KINGSTON
GRAMMAR SCHOOL
FOUNDED 1561

BEHAVIOUR POLICY

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1. Aims and Objectives

1.1. Kingston Grammar School ("the School") has high expectations of student behaviour and conduct, and this is reinforced by both a Reward and Discipline strand, but also in creating a positive and accepting school Culture across all areas of school life. In particular the School strives to:

- Promote excellent behaviour in all our students
- Provide a supportive environment for all our students
- Ensure our students can learn in a safe and secure, calm and supportive environment
- Ensure staff and students are protected from disruption.

1.2. The aim of this policy is to provide a clear, consistent and fair framework, to create a safe environment in which all our students can learn and reach their full potential, feeling secure whilst at School and allowing for the harmonious co-existence of all members of the school community.

1.3. This policy has regard to non-statutory guidance including:

- Behaviour in schools: advice for headteachers and school staff (DfE, February 2024)
- Searching, screening and confiscation: advice for schools (DfE, July 2022)
- Restrictive Interventions, including use of reasonable force, in schools (DfE April 2026)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, December 2020).

1.4. This policy should be read in conjunction with the *School Code of Conduct*, and the following related policies regarding the behaviour of students at the School. These policies complement one another as part of the whole-school approach to behaviour and safeguarding:

- Safeguarding & Child Protection Policy and Procedures (including child-on-child abuse)
- Anti-Bullying Policy (including cyber-bullying)
- Student Mobile Phone and IT/Cyber Security Acceptable Use Policy
- Student Device Policy
- Online Safety Policy
- Student AI Policy
- Smoking, Alcohol, Drugs and Other Substance Abuse Policy
- SEND Policy

- Attendance Policy
- Code of Conduct for School Trips
- Equality, Diversity and Inclusion Policy
- Exclusions Policy
- Allergy Safety Policy
- Complaints Policy.

Disciplinary ethos

1.5. Our school community is based upon respect, good behaviour, courtesy, kindness and fair treatment for all. Promoting the emotional well-being of all our students is key to their development. We aim to teach trust and mutual respect for everyone, and selfish and divisive behaviour is discouraged. We believe that good relations, good manners and a safe and secure, calm and supportive learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of co-curricular activities.

1.6. The School is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

Whole-School Approach to Behaviour

1.7. The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how students are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents.

1.8. Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

1.9. The School recognises that some students may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

Leadership and Management

1.10. The expectations in relation to conduct and behaviour among the School community are determined by the Head. All staff are expected to uphold the whole-school approach to

behaviour and to both communicate the expectations to students and demonstrate this in their own behaviour. Implementation of the disciplinary system is delegated to the Heads of Section and overseen by the Deputy Head Pastoral. Heads of Year monitor and coordinate behaviour within their own respective year groups. Governors receive reward and sanction data every term, and link governors discuss trends and patterns with the relevant Heads of Section on a regular basis.

Staff Induction and Ongoing training

1.11. All staff receive a detailed induction when starting at the School. The ethos of the behaviour system and the expectations are clearly spelt out. This is reinforced regularly in staff meetings. At the start of the academic year, form tutors and pastoral teams ensure all students are aware of the behaviour expectations via a dedicated tutor period. In addition, all parents are aware of the behaviour expectations via the publication of this policy on the School's website and communications before their child joins the School.

Ongoing support

1.12. It is acknowledged that some students may struggle to access or understand the behaviour code, either through a diagnosed SEND need or because of a more time specific need. The SEND department will work with the SEND students to ensure they understand what is required of them and pastoral teams will support those students and families where additional help is required.

Behaviour Curriculum

1.13. The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

1.14. As well as stating the expectations over behaviour, the School also strives to teach the core values in all lessons – both examined subjects and through PSHE. Academic departments set their own protocols within their department, and these are talked through with students. PSHE classes explore the concepts of expectations, rules, sanctions and rewards, to discuss the wider aspects of behaviour management.

Expectations

1.15. It is the duty of all associated with the School to have high expectations and to strive to uphold high standards of behaviour and conduct.

1.16. The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School (including online) and in any written or electronic communication concerning the School. Parents/carers are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

1.17. We expect students to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. Students must follow the School *Code of Conduct* and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

1.18. Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable.

1.19. Students are expected to positively promote inclusive and anti-discriminatory behaviour and to support any measures introduced by the School to promote equality, diversity and inclusion.

1.20. Students are expected to be allergy aware, to respect measures put in place to support others with allergies, and not to share or misuse food, medication or other items in a way that could put another student's health or wellbeing at risk.

1.21. Harassment, bullying and physical threats or abuse in any form will not be tolerated including online or outside of School. Our *Anti-Bullying Policy* is on our website.

1.22. The School is strongly committed to promoting equality and diversity of opportunity, ensuring equity where needed and treating everyone equally and with respect and dignity for all, regardless of age, disability or learning difficulty, special educational needs, gender reassignment/gender transition, gender identity, marital and civil partnership status, pregnancy and maternity, race, cultural or linguistic background, ethnicity, nationality, religion or belief, sex or sexual orientation, or the fact that a student is adopted, looked after or is a carer.

1.23. The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for students with special educational needs and disabilities (SEND), or certain health conditions. We are mindful that not all students requiring support with behaviour will have identified SEND.

1.24. We expect students to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's *Attendance Policy*. They should care for the buildings, equipment, and furniture. We expect students to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviour will be challenged as a matter of routine.

1.25. The School reserves the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals, which might include any of the actions listed below up to and including fixed period or permanent exclusion.

2. SCHOOL CODE OF CONDUCT

2.1. The School *Code of Conduct* is available to students on SharePoint. It is also available to parents/carers via their area of My School Portal and on the School website. Students are expected to have read and understood the School *Code of Conduct* and to abide by it.

2.2. The School *Code of Conduct* may change from time to time. Parents/carers agree, when signing the Parent Contract, that they and their child will comply with the School's expectations of behaviour and that they will support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the School community as a whole.

2.3. The *Code of Conduct* and this policy apply to all students on the school roll. It applies throughout the school day, whether on or off the School premises (including online), and whenever in the care of the School, taking part in any School-organised or School-related activity such as trips and visits, travelling to and from School, wearing school uniform or in some other way identifiable as a student at the School. It also applies to any other conduct outside School (including online) that could have repercussions for the orderly running of the School, poses a threat to another student or member of the public, or could adversely affect the reputation of the School.

2.4. There is a separate additional *Code of Conduct for School Trips*.

2.5. The School's approach to mobile phones, smart watches and other smart technology with similar functionality is set out in the *Student Mobile Phone and IT/Cyber Security Acceptable Use Policy*, available on the School website. The School is a mobile phone-free environment by default during the school day, subject only to permitted exceptions or agreed reasonable adjustments. Breaches of those rules may be dealt with under this Policy, including through sanctions and, where lawful and appropriate, confiscation and/or search. Where misuse of a mobile phone or similar device raises a safeguarding concern, staff will follow the School's *Safeguarding and Child Protection Policy and Procedures* and refer the matter to the DSL or a Deputy DSL.

2.6. All members of the School should also be familiar with and adhere to the School's related policies which are listed in the Introduction above.

3. INVOLVEMENT OF STUDENTS

3.1. All students deserve to learn in an environment that is calm, safe and supportive. The School promotes an ethos of good behaviour where students treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

3.2. Our experience shows that the ethos of the School is enhanced by listening to our students and by encouraging constructive suggestions from them, such as during form time, Personal, Social and Health Education (PSHE) lessons, and via the School Parliament, though the School also has the right to set expectations to ensure the safety of others and the smooth running of the School. Students are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

3.3. The School supports all students as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new students understand their duty to follow the *Behaviour Policy*, uphold the *Code of Conduct* and contribute to the school culture. Where necessary, extra support and induction will be provided for students who are mid-term or academic year arrivals.

4. INVOLVEMENT OF PARENTS/CARERS

4.1. The role of parents/carers is crucial to the School developing and maintaining good behaviour. Parents/Carers who accept a place for their child at the School undertake to uphold the school's policies and expectations of behaviour, including the *Code of Conduct* and this policy, when they sign the Parent Contract.

4.2. The School values a close relationship with parents/carers and encourages them to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School (including online). In particular, the School expects parents/carers to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this Policy and to reinforce it at home where appropriate.

4.3. In the event of any behaviour management issue, the School will liaise closely with parents/carers where practical and, if relevant, other support agencies including the Police, Early Help Agencies and Local Safeguarding Partnership Boards. The School has a number of support systems in place to meet the needs of all students. These include School Counsellors and referrals to outside professional agencies and specially trained staff.

4.4. The School welcomes feedback from parents/carers on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent/carer has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

5. REWARDS

5.1 The School regularly and publicly celebrates student success whether academic or otherwise through the use of notice boards to display work and achievements, announcements during assemblies and written recognition in school bulletins, magazines and on social media.

5.2 Students accumulate points at House events and are kept informed of positions in the league throughout the year, with the House Championship being awarded at the final assembly of the Summer Term. The House Championship is a competitive and encouraging league which promotes involvement of all students across the year groups.

5.3 Formal recognition of School and individual achievement is given at the annual Prize Giving events. A variety of academic, co-curricular and competition prizes are awarded, including individual subject, overall academic achievement and progress prizes.

5.4 The chance to review the School's opportunities for rewarding students is often discussed at suitable forums e.g. Head of Year meetings and by collating student feedback in relevant surveys and through the School Parliament. The School recognises the value in rewarding good behaviour and success and adopts a culture for this.

5.5 All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, students and parents/carers based on mutual respect, self-discipline, courtesy and good humour. All members of staff are encouraged to acknowledge and show they value good behaviour by students.

5.6 Opportunities for staff to endorse and acknowledge good behaviour arise in both formal and informal settings. Endorsements start with positive praise in any setting, e.g. classrooms, corridors and in co-curricular situations. In addition, praise can be written in books and on submitted work, letters, cards and emails sent to students and parents/carers. For excellent work or an action over and above what is normally expected, all members of staff can award Commendations and Good Conduct Awards.

6. PROMOTING GOOD BEHAVIOUR

6.1 The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all students. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

6.2 The expectations of student conduct and the ethos and values promoted by the School are explicitly and implicitly reinforced in all lessons, assemblies, regular periods with Tutors and the PSHE programme. In addition, there are also regular themed events throughout the year (such as Anti-Bullying Week, Campaign weeks etc).

6.3 Students can demonstrate and are given the opportunity to lead by example by becoming Buddies, Junior Prefects, Senior Prefects and Mentors, by volunteering as part of the Community Service Programme, by assisting with sports teams and at music and drama events.

6.4 The School promotes allergy awareness as part of its wider culture of kindness, inclusion and safety. Students are encouraged to support peers with allergies by following relevant guidance, respecting food-related restrictions and reporting any concerns about allergy-related behaviour to a member of staff.

Commendations and Good Conduct Awards

6.5 In the Lower School, "Weekly Challenges" reward non-academic achievements, encouraging students to develop new/transferable life skills and positively contribute to the community. 'Star of the Month' is awarded by Form Tutors in the Lower School for non-academic reasons e.g. consistently neat uniform or volunteering within the School

community. This promotes a positive message that being an exemplary student involves more than academic and co-curricular success and reinforces the importance behind the School's Aims and Values. Those successful receive a commendation and a chance to win a prize at the end of term.

6.6 Students who reach the various milestones for commendation certificates are given a mention in assemblies and the weekly bulletin. Bronze is awarded by the Form Tutor, Silver by the Head of Year, Gold by the Deputy Heads and Platinum and Diamond by the Head.

6.7 If a student receives a Commendation or Good Conduct Award, the student and their parents/carers will be informed by email through their School account. The email will advise who has awarded the Commendation or Good Conduct Award and for what reason. Commendations are awarded for high standards of work and Good Conduct Awards are awarded for any act of exceptional behaviour or service above and beyond what is expected of all students.

6.8 Commendation and Good Conduct certificates are given when students reach various milestones. The appropriate Head of Year and Heads of House will manage the list of commendations awarded for their year group. In addition, Heads of Year award prizes at the end of each term for individuals, groups, Tutor Groups or Houses who have done especially well.

6.9 Staff can recommend a student for a Head's Commendation. Parents/carers will be advised of this.

7. RESPONDING TO MISBEHAVIOUR

7.1 When a member of staff becomes aware of a misbehaviour, they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of students and staff and to restore a calm environment. School staff will respond in a consistent, fair and proportionate manner so students know with certainty that misbehaviour will always be addressed.

7.2 The School's aim in any response to misbehaviour is to maintain the culture of the School, restore a calm and safe environment in which all students can learn and thrive, and to prevent a recurrence of the misbehaviour.

7.3 To achieve these aims, the School's response to behaviour will consider the following purposes:

- Deterrence – the use of sanctions as an effective deterrent for a specific student or a general deterrent for all students at the School
- Protection – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- Improvement - supporting students to understand and meet the behaviour expectations of the School and re-engage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

8. SANCTIONS

8.1 It is hoped that students will respond to the School's positive encouragement and rewards and will comply with the *Code of Conduct* and other applicable policies at all times. However, the School acknowledges that from time to time, students' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the *Code of Conduct* and other applicable policies, to set boundaries and manage unacceptable or challenging behaviour from students, to maintain the culture of the School ensuring a calm and safe environment in which all students can learn and prevent recurrence of misbehaviour.

8.3 The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time students are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of School.

8.4 Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

8.5 Corporal punishment is illegal and is never used or threatened at our School. We do not support parents' use of corporal punishment on their children for misbehaviour that occurs in School. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's *Safeguarding & Child Protection Policy and Procedures*.

8.6 Examples of sanctions that are used in the School include:

- A verbal or non-verbal reprimand and reminder of the expectations of behaviour
- A direct instruction to rectify the misdemeanour

- A requirement to remain behind for a short time
- The setting of additional work and/or attendance at a lunchtime work clinic
- The setting of a written task to be completed
- School based community service under the supervision of a member of staff, such as tidying a classroom
- Withdrawal from a lesson or team event
- Withdrawal of privileges
- Regular reporting including early morning reporting, scheduled uniform and other behaviour checks or being identified for behaviour monitoring.

8.7 As set out in further detail below, other sanctions include Misconducts, Detentions, Internal Exclusion, Fixed Period Exclusion and Permanent Exclusion.

8.8 All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

8.9 Teachers are primarily responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. They may deal with this by imposing an appropriate sanction such as (but not limited to) those listed above.

8.10 Other staff, both teaching and support, may also issue appropriate sanctions for minor misdemeanours as above.

8.11 All staff may also report poor behaviour via the *Misconduct* system on SharePoint. Once approved by the Head of Year, details are sent to the student's parents/carers and Form Tutor.

8.12 Repetition of minor misbehaviour will be reported to the Form Tutor and may lead to further sanctions.

Misconducts, Detentions and Internal Exclusions:

8.13 More serious misdemeanours or persistently repeated minor misdemeanours are reported to the relevant Pastoral team. After talking to the student about their poor behaviour, further sanctions may be issued depending on the severity of the situation, which may include Misconduct, Detentions, Internal Exclusions or other sanctions as appropriate:

- Three Misconducts will lead to a *Friday Detention* led by a senior member of staff. Depending on the seriousness of the matter, Heads of Year and members of the School

Executive may issue an immediate Friday Detention without the need for accumulation of Misconducts.

- Three Friday Detentions will lead to an additional *Executive Detention* for two hours on a Friday evening from 4-6pm, led by a member of the School Executive or Head of Year. Depending on the seriousness of the matter, a Head of Section may issue an immediate Executive Detention without the need for accumulation of Friday Detentions or Misconducts.
- An *Internal Exclusion* of up to five days may be issued by a Head of Section in consultation with the Head or a Deputy Head. The student attends School from 8.30 am to 3.45 pm in full school uniform but is withdrawn from normal routine and works under supervision. They are not permitted to socialise with other students.

8.14 Parental consent is not required for detentions. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a student's safety.

8.15 When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- whether the detention is likely to put the student at increased risk
- whether the student has known caring responsibilities
- whether the detention timing conflicts with a medical appointment
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the student can get home safely
- whether suitable travel arrangements can reasonably be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

8.16 Heads of Year and their assistants are responsible for monitoring the sanction levels of students within their year groups. They will consider strategies to help students understand how to improve their behaviour and meet the behaviour expectations of the School.

8.17 If students start to accrue sanctions, or if the behaviour is repeated, they will see their Head of Year to discuss their behaviour. A strategy will be put in place to support the student whilst upholding the clear behaviour pathway detailed above. This could include seeing the relevant Head of Section or Deputy Head(s) and/or the Head to discuss next steps.

8.18 In applying sanctions, staff will where appropriate take account of any contributing factors, for example if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

8.19 Further, in applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

8.20 The School will also consider whether any misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this may be the case, staff will follow the School's *Safeguarding & Child Protection Policy and Procedures* and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.21 The School has a confidential central register of all exclusions (internal and external). The entries on this register include the student's name and year group, the nature and date of the offence and the sanction imposed.

9. SUPPORTING STUDENTS FOLLOWING A SANCTION

9.1 Following a sanction, the School will consider strategies to help all students understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- A targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- A phone call with parents.
- Inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in School.
- Enquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/a Deputy Designated Safeguarding Lead (DDSL).
- Considering whether the support for behaviour management being provided remains appropriate.

9.2 These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the student.

10. SERIOUS MISCONDUCT AND EXCLUSIONS

10.1 The School's *Exclusions Policy* is referred to in the Parent Contract and is available on the School's website. All parents/carers and students should be aware of the more serious sanctions, including fixed period and permanent exclusion, that the Head can impose for serious breaches of the School *Code of Conduct* or other serious misconduct including but not limited to criminal behaviour. Examples of the sorts of behaviour that could result in serious sanctions (including behaviour or conduct outside of School, and where applicable online) include:

- Bringing illegal, inappropriate or dangerous items into School, such as: drugs, weapons, firearms, pornographic material etc.
- Serious or persistent bullying of any kind, (including cyber bullying, prejudice-based and discriminatory bullying)Child on Child (including online) abuse
- Wilful damage to property
- Deliberate attempt to damage or "hack" into the School's ICT infrastructure
- Dishonesty or cheating in examinations
- Breach of the Smoking, Alcohol, Drugs and Other Substance Abuse Policy
- Fighting
- Behaviour which puts the safety of the student or another person in jeopardy
- Committing a criminal offence
- Theft or unauthorised possession of any property belonging to the School or to another person
- Persistent disruptive behaviour or breaching of the Code of Conduct
- Physical assault, verbal abuse or threatening behaviour
- Racist, sexist, misogynistic, transphobic or homophobic abuse and any other abuse on grounds of religion/belief, disability, SENs etc, or any form of unlawful discrimination
- Sexual harassment or misconduct including non-consensual sharing of nude/semi-nude images and/or videos or the generation and/or sharing of explicit images of others (for example using AI).
- Engaging in inappropriate sexual activity during school activities and/or while on School property
- A series of minor misdemeanours
- Refusal to participate in the School's disciplinary processes
- A malicious allegation against a student or member of staff
- Misuse of social media

- Persistent lateness to School
- Serious academic malpractice, for example, the improper use of AI generated material in externally examined coursework
- Conduct that brings or is likely to bring the School into disrepute.

10.2 The School will, in almost all cases, report to the Police any activity which it reasonably believes may amount to criminal activity, whether it takes place on School premises, outside School or online. Suspected drugs and weapons will be confiscated immediately and held for the Police as potential evidence, where it is safe and lawful to do so. If the School believes that a student may have taken drugs, it will seek immediate medical advice and may involve the Police. Alleged sexual offences, including those committed online, will be reported to the Police without undue delay. Other agencies, including Children's Social Care, may also be notified where necessary and appropriate to the facts of the case.

10.3 Serious sanctions in accordance with the School's *Exclusions Policy* may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/or warnings.

10.4 The School may be required to exclude a student, or to require them to be withdrawn in the event that other disciplinary measures, including fixed period exclusion, prove to be ineffective. However, a serious "one off" incident may justify permanent exclusion even where a student has not been previously excluded for a fixed period or previously disciplined.

11. ALLEGATIONS AGAINST STAFF

11.1 The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the *Safeguarding & Child Protection Policy and Procedures* (including Low Level Concerns).

11.2 Should an allegation made by a student against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the student, and manage that misbehaviour in accordance with this policy, the School's *Safeguarding & Child Protection Policy and Procedures* and the School's *Exclusions Policy*, as appropriate. Students should be aware that malicious

allegations of abuse against staff (or indeed other students) may result in the fixed period or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

12. REMOVAL FROM CLASSROOMS

12.1 Removal is where a student is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly with a staff member and asked to return following this.

12.2 Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. The School's use of removal will allow for a meaningful continuation of the student's education in a supervised setting.

12.3 The School uses seclusion to protect others from immediate harm when a student is highly dysregulated and not acting with intent. Seclusion, unlike removal from a classroom, is a restrictive intervention and a non-disciplinary safety measure. Further information on seclusion is provided in this policy under the use of restrictive interventions section below.

12.4 When a student is removed from the classroom, parents will be informed on the same day. As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

12.5 Removal will only be used for the following reasons:

- To maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- To enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- To allow the student to regain calm in a safe space.

12.6 Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These students will be provided with support to continue their education including targeted pastoral support aimed at improving behaviour so they can be reintegrated and succeed within the classroom setting.

12.7 Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage students with a variety of challenging behaviours and contexts.

12.8 The School's guidelines when a student is removed from the classroom include:

Initial warning:

The member of staff will issue a clear warning to the student that removal from the lesson will be arranged unless the student is able to amend their conduct. The student must be given a reasonable opportunity to do so.

Request for support:

If the student is unable to amend their conduct, the teacher will request support from a second member of staff (for example, the Head of Department, Head of Year, Head of Section, or Deputy Head Pastoral). The safeguarding team must be informed to ensure the student's safe removal from the room. The class teacher must not leave the classroom at any point.

Supervision following removal:

The student will move into the care of the supporting member of staff and will be supervised for the remainder of the lesson in an appropriate space where they can continue to work. The student's readiness to return to subsequent lessons will be assessed during this time.

Communication and recording:

The Head of Year must be informed. The class teacher will ensure that parents/carers are informed of the removal on the same day and the removal is logged on school systems (e.g. CPOMS).

The Deputy Head Pastoral must be informed of every removal from a lesson and will record incidents, monitor patterns of use, and identify any additional school supports or actions required for individuals or cohorts.

Reintegration planning:

As soon as practicable, the class teacher, Head of Year, and Head of Department will meet to agree a reintegration plan for the student's return to the teacher's lessons. This will include:

- consideration of any SEND or additional needs;
- ensuring the student reflects on their conduct;

- consideration of whether an additional sanction is appropriate;
- appropriate support and preparation for the teacher receiving the student back into the classroom.

13. PREVENTING RECURRENCE OF MISBEHAVIOUR

13.1 The School uses a range of initial intervention strategies to help students manage their behaviour and to reduce the likelihood of fixed term and permanent exclusion. These strategies aim to help students understand behavioural expectations and provide support for students who struggle to meet those expectations.

13.2 Intervention strategies used in the School include:

- frequent and open engagement with parents
- providing mentoring and coaching
- regular meetings with a trusted adult to discuss ongoing behaviour and areas of stress
- counselling appointments with in-school counselling staff
- counselling to be suggested to parents outside school.

13.3 Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a student may have. If the student has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a student's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the student's educational needs is required.

14. CONTEXTUAL SAFEGUARDING

14.1 Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering or is likely to suffer significant harm whether inside or outside of School, they should follow the procedures set out in the School's *Safeguarding & Child Protection Policy and Procedures* and discuss their concerns with the School's Designated Safeguarding Lead (DSL), or the DSL Deputies without delay.

14.2 The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's

parents/carers accordingly. If necessary, the School will refer to appropriate outside agencies.

15. SPECIAL EDUCATIONAL NEEDS (SEND)

15.1 The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all students can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all students. The School believes that good behaviour cultures will create calm environments which will benefit all students with SEND, enabling them to learn.

15.2 The School takes seriously its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the School's policies or practices. The School makes reasonable adjustments for students with SEND or certain health conditions.

15.3 Where there is misbehaviour by a student with SEND, the School will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a student's SEND.

15.4 We are mindful that not all students requiring support with behaviour will have identified SEND.

16. MISBEHAVIOUR OUTSIDE SCHOOL OR ONLINE

16.1 The School has the power to sanction students for misbehaviour outside of the school premises (and online) to such an extent as is reasonable.

16.2 On occasion, the School may apply the provisions of this policy to misbehaviour that occurs whilst students are outside the School or online and:

- taking part in any activity organised by the School (such as trips or visits), or related to the School
- travelling to and from School
- wearing school uniform
- otherwise during the school day or

- in some other way identifiable as a student of the School.

16.3 This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student, member of staff or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

16.4 Any decision to sanction a student will be made on the School premises or elsewhere at a time when the student is under the control or charge of a member of School staff.

16.5 Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's *Exclusions Policy*.

17. USE OF RESTRICTIVE INTERVENTIONS

17.1 This policy explains how the School promotes good behaviour and, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with Department for Education guidance and applicable legislation. It sets out definitions, decision-making principles, unacceptable practices, and our statutory recording and reporting duties so that staff and parents understand when and how such measures may be used, and how we reduce their use over time.

17.2 **Definitions**

Restrictive intervention: any action that prevents, restricts, or subdues a student's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a student's movement; this includes non-physical restraint (e.g., removal of a mobility aid).

Seclusion: a non-disciplinary, time-limited safety measure in which a student is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal**.** Staff will use proactive strategies and de-escalation wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, students and parents as part of our behaviour culture.

17.3 We will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, predictability and inclusion for all students. Whole school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and tutor time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, predictable School and classroom environment.
- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.
- Ensuring staff receive appropriate training.
- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers, and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and the Head will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and students, providing clear information on our approach to behaviour and safety and providing opportunities to share student preferences, regulation strategies and communication needs.

When restrictive interventions may be used

17.4 The School does not operate a "no contact" policy. Staff may make appropriate, non-force physical contact in context (e.g., first aid, assisting with personal care in line with care plans, guiding a student, comforting a distressed student, or demonstrating activities), consistent with discharging safeguarding duties.

17.5 Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a student from:

(a) causing injury to themselves or others;

(b) seriously damaging property where this creates a risk to safety; or
(c) posing an immediate risk of disorder that presents a risk of harm.

17.6 Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.

17.7 Before intervening, and while an intervention is ongoing, staff will always consider:

- Necessity: Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- Proportionality: Is the degree and duration of restriction the minimum necessary to reduce the risk?
- Welfare and context: Has the student's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

17.8 Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a student in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a student is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

17.9 All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing student behaviour. Staff likely to use restrictive interventions will receive relevant training, including prevention and de-escalation. The School will undertake risk assessments to support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

17.10 In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a student for the shortest possible period of time. The use of force can include either passive contact (such as standing between students or blocking a path) or active contact (such as leading a student by the arm away from a situation).

17.11 Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the student elsewhere (e.g. on a school trip or other authorised out of School activity).

Recording and reporting

17.12 Every member of staff will inform the Head immediately after they have needed to restrain a student physically.

17.13 The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact.

17.14 Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and students involved; details of the student's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

17.15 Incidents will be reported to each parent of the student concerned as soon as practicable, in writing and, where possible, the same day. The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration and it appears to relevant member of the Executive Safeguarding Team that reporting the incident to a parent would likely result in significant harm to the student. If that is the case then a report will not be made to that parent and if a report cannot be made to any parent for this reason then a report will instead be made to the local authority where the student is ordinarily resident.

17.16 The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule.

17.17 Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

17.18 In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between students, or potentially violent behaviour, to minimise the need for restraint.

Support following an incident

17.19 The immediate focus following an incident will be on the wellbeing and safety of any students and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the student and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for students, staff, and any witnesses as needed.

17.20 As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

Seclusion

17.21 Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a student is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

17.22 Any seclusion will occur in a safe, non-threatening space. The student will be continuously supervised, and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

17.23 All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties

Students with SEND and individual support

17.24 The School recognises the risk that students with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some students, without SEND, such as those who have experienced past trauma, may require individual support.

17.25 The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

17.26 The Schools will where possible utilise staff who know individual students well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

17.27 The School will work with the student, parents and other professionals to

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving students time, space and strategies to calm down before their behaviour escalates or engaging the student in an activity which can help them manage their feelings of
- Develop a behaviour support plan to include details of any adjustments required and the student's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a student.
- Review the behaviour support plan with the student and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual student.

17.28 The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting students with protected characteristics or SEND.

18. SEARCHING

18.1 The School reserves the right to search students and their possessions. The School will balance students' right to respect for private life with the need to conduct a search, seeking the student's co-operation wherever possible and ensuring any search is justified and proportionate in the circumstances.

18.2 Only the Head, or a member of staff authorised by the Head, may search a student.

18.3 Searches will be conducted by a member of staff of the same sex as the student and in the presence of another member of staff as a witness. In the limited circumstance where the authorised member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out immediately and, in the time available, it is not reasonably practicable to arrange a same-sex search and/or a witness, a search may be carried out by a member of the opposite sex and/or without a

witness. Where a search is conducted without a witness, this must be reported to another member of staff immediately and a record made.

18.4 The School does not conduct intimate searches and only a student's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a student will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

18.5 The School will always consider the age of the student to be searched and any SEND or vulnerabilities (including certain health conditions) the student may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's *Safeguarding & Child Protection Policy*.

18.6 The authorised member of staff has the power to search a student for any item where the student provides consent. Before any search, the authorised member of staff will explain to the student why the search is being undertaken, how and where it will take place, and will give the student an opportunity to ask questions to ensure that their consent is informed. As above, the search will be conducted by a member of staff of the same sex as the student and in the presence of another member of staff as a witness.

18.7 The consent of a student will always be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the student has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession any of the following items:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images or offensive images
- Any other item banned under the *Code of Conduct*, for example vapes.

18.8 Reasonable force will only be used only when searching for legally prohibited items under the Education Act 1996, and never to search for items banned only under the School Rules.

Any decision to use reasonable force will be taken on a case-by-case basis, using no more force than is necessary and for the least amount of time, and with regard to de-escalation wherever possible.

18.9 The School will inform the student's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

18.10 The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search. Records will include the date, time and location of the search; the student searched; who conducted the search and any other adults or students present; what was being searched for; the reason for searching; what items, if any, were found; and what follow-up action was taken. Where a search is carried out without a witness, this will be specifically recorded. The School will regularly monitor records to identify any trends and to consider whether searches are falling disproportionately on particular groups of students.

18.11 Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that students and staff receive support and debriefing where needed. Any significant incident involving the use of force will be recorded and reported in line with statutory requirements and the School's procedures on restrictive interventions.

19. CONFISCATION

19.1 The School's policy on confiscation has regard to DfE Guidance: Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)

19.2 An authorised member of staff carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or students
- Is prohibited, or identified as a banned item or
- Is evidence in relation to an offence.

19.3 Confiscated items will be dealt with as follows:

- Controlled drugs found will be delivered to the Police as soon as reasonably practicable unless in accordance with guidance it is deemed there is good reason not to do so, in which case they will be safely disposed of. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline will also be delivered to the police or disposed of as above. If the School is uncertain as to the legal status of a substance it will be treated as if it is a controlled drug. Where alcohol, tobacco, cigarette papers or fireworks are found, the school may retain or dispose of them as deemed appropriate but will not return them to the student.
- Pornographic images will be disposed of unless the staff member has reasonable grounds to suspect that its possession constitutes a specified offence in which case it will be delivered to the police as soon as reasonably practicable.
- Weapons, suspected weapons, or items that are believed to be evidence of an offence will be secured safely and passed to the Police as soon as possible.
- Stolen items will also be delivered to the Police as soon as reasonably practicable. Alternatively, if it is deemed in accordance with guidance that there is good reason to do so, they may be returned to the owner, or retained or disposed of if returning to the owner is not practicable.
- Other items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property will also be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of as appropriate according to guidance.
- Staff will use their judgement to decide whether to return, retain or dispose of other items banned under the Code of Conduct, having regard to guidance as appropriate.
- See further provisions below in relation to electronic devices.

19.4 School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty where reasonable to do so. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic devices

19.5 Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which 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.

19.6 In the event that a search highlights a safeguarding concern in respect of any student, the School will first consider the appropriate safeguarding response, following the procedures set out in the School's *Safeguarding & Child Protection Policy and Procedures*.

19.7 Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so, ie if they reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

19.8 When an incident might involve an indecent image and/or video of a child, or otherwise indicate a possible sexual offence, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy) as the most appropriate person to advise on the school's response in accordance with relevant guidance. Where appropriate, this may include referral to the Police and/or Children's Social Care.

19.9 If a member of staff finds any image, data or file that they suspect might constitute a specified offence, they will be delivered to the police as soon as reasonably practicable.

19.10 In exceptional circumstances, staff may dispose of the image or data if there is good reason to do so, having regard to relevant guidance.

19.11 If, following a search, the member of staff determines that the data or files are not suspected to be evidence in relation to a criminal offence, they may delete the files or data from the device if the continued existence of the data or file is likely to continue to cause harm to any person and the student and/or their parent/carer refuses to delete the date or files themselves.

20. TEACHING AND LEARNING

20.1 The School aims to raise the aspirations of all of its students and help them to appreciate their potential for achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning, appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every student a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

21. COMPLAINTS

21.1 We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's *Complaints Policy* is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the *Complaints Policy* on request.

22. MONITORING AND REVIEW

22.1 The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

22.2 The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among students, including allergy-related bullying or behaviour that creates a health or safety risk, which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into students' PSHE/RSHE lessons, or amending this policy.

22.3 An important aspect of this policy is to attempt to prevent recurrence of poor behaviour. The monitoring of trends and wide-ranging discussions within the School Executive, and at Heads of Department and Heads of Years meetings will seek to do this.

22.4 To enable monitoring and objective analysis, behavioural and sanctions data is collected from the following sources.

- Behaviour incident data
- Attendance, permanent exclusion and fixed term exclusion data
- Incidents of searching, screening, and confiscation, referrals to external agencies, and use of reasonable force
- Anonymous surveys for staff and students on their perceptions and experiences of the school behaviour culture.

22.5 This policy is reviewed and updated at least annually by the Governors.