed appropriate
- 9.8 A level 3 (1 hour) detention is given for:
- failing to attend a level 2 detention
  - a Serious Incident for which this sanction is deemed appropriate
- 9.9 'Loss of Social Time' (LOST) is given for:
- repeated incidents during social time (break and / or lunchtime)
  - a Serious Incident for which this sanction is deemed appropriate

- 9.10 The details of how Focus Room (Internal Suspension), Directed Off-Site Placements ('Respite'), Suspension and Permanent Exclusion are used are set out in separate sections below.

## 10. Internal Suspension (Focus Room)

- 10.1 Internal suspensions are at the discretion of the school and do not qualify as legal or formal suspensions (exclusions). The Department for Education's statutory guidance on suspensions does not apply to internal suspensions, because they do not impact on a student's education by removing them from school premises. The internal suspension facility at Woodbridge High School is called the 'Focus Room'. Internal suspensions are a behavioural sanction, and not a restrictive intervention or a seclusion as defined in the guidance [Restrictive interventions, including use of reasonable force, in schools \(effective April 2026\)](#).
- 10.2 Internal suspension serves as a serious sanction directly below a Fixed Term Suspension but above less serious sanctions such as detentions. Internal suspension is used to prevent students from engaging with the school community but without this impacting on their academic learning.
- 10.3 Internal suspensions (Focus Room) are given for:
- failing to attend a level 3 detention
  - refusing to hand over a banned item
  - a Serious Incident or several Serious Incidents for which this sanction is deemed appropriate
  - incidents where a suspension may be necessary but is not possible
- 10.4 There is no statutory maximum period for internal suspension, however the following principles apply to our policy:
- In most cases a period of internal suspension will last no longer than five school days; and will usually be imposed for one or two days.
  - There is no maximum period as, in some cases, parents/carers may be unable to provide proper supervision if their child were suspended.
  - When a longer period of internal suspension is required, the student may be moved to another local school or a Pupil Referral Unit with appropriate provision under the provisions set out below ('Directed Offsite Placements')
- 10.5 The school never puts internally suspended students into isolation. Internally suspended students are supervised at all times and are based in a purpose-designed facility (the 'Focus Room'). The aim is to continue learning, prevent a reoccurrence of the offending behaviour and to ensure reintegration when the period of internal suspension is over. Regular wellbeing check-ins, toilet visits, movement and refreshment breaks are provided.
- 10.6 In some cases, particularly for students with Special Educational Needs and / or Disabilities (SEND), the internal suspension may take place in the schools SEND Hub facility. This is so that those students can receive additional targeted support to help them be successful and reintegrate into the mainstream provision.
- 10.7 Parents / Carers will be informed about the length of, and reasons for, an internal suspension. They will be contacted by a member of staff on the day that a decision to internally suspend is made and will receive a letter via email along with a copy of this policy.
- 10.8 Parents / Carers may also be invited into school for a reintegration meeting with a year co-ordinator or senior member of staff to discuss the reasons for the internal suspension. It is expected that parents / carers attend this meeting. Where parents / carers have failed to attend the meeting, it is possible that the period of internal suspension may be extended until the parent / carer is able to attend. At this meeting, targets will be set for future behaviour.
- 10.9 The following structure is in place for students on internal suspension:
- Students should report to reception at 8:45am. A designated member of staff will collect them and escort them to the school's Focus Room.
  - Students will be required to hand over their mobile phone if they have this on them, which will be stored securely until the end of the day.
  - Students will have the opportunity to visit the canteen during the day to purchase food but may

also bring a packed lunch.

- Students will be provided with appropriate work to complete. This work has been developed in collaboration with Heads of Departments to ensure it is fit for purpose.
- Students may be visited by a number of key staff during the day. This may include the Headteacher, other members of the school's leadership team, Heads of Year, a member of the wellbeing team and the school's SENDCOs. Each visit will be an opportunity to support the student in reflecting on their behaviour and working with them to avoid a reoccurrence.
- The internal suspension day will end at 4pm. Any student who is late will need to make up this time after 4pm.
- At the end of the day, staff will review the work the student has completed, their behaviour throughout the day and make a judgement as to whether the student has sufficiently reflected on their actions and is able to make a commitment to avoiding such behaviour in future. Any reconciliation sessions with other students or staff may also be carried out at this time.

10.10 Any student who has not met the requirements for work completed and behaviour during the internal suspension may have to repeat time in the Focus Room the following day.

10.11 Where a student's behaviour has fallen significantly short of the expected standard or a student refuses to attend the Focus Room, the school will consider escalating the sanction to off-site respite at another school or pupil referral unit for a longer period of time and / or escalate to a suspension.

10.12 In accordance with DfE guidance, there is no right of formal appeal for internal suspensions. This is because they do not result in missed education or the removal of a student from school premises. However, the school will always try to engage with parents to discuss the reasons for the internal suspension, their views on the matter and find an appropriate way forward.

10.13 If a parent / carer wishes to raise a formal concern or complaint about an internal suspension, they should follow the procedure detailed in the school's Complaints Policy.

## 11. Suspension and Permanent Exclusion Overview

11.1 Sections 11, 12, 13 and 14 below should be read in conjunction with the Department for Education statutory guidance [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#), 2026. Notwithstanding the details set out in this policy, the school's actions with respect to suspension and permanent exclusion are carried out in accordance with this guidance.

11.2 Suspension (also called 'fixed-term exclusion') and permanent exclusion are sanctions used when others have not worked and / or when a serious offence has taken place.

11.3 Serious offences which may warrant suspension or permanent exclusion include:

- Harmful sexual behaviour, including but not limited to sexualised comments, sexual touching (consensual or otherwise) and sexual assault
- Physical assault, aggression or violence
- Issue of threats and/or threatening behaviour towards other people, staff or students
- Behaving in a confrontational manner towards staff including the use of offensive language
- Drinking alcohol, smoking, vaping or being under the influence of drugs in or near the school
- Dealing or attempting to deal in illegal drugs, alcohol, tobacco or vapes in or near the school
- Using or being in possession of a prohibited item, including but not limited to:
  - illegal drugs or paraphernalia associated with illegal drugs
  - alcohol
  - tobacco, vapes or paraphernalia associated with smoking or vaping
  - any weapon, adaptive weapon or malicious substance that could be used as a weapon
- Endangering the school or local community
- Deliberately damaging the building or equipment
- Stealing or attempting to steal
- Bullying
- Any form of discriminatory behaviour, including but not limited to:
  - Racial abuse and racist behaviour

- LGBT-phobic behaviour
- Disablist behaviour
- Sexist behaviour
- Inappropriate behaviour towards another person because of their religious beliefs
- Bringing the school into disrepute
- Examination malpractice
- Defiance and disobedience
- Persistent disruptive behaviour
- Any other behaviour which could or does constitute a criminal act

This is an indicative, but not exhaustive list. There will be other circumstances and events when suspension and will be used.

Where it is deemed appropriate the school will contact the police and social services.

- 11.4 The Headteacher makes the decision to suspend or permanently exclude. However, there may be occasions when the Headteacher is absent from school and then the Associate Headteacher or most senior Deputy Headteacher makes the decision.
- 11.5 Notwithstanding the offences that lead to immediate exclusion or suspension, the school is committed to using a range of sanctions and support strategies to help students make the right decision and avoid suspension and / or permanent exclusion. These include:
- Detentions set by subject teachers, Year Co-ordinators and the school's Senior Leaders;
  - Being on report to a Year-Co-ordinator or Senior Leader;
  - Loss of Social Time
  - Internal exclusion where students are withdrawn from lessons and work in the school's Focus Room
- 11.6 The school recognises that some students with behavioural difficulties have additional needs and may need support. Students with special educational needs and / or disabilities (SEND) are referred to our SENDCO in accordance with the SEND Code of Practice. Students with SEND may be offered a range of additional support, including mentoring, Inclusion Briefings and Student Profiles. Sanctions may be adjusted to take into account an individual student's needs. Alternative sanctions, such as the School's SEND Hub provision, may be used.

## 12. Suspension

- 12.1 The law allows the Headteacher to issue a suspension (fixed term exclusion) of up to 45 days in a school year, after which the student would be permanently excluded from the school.
- 12.2 The initial length of a suspension is determined by the Headteacher considering all of the available evidence. If a suspension is longer than 5 days but not more than 15 days, parents/carers may request that the Governors Discipline Committee meets to consider the suspension. If a suspension is longer than 15 days or is a permanent exclusion or brings the student's total number of days of suspension in the term to more than 15 days, the Governors Discipline Committee must meet in order to consider the matter. Parents/carers have the right to make representations to this committee either in writing or in person. For suspensions of up to 5 days the Governors Discipline Committee will only consider written representations.
- 12.3 If the reason for suspension requires further investigation, then the initial suspension may be extended or curtailed following the outcome of the investigation. In all cases, when a student is excluded or suspended, parents/carers will be informed on the day prior to the exclusion beginning by phone, email or in person. An exclusion or suspension letter, and any other appropriate information, will follow within 24-48 hours.
- 12.4 For longer suspensions, work will be provided for the student to complete. This should be brought to the school on the student's return. For suspensions of 6 days or more, suitable full-time education will be provided from the sixth day. For looked-after students, suitable full-time education will be provided from the first day.

- 12.5 Parents/carers will be required to attend a readmission meeting with the Headteacher or a senior leader to discuss the incident which led to the sanction and, where appropriate, any additional support that can be put in place to improve the student's behaviour. At the meeting the student will also be given counsel on how to avoid such incidents in future.
- 12.6 A student who has received a suspension will also undertake a day in the internal exclusion room (Focus Room) upon their return. This is a normal condition of reintegration following suspension, although there may be occasions when this does not happen at the direction of the Headteacher.

### 13. Direction Offsite to Improve Behaviour ('Respite')

- 13.1 The Governing Body has delegated to the Headteacher the power to direct a student off-site for education to improve their behaviour, in line with the provision set out in [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#), 2026.
- 13.2 Directions off site to improve behaviour can consist of a short-term placement of between two and ten days (usually called 'respite') at another school or pupil referral unit, or of a longer term directed placement at another school which is usually for 12 weeks with the view to arranging a 'managed move'.
- 13.3 Short-term placements ('respite') of between three and ten days are usually used:
- as a follow-up to a suspension where the incident was serious or a repeat of previous behaviour
  - where students have displayed persistent behavioural issues and internal sanctions have not proved effective

Short-term placements are not used in place of suspensions.

- 13.4 Short-term placements ('respite') usually take place at another school with which the school has a reciprocal relationship, or at the pupil referral unit. The placement will always be in a separate provision to the mainstream school. Students will be set work to complete whilst on placement. Attendance will be monitored each day and at the end of the placement a report about the student's conduct and engagement will be sought. The placement will be kept under review throughout.
- 13.5 Parents will always be given 48 hours' notice of a short-term placement, with clear information provided about the details of the arrangement, the reasons, length of placement and review period, arrangements for continuing support (including SEND), where and when the students should report, and who to contact in case of an emergency.
- 13.6 Long-term directed offsite placements of (usually) 12 weeks are used:
- where the student is at risk of permanent exclusion and the school wishes to try to avoid this
  - where a placement in another school has become necessary to provide appropriate continuing education for the student
  - where students have displayed persistent behavioural issues and internal sanctions have not proved effective
- 13.7 Long-term direct offsite placements are agreed by the Redbridge Inclusion Panel. The placement involves the student being dual rolled at the placement school and home school. At the placement school, the student will be expected to attend normal lessons and integrate into the school. Attendance is monitored through the usual processes. Appropriate paperwork is kept of the expectations of students while on placement, which is signed by all parties. Regular contact is maintained between the school and the placement school. Appropriate support, including for and SEND, is provided. The placement is reviewed after six weeks, and can be curtailed or ended at any time by the placement or home school. The placement is kept under review by the Governing Body.
- 13.8 Long-term directed offsite placements can be used with a view to later securing a 'managed move' for the student to the placement school. A 'managed move' is where the student moves permanently to the other school. This can only happen with the consent of all parties. A long-term directed offsite placement is not a trial managed move.

- 13.9 A 'Safeguarding Separation' is a tool set out in the guidance which can be used to temporarily keep a student offsite when there is an immediate safeguarding risk. It is not a sanction. Any such placement will be arranged with the local authority.
- 13.10 Parents/carers will be required to attend a reintegration meeting with the Headteacher or a senior leader to following the conclusion of any period of offsite direction. Appropriate support will be provided to allow the student to reintegrated into the school.

## 14. Permanent Exclusion

- 14.1 A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. However, in some circumstances, it can be in response to a single serious incident or event. Permanent exclusion is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and is only used as a last resort.
- 14.2 There are two reasons that a school can permanently exclude:
- In response to a serious breach, or persistent breaches, of the school's behaviour policy; **and**
  - Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in school.
- 14.3 A 'serious breach' of the school's behaviour policy could include, but is not limited to:
- Serious actual or threatened violence against another student or a member of staff
  - Harmful sexual behaviour, sexual abuse or sexual assault
  - Supplying an illegal drug
  - Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a head teacher has permanently excluded a student for the reasons above, the Secretary of State would not normally expect the Governing Body or an independent review panel to reinstate the student.

- 14.4 The school will consider whether or not to inform the police where a criminal offence has taken place. The school will also consider whether or not to inform other agencies, e.g. Youth Offending Teams, social workers, etc.
- 14.5 A meeting of a Governors' Discipline Committee will always be convened within 15 school days, to which a Local Authority representative is invited, for the exclusion to be considered. Parents/carers have the right to be present at this meeting, to bring representation with them, and to share their views on the exclusion. The Committee can either:
- decline to reinstate the student; or
  - direct reinstatement of the student immediately or on a particular date.

Parents/carers will be notified of the decision. Parents/carers have the right to appeal against this decision to an Independent Review Panel (IRP).

- 14.6 Notwithstanding the fact that a student may have met one or more criteria for permanent exclusion, the school will always consider means of avoiding this if appropriate. This includes long-term directed offsite placements at another school or alternative provision, managed moves to another school, respite placements in another school, and the requirement sought by the Headteacher for the student to be educated elsewhere. These practices are overseen by the Redbridge Inclusion Panel. This body meets once a month and there are representatives from all the secondary providers as well as other agencies present.

## 15. Safeguarding

- 15.1 The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. The school will always consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- 15.2 Where this may be the case, the school 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.
- 15.3 Where a student has been repeatedly suspended, the school will always make a referral to the Local Authority Multi-Agency Safeguarding Hub.
- 15.4 The school will always consider where a suspension or permanent exclusion will place the child in danger. If so, alternatives will be sought and used.

## 16. Pastoral Intervention

- 16.1 A range of interventions and systems is in place to support students to improve their behaviour:
- Discussions with members of staff
  - Restorative conversations
  - Being on report to form tutor or year co-ordinator
  - Support within the Learning First Zone
  - Support with the SEND Hub (where appropriate to need)
  - Mentoring from Behaviour Support Team
  - Mentoring from Wellbeing Team (where appropriate to need)
  - Parental meetings
  - Peer mentoring (where appropriate to need)
  - Careers meetings
  - SEND screening (where appropriate to need)
  - Inclusion briefings
  - Behaviour Support Plan
  - Pastoral Support Plan
- 16.2 Where students are at risk of permanent exclusion, a support matrix will be established which ensures that students have all the support that they need.

## 17. Mobile Phone Policy

- 17.1 The school has established the following policy for mobile phones that provides teachers, students, parents and carers with guidelines and instructions for the appropriate use of mobile phones. Students, their parents or carers are expected to read, understand and abide by this policy.
- 17.2 The policy for mobile phones also applies to students during school excursions and extra-curricular activities, unless specific permission has been given, for example the school will usually allow smartphones to be brought on residential visits. The policy for mobile phones also applies to any other electronic devices which can make calls or access the internet, such as smart watches or Apple watches, and also to associated accessories such as headphones and earphones.
- 17.3 The school understands that some parents / carers may give their children mobile phones. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can track their child or contact their child if they need to speak to them urgently. However, if used inappropriately or at the wrong time, mobile phones can be highly disruptive, damaging to student's focus or mental health, or the cause of behaviour incidents in school or in the environs of the school. Mobile phones and social media are recognised to be addictive and damaging to children's wellbeing. The school therefore places specific and detailed restrictions on whether phones can be brought to school and how they can be used.

- 17.4 From September 2026, students in years 7, 8 and 9 are not allowed to bring smartphones, or any phone which has any type of internet access, to school. They are also not allowed to bring headphones, earphones or smartwatches. Students in years 7, 8 and 9 may bring a non-internet enabled device (a 'dumbphone') to school. The school will provide a list of recommended non-internet enabled devices to parents. If a student has this type of device, then they must have it switched off and in their bag. Any device which is seen or heard by a member of staff will be confiscated and returned at the end of the following day.
- 17.5 From September 2026, students in years 10 and 11 may bring a smartphone to school, but this must be switched off and in their bag. They are not allowed to bring headphones, earphones or smartwatches. Any device which is seen or heard by a member of staff will be confiscated and returned at the end of the following day.
- 17.6 From September 2026, students in years 12 and 13 may bring a smartphone, earphones or headphones to school, but these may only be used in the designated Sixth Form area. Any device which is seen or heard by a member of staff outside of these areas will be confiscated and returned at the end of the following day. Students in years 12 and 13 must be given express permission to use a device outside of the Sixth Form area. Students may not use smartphones in PPR study rooms after the first 5 minutes.
- 17.7 These restrictions on mobile phone possession and use apply during the entire envelope of the school day, from the time that the student enters the site, until the time that they leave the gates. This includes all breaktimes and lunchtimes, and while they are on the school site at any time before 08:35 and after 15:10. It applies to all areas of the school, including toilets and changing rooms.
- 17.8 If devices which contravene this policy are seen or heard anywhere on the school site, then they will be confiscated by a member of staff. A Behaviour Point will be issued. The device will be kept securely until the end of the following school day. If the student refuses to hand over the device when asked to do so, they will receive a Focus Room sanction, or will be suspended, depending on whether this is the first occurrence. More serious sanctions may be issued if necessary,
- 17.9 If students are found with a banned devices for a second time (such as smartphones for years 7-9), or are repeatedly in contravention if this policy in some other way, the device will be confiscated by staff until the end of the week. In the case of a third or fourth offence, the school may confiscated the device for a longer period, such as until the end of the half term. In these cases, the device will not be returned to the student and parents will be required to collect it from school. The school reserves the right to search students for mobile phones not allowed under this policy, if they suspect they may have them.
- 17.10 The decision to allow their child to bring a mobile phone to school under the above restrictions is made by parents or carers. The school will accept no responsibility for the safekeeping of any mobile phone belonging to a student, apart from those which have been confiscated. The responsibility for the safekeeping of valuables remains with students and their parents / carers at all times. Parents/carers should be aware if and when their child brings a mobile phone to school.
- 17.11 Where students do have mobile phones allowable under this policy. they must not be used to make calls, send texts or instant messages, access the internet, take photos, or access any other application at any time during the school day, except by 6th Form students as set out above. The "Bluetooth" or near-field communication functions of a mobile phone must be switched off at all times and not be used to send images or files to other mobile phones unless specific permission has been given by staff.
- 17.12 Where students do have mobile phones allowable under this policy, they must not use them to bully and threaten other students. In some cases, this can constitute criminal behaviour. Students must not use their mobile phones to take videos or pictures of acts to denigrate and humiliate another student and / or send the pictures to other students or upload them to a website for public viewing. This includes using mobile phones to photograph or film any student without their consent or knowledge. It is a criminal offence to use a mobile phone to menace, harass or offend another person.
- 17.13 Mobile phones and other electronic devices must not be on the person of a student who is taking a public exam. The procedures for dealing with infringements of this rule are issued by the examination bodies and are available separately. Any student found using a mobile phone in an internal exam or assessment will be sanctioned appropriately.

- 17.14 The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. Parents or carers who allow students to bring mobile phones to school must accept that staff cannot spend time investigating or searching for lost or stolen mobile phones. The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.
- 17.15 Exemptions to this policy will apply for students who need to bring a smartphone to school for medical reasons. This will need to be accompanied by an agreed medical care plan, and students will be issued with an exemption card.
- 17.16 Parents/carers are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way. In the event of an emergency, mobile phones may be used with the permission of a member of staff.
- 17.17 If a mobile phone has been confiscated because it is alleged that it contains content or images which may be illegal, the school is required to hand this device to the police. In this scenario, the police will decide when to return the device.

## 18. Banned Items

- 18.1 The following items are banned and must not be brought to school under any circumstances:
- Mobile phones, earphones and other electronic devices such as smart watches, except as set out in 17 above
  - Weapons of any type – real, adaptive or fake / replica
  - Illegal drugs and related paraphernalia
  - Alcohol
  - Tobacco and related paraphernalia (lighters, cigarette papers etc.)
  - Vapes and related paraphernalia (vaping liquid etc.)
  - Laughing gas and related paraphernalia
  - Bangers / snaps
  - Fireworks
  - Party poppers
  - Laser pointers
  - Water balloons
  - Water pistols, or any item used to squirt water
  - Spray paint
  - Pornographic images
  - Chewing gum, energy drinks and fizzy drinks
  - Any stolen item
  - Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property
  - Any other item which any school policy specifies as banned
- 18.2 Students found in possession of any banned item will be sanctioned according to this policy.

## 19. Searching, Screening and Confiscation

- 19.1 All searching and confiscation that takes place within the school is carried out under the updated Department for Education Guidance (DfE) 'Searching, Screening and Confiscation' (July 2022) ('the Guidance'). This policy should be read in conjunction with that guidance.
- 19.2 Headteachers and staff authorised by them have a legal authority to search any student for any item listed in the Guidance, and also any item banned under the school rules, if the student agrees. Refusal to agree could result in a sanction or searching without consent, or both, as set out below. Authorised staff includes the Leadership Group, Year Co-ordinators and Behaviour Support Officers.
- 19.3 Headteachers and staff authorised by them have a legal authority to search students or their possessions, without consent and using reasonable force, where they suspect the student has certain items. Under the Guidance, these items are knives and weapons, alcohol, illegal drugs, stolen items, any article that it is

suspected is likely to be used to commit an offence or cause injury, tobacco and cigarette papers, fireworks and pornographic images.

- 19.4 Headteachers and staff authorised by them have a legal authority to confiscate students' property or other items found during a search where they suspect that the item poses a risk to staff or students, where it is prohibited under the rules, or where it is evidence in relation to an offence. They should return, retain, pass on or dispose of confiscated items in line with the Guidance.
- 19.5 Headteachers and staff authorised by them have a legal authority to examine electronic devices confiscated as a result of a search for files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. They should consider all relevant safeguarding guidance and ensure that an appropriate safeguarding response is made.
- 19.6 The circumstances of each individual case will need to be considered in determining the length of the confiscation. For example, if a student is continually having possessions confiscated, it might be necessary to hold onto the item until an appointment is made between the parent and the Year Co-ordinator. At this meeting it should be reiterated that such items are not permitted in the school and the reasons why. The parent should be advised that if there is a repeat offence, the item could be retained for a longer period of time, up to a maximum of the end of the current school term.
- 19.7 **Searching Students with Consent**  
School staff can search students **with their consent** for any item which is listed in the Guidance or banned by the school rules.
- Only staff authorised by the Headteacher should conduct a search of students' possessions. This includes the Leadership Group, Year Co-ordinators and Behaviour Support Officers. Permission must be obtained from a member of the Leadership Group before a search is carried out. Other staff should refer matters where they feel a search is necessary to one of these members of staff.
  - Formal written consent from the student for this sort of search is not required. The member of staff conducting the search should explain the reasons for the search and seek the student's consent.
  - An appropriate place for the search should be found. This must be away from other students and must be on school premises or where the member of staff has lawful control of the student, for example on school trip.
  - The search should be conducted by a member of staff of the same sex as the student, and there should be a second member of staff present to witness the search, unless the matter is of extreme urgency (such as the risk of imminent serious harm) and it is not practical to find a member of staff of the same sex / and or a witness.
  - Staff may search students' outer clothing, pockets, possessions, desks or lockers. Students may not be asked to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment worn as underwear, as well as hats, shoes and scarves. Students may be asked to turn out their pockets as part of a search. Possessions includes bags, lockers and any area under the student's control.
  - All searches of students' possessions must be undertaken in the presence of the student and a witness, except where there is the risk of serious harm if the search is not conducted immediately.
  - A hand-held metal detector (security wand) can be used to assist with a search. This will be passed over the body around 6 inches away to ensure no banned or prohibited items are concealed.
  - Special and individual authorisation must be obtained from the Headteacher or one of the Leadership Group to search the contents of electronic devices.
  - These powers do not authorise a member of staff to conduct a 'strip search'.
- 19.8 A student refusing to co-operate with such a search raises the same kind of issues as a student who refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary sanction, and / or search without consent where this is deemed to be necessary, especially if the search is required urgently.

19.9 After a **'with consent'** search, the following must happen:

- All searches must be recorded on the SIMS database, including the reasons for the search and whether anything was found.
- Searches for prohibited items as set out under the Guidance (knives and weapons, alcohol, illegal drugs, stolen items, any article that it is suspected is likely to be used to commit an offence or cause injury, tobacco and cigarette papers, fireworks and pornographic images) must also be recording on CPOMS and reported to the DSL/DDSL to decide whether safeguarding responses are required.
- Parents/Carers should always be informed of all searches.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances, in line with the policy statement above.
- The law protects members of staff from liability in any proceeding brought against them for any loss of or damage to, any item they have confiscated, provided they acted lawfully.

19.20 Any member of staff may confiscate visible property that is banned under the rules, such as items set out in section 18 above, or any other items banned in any other school policies.

19.21 If a member of staff needs to confiscate property from students (for example: clothing, jewellery, a mobile telephone or headphones) they should adhere to the following procedures:

- All items of clothing (only) are to be kept by the teacher/member of staff confiscating and NOT sent to Wynndale/Mallards offices.
- Inform the student that you are confiscating the item and that the item is not permitted in the school. Tell them when and where it can be collected.
- Identify a reasonable time when the item can be collected by the student. Under normal circumstances, it should be within 24 hours. Outdoor coats need to be returned at the end of the same day.
- Mobile telephones or headphones confiscated because they have been seen or heard in school must be placed in a confiscation envelope with the student's name and tutor group and be handed in at either Mallards or Wynndale office. They can be collected at the end of the school day for the student concerned.
- If this is a repeat offence, the student is to see their Year Co-ordinator to arrange collection from the appropriate office. The YC will issue the student with a note stating when they can collect the item (this ensures that item is not moved around the school unnecessarily).
- Staff confiscating valuable items other than mobile telephones or headphones should complete a 'Staff Confiscation Form' (kept in staffrooms and offices) showing item, date, student name/tutor group and the name of the member of staff confiscating, confirmation of when and to whom the item should be returned (no items should be returned to students before 3.10pm). The form and confiscated item should then be given to the appropriate office, preferably in an envelope. NO ITEM WILL BE ACCEPTED BY OFFICE STAFF WITHOUT THE COVERING FORM.
- ALL ITEMS CONFISCATED in the MALLARDS BUILDING and the surrounding area (including the SPORTS HALL, BUSINESS CENTRE AND FITNESS SUITE) should go directly to the MALLARDS OFFICE only, and ALL ITEMS CONFISCATED in the WYNNDALE OR RODING BUILDINGS and the surrounding area should go directly to WYNNDALE OFFICE only.
- A record of the confiscation item will be kept on the SIMS database.

#### 19.22 Searching a Student Without Consent

The Headteacher, or school staff who have been authorised by the Headteacher (currently only Members of the Leadership Group, Year Co-ordinators and the Behaviour Support Team) may under the Guidance search students **without consent** and using reasonable force for any item that is specifically set out in paragraph 3 of the Guidance only. These items are knives and weapons, alcohol, illegal drugs, stolen items, any article that it is suspected is likely to be used to commit an offence or cause injury, tobacco and cigarette papers, fireworks and pornographic images. Staff may not search without consent for other items not set out in the Guidance, but banned under the school rules.

19.23 A search can take place if there are reasonable grounds for suspecting that a student is in possession of any of the above items. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item

or notice a student behaving in a suspicious manner. The school can rely on CCTV footage to help reach their decision. These powers apply regardless of whether any prohibited item is found on the student.

- 19.24 All the requirements as for a search conducted with consent also apply for a search conducted without consent, including staff of the same sex and the student, witnesses, the recording of searches and informing parents.
- 19.5 The power to search 'without consent' enables a 'personal search', involving the removal of outer clothing and searching of pockets, but it is categorically not an intimate search or 'strip search'. The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment worn as underwear, as well as hats, shoes and scarves.
- 19.6 A student's possessions can only be searched with the student and another member of staff present unless there is a risk of serious harm to a person if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff. 'Possessions' mean any goods over which the student has or appears to have control, such as bags.
- 19.7 Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- 19.8 After a '**without consent**' search:
- All searches must be recorded on the SIMS database, including the reasons for the search and whether anything was found.
  - Searches for prohibited items as set out under the Guidance (knives and weapons, alcohol, illegal drugs, stolen items, any article that it is suspected is likely to be used to commit an offence or cause injury, tobacco and cigarette papers, fireworks and pornographic images) must also be recorded on CPOMS and reported to the DSL/DDSL to decide whether safeguarding responses are required.
  - Parents/Carers should always be informed of searches for prohibited items as set out under the Guidance (knives and weapons, alcohol, illegal drugs, stolen items, any article that it is suspected is likely to be used to commit an offence or cause injury, tobacco and cigarette papers, fireworks and pornographic images). It is good practice also to inform parents of other searches and the reasons for them.
  - The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'without consent' search so long as it is reasonable in the circumstances, in line with the policy statement above.
  - The law protects members of staff from liability in any proceeding brought against them for any loss of or damage to, any item they have confiscated, provided they acted lawfully.
- 19.9 **Disposal of Confiscated Items:**
- Anything the person conducting the search has reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence can be removed by a member of staff.
  - Alcohol can be retained or disposed of.
  - Controlled drugs must be delivered to the police as soon as possible, unless there is good reason why not, in which case the drugs must be disposed of. If staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should retain it as evidence (unless of course the circumstances make disposal safer than retention for the staff member involved).
  - In the event of finding other substances not believed to be controlled drugs, these can be confiscated where a member of staff believes them to be harmful or detrimental to good order and discipline.
  - High value (Laptops/Airpods) or illegal (alcohol/fireworks) or stolen items must be delivered to the police unless there is good reason not to, in which case the stolen item should be returned to the owner.
  - Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

## 19.20 Strip Searches

- A strip search is a search involving the removal of more than outer clothing (see above).
- Strip searches on school premises can only be carried out by police officers, but the school retains a duty of care the student at all times.
- Before calling the police to the school to investigate a matter that may require a search, any member of staff must refer the matter to the Headteacher, DSL or one of the Deputy Headteachers. The decision about whether to involve the police will be theirs.
- If the police become involved, members of school staff must be present at all stages and parents/carers must be fully informed in advance of any search being carried out. The school must ensure that this happens, even if the police do not choose to do so, unless informing parents will put the child at risk.
- Full attention must be paid to the full Guidance on any strip searches conducted by police in school.

## 20. Restrictive Intervention: Use of Reasonable Force

20.1 Reasonable force is a restrictive intervention which may be used by members of staff in accordance with the guidance [Restrictive intervention, including the use of reasonable force, on schools \(effective April 2026\)](#), where the member of staff has reason to believe that the student may cause injury to themselves or others, commit a criminal offence, damage property or cause disorder among other students in the school unless they use reasonable force. If possible, staff should always ensure that more than one person is present if reasonable force is needed.

20.2 Members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- causing disorder
- causing injury to themselves or others
- damaging property
- committing a criminal offence

20.3 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 fully recorded and reported to parents/carers

20.4 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.

20.5 The school will ensure that appropriate positive handling training has been conducted with members of staff who might be more likely to need to use reasonable force, such as members of the Senior Leadership Team, Year Co-ordinators, Behaviour Support Officers and inclusion staff.

20.6 Any use of reasonable force by staff must be recorded on the SIMS system with full details of what happened, where it happened, what specific force was used, how long it was used for, and details of any injuries and post-incident support provided. Staff must explain in their report why they assessed the use of force to be necessary, and any preventative or de-escalation strategies used. This must happen in writing using the correct SIMS category ('Info - Use of reasonable force') as soon as is practicably possible, ideally on the same day.

20.7 Any use of reasonable force must be reported to the student's parents / carers as soon as is practicably possible, before the student leaves the school for the day. The only exception to this would be if reporting is likely to cause serious harm to the student. In these cases, the Designated Safeguarding Lead must be consulted.

20.8 After the use of any reasonable force, all students involved must receive a medical assessment and treatment for any injuries as soon as possible.

- 20.9 Following any incident of the use of reasonable force, all staff involved must meet to discuss what happened, and ensure that all records are completed. The briefing should be led by a member of the Senior Leadership Team. It must include a check on the wellbeing of staff and students involved, discussion about the follow-up conversations that will need to happen with the students involved, and agreement of next steps.
- 20.10 Force must not be used on students as a form of punishment. Students must not be restrained in any way that affects their airway, breathing or circulation.
- 20.11 The school does not have a 'no-contact' policy. There are times when physical contact may be made with students outside of the use of reasonable force, as set out above. These include:
- to give first aid
  - to guide or escort students where necessary to help them self-regulate
  - to comfort a distressed student, for example by putting a hand on their shoulder or arm
  - to congratulate a student, for example by patting them on the back or shaking their hand
  - to demonstrate how to use a musical instrument
  - to demonstrate exercises or techniques in PE

Physical contact in these scenarios must be subject to professional judgement, taking into account the Child Protection Policy, Staff Code of Conduct, whether other adults are present, the student's age and any factors such as SEND or other vulnerabilities.

## 21. Restrictive Intervention: Use of Seclusion

- 21.1 Seclusion is a restrictive intervention which may be used by members of staff in accordance with the guidance [Restrictive intervention, including the use of reasonable force, on schools \(effective April 2026\)](#). It is a non-disciplinary intervention involving keeping a student confined to a place away from others and preventing them from leaving.
- 21.2 Seclusion should only be used as a safety measure to protect others from harm or where a student is experiencing high levels of emotional or behavioural dysregulation. It should not be implemented through threat of punishment.
- 21.3 Members of staff may use seclusion in the following circumstances:
- Following a physical incident between students, in order to prevent further incidents from occurring or in order to enable students to calm down or regulate.
  - Where students need to be separated from each other to ensure their safety.
  - Following an allegation of bullying or peer-on-peer abuse, in order to prevent further harm whilst the allegation is investigated.
  - Where a student's state of dysregulation is likely to cause harm to them or others.
- 21.4 When considering using seclusion, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Exactly how seclusion takes place must take the student's needs into consideration.
- 21.5 Seclusion should normally happen in an area familiar to the student, such as the Learning First Zone, Focus Room or SEND Hub, and supervised by staff. Students may also be placed in smaller rooms, adjacent to these rooms, with oversight by staff. Students should not be left alone wherever possible. Students must never be locked in or physically prevented from leaving any room.
- 21.6 Seclusion must only be used if it is necessary and proportionate. As soon as the immediate risk of harm has reduced, the student should be allowed to leave.
- 21.7 Any use of seclusion by staff must be recorded on the SIMS system with full details of why seclusion was used, how long it was used for, and details of any injuries and post-incident support provided. Staff must explain in their report why they assessed the use of seclusion to be necessary. This must happen in writing

using the correct SIMS category ('Info - Use of seclusion') as soon as is practicably possible, ideally on the same day.

- 21.8 Any use of seclusion must be reported to the student's parents / carers as soon as is practicably possible, before the student leaves the school for the day. The only exception to this would be if reporting is likely to cause serious harm to the student. In these cases, the Designated Safeguarding Lead must be consulted.
- 21.9 Seclusion must not be used on students as a form of punishment. It is not a disciplinary response to deliberate or wilful misbehaviour. Lesson Removal to the Learning First Zone due to disruption, Loss of Social Time (LOST), Internal Suspension ('Focus Room'), and other types of disciplinary response are not defined as 'seclusion' in the guidance. The procedures for the use of these sanctions are set out in sections 9 and 10 above.

## 22. Malicious Allegations

- 22.1 Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.
- 22.2 Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.
- 22.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 22.4 The school will also consider the pastoral needs of staff and students accused of misconduct.

## 23. Sexual Harassment and Sexual Violence

- 23.1 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- 23.2 Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:
- proportionate
  - considered
  - supportive
  - decided on a case-by-case basis
- 23.3 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
  - Referring to early help
  - Referring to children's social care
  - Reporting to the police
- 23.4 Risk assessments will be used after allegations of sexual harassment or sexual violence to assess the position and ensure that all students are protected, in line with Keeping Children Safe in Education.
- 23.5 Sanctions will be applied as appropriate in line with this policy.

## 24. Misbehaviour from Students with SEND

- 24.1 The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, the school will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- 24.2 When dealing with misbehaviour from students 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 student being caused by the school's policies or practices (Equality Act 2010)
  - Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
  - If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

- 24.3 When considering a behavioural sanction for a student with SEND, the school will consider whether:
- The student was unable to understand the rule or instruction
  - The student was unable to act differently at the time as a result of their SEND
  - The student 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 student 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.

- 24.4 The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, the school 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.
- 24.5 For students with an EHC plan, the provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

**Reviewer: Steven Hogan (Headteacher)**

**Approval: Approved by the Full Governing Body on 25 June 2026**

**Date of Next Review: Autumn 2027**