



Thinking Schools Academy Trust

*“Transforming Life Chances”*

**Conduct and Behaviour for Learning Policy**



This policy was ratified in Sept 25 and updated in April 2026
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The policy is to be reviewed once a year
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## TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE





# THE HOLCOMBE CHARTER

Holcombe is an ambitious and supportive Grammar School where life chances are transformed through Mastery, Endeavour and Thinking. The UN Convention on the Rights of the Child underpins all we do towards this aim.

UNICEF identifies articles 2, 3, 6 and 12 from the convention which underpin all protection of child rights. The school council has identified 3 further fundamental rights that are central to our goals.

<p><b>Article 3:</b> In everything, the best interests of the child come first.</p> 	We attend on time	We prioritise our education	We treat all with respect and kindness
	We attend prepared and in correct uniform	We allow others to learn and work well with them	We take pride in our work and appearance
<p><b>Article 29:</b> We support every child to reach their fullest potential.  We are confident in our abilities and improve them through practicing Habits of Mind:</p> 	Persisting	Taking Responsible Risks	Wonder and Awe
	Continuous Learning	Creative Thinking	Thinking Interdependently
	Accuracy, Clarity and Precision	Applying Past Knowledge	Gathering Data using all Senses
	Questioning and Posing Problems	Listening with Empathy and Understanding	Thinking about Thinking (Metacognition)
<p><b>Article 2:</b> We protect all children from discrimination.</p> 	We treat all equally	We learn from mistakes	We call out discrimination
	We act with kindness	We report wrongdoing	We celebrate each other and our school
<p><b>Article 6:</b> We protect all children from harm.</p> 	We don't tolerate violence	We are orderly, not boisterous	We aim to be our best selves
	We follow instructions	We treat each other fairly	We protect our environment
<p><b>Article 12:</b> Children's opinions are taken seriously.</p> 	We look to improve our community for all		We engage with student voice
	We voice concerns calmly	We engage with the school council	
<p><b>Article 31:</b> We participate in culture, art and recreation.</p> 	We seek out opportunities	We support peers in productions	
	We engage in house events	We engage as global citizens	
<p><b>Article 17:</b> We promote access to accurate information.</p> 	We engage in our curriculum		We prioritise academic sources
	We seek further reading	We critically evaluate information	

## General Principles

Holcombe is an ambitious and supportive Grammar school where life chances are transformed through Mastery, Endeavour and Thinking

### **Mastery**

- We should all aim to develop intellectual habits, such as curiosity, to ensure we are always striving to develop our understanding of new topics.
- We should all aim to develop moral habits, such as honesty and integrity, to master our own conduct and behaviours.

### **Endeavour**

- We should all aim to develop performance habits, such as perseverance to ensure we are always striving to work to the best of our ability. Poor effort or lack of homework will be viewed as behaviour issues. (See Appendix G)
- We should all aim to develop civic habits, such as community awareness and volunteering to direct our actions towards positive outcomes.

### **Thinking**

- We should all aim to exercise intellectual habits such as reflection and creativity to react critically to information and the world around us.

Through promoting these character habits, the academy aims to create a calm and positive environment where the rights of all students and staff can be realised. We expect all staff as duty bearers of children's rights to uphold our trust principles of behaviour and culture, both as role models and in reinforcing our expectations of student behaviour and conduct. This policy in particular aims to support the following rights of the child:

**Article 2: Non-discrimination:** All members of the academy community should treat each other fairly and respectfully.

**Article 6: Full development:** All members of the academy community should apply themselves fully to their work and learning and allow others around them to do the same. Sanctions should be developmental – allowing those involved to reflect, learn and adjust.

**Article 19: Protection from Harm:** All members of the academy community should refrain from any actions which harm themselves or those around them.

**Article 28: Education:** All students have the right to be supported in their education and treated with dignity. Any sanction should be applied individually.

The academy's positive expectations of students place a strong emphasis on encouragement and of expecting positive and co-operative conduct and behaviour. Positive conduct can be seen in how students interact with each other and members of the community, whilst positive behaviour can be seen in how they apply themselves to their studies and the opportunities available to them. As such the co-operation of parents will be sought to modify poor behaviour. The academy strongly believes in a restorative approach as a means of encouraging positive behaviours.

## **Treating all students with dignity**

No student should be humiliated for their conduct or behaviour, instead they should be politely reminded of expectations and sanctioned calmly if necessary.

Wherever possible, students should not be subjected to mass or whole class punishments as a result of poor conduct or behaviour of an individual – these will often result in students being punished who have met expectations.

Should students wish to discuss sanctions imposed, this should be encouraged after the class, so that respectful understanding can be worked towards. Should students demand immediate discussion, this may be declined and if students persist in the moment or are belligerent, this may result in further sanction. Should discussion reveal that the member of staff is mistaken, any sanction should be reversed and apologised for. Should staff and student disagree, then the member of staff's decision as a professional will take precedence.

## **Student conduct outside the academy gates**

Holcombe Grammar School has the authority to discipline students for poor conduct outside of the academy premises whilst travelling to and from the academy and wearing school uniform. Any form of inappropriate conduct which could adversely affect the reputation of the academy will result in an appropriate sanction being issued as outlined in this policy.

This policy aims to produce a consistent academy response to any bullying incidents that may occur. It should be read in conjunction with the following policies and procedures:

- Attendance Policy
- CCTV Policy
- Child Protection and Safeguarding Policy(which contains the Peer on Peer abuse framework)
- Equality Policy
- Exclusion from School Policy
- Holcombe Grammar School Uniform Guidance
- IT Acceptable use Policy
- Mobile Device Policy
- SEN Policy

This policy is also compliant with:

- Keeping Children Safe in Education 2025
- Equality Act, 2010
- SEND Code of Practice 2015: 0 to 25 years
- Convention on the Rights of the Child

## **Expectations:**

### **Students will:**

- Abide by the home/school agreement.
- Meet the expectations of the TSAT Behaviour and Culture Principles
- Show respect for and cooperate with all members of the academy and wider community.
- Apply themselves fully to their learning, including being equipped and prepared for lessons.
- Complete tasks as directed by staff, first time.
- Aim to develop the virtues of Mastery, Endeavour and Thinking.
- Respect the rights of those around them, including treating everyone equally.
- Be polite, courteous and respectful of those around them, including showing tolerance to those they disagree with.
- Report any incidents of discrimination, disruption, violence, bullying or any form of unpleasant behaviour. (see Appendix B for details on bullying and harassment)
- Treat the academy facilities and buildings carefully and with respect, follow academy building regulations for health and safety.
- Take responsibility for their own conduct and behaviour and be socially responsible inside and outside of the academy.
- Wear the correct uniform at all times during, to and from the school day in accordance with uniform expectations.
- Arrive punctually (8:40 in forms) to school and all lessons, moving around the site calmly and quietly.
- Refrain from bringing banned items into school. (See Appendix J)

### **Staff will:**

- Maintain high standards for conduct and behaviour for learning, by applying principles of positive behaviour management (see appendix A).
- Meet and enforce the expectations of the TSAT Behaviour and Culture Principles.
- Teach and model appropriate conduct and behaviour and high standards of attendance and punctuality.
- Delivery high quality, challenging and engaging lessons.
- Remain vigilant to reward Mastery, Endeavour, Thinking and positive behaviour.
- Act to respect and uphold the rights of children.
- Fairly apply rewards and sanctions to student behaviour.
- Record and monitor the behaviour of students on arbor.
- Communicate with other staff and parents/carers regarding individual students and their learning, behaviour and achievement.
- Encourage students to be socially responsible both inside and outside of the academy.
- Only use positive handling where absolutely necessary. (See Appendix K)

**Parents/Carers will:**

- Support academy rules and policies.
- Encourage their child to develop the virtues of Mastery, Endeavour and Thinking.
- Encourage their child to make the best of opportunities.
- Work with the academy to promote a culture of academic and behavioural excellence, and excellent conduct.
- Liaise calmly and positively with the academy to address any concerns.
- Take responsibility for the conduct and behaviour of their child, both inside the academy and in the wider community.

**Governors will:**

- Support the academy in implementing this policy, including taking part in any formal panels as directed by the school or Trust.
- Review this policy regularly.
- Monitor the implementation of the policy.

**The Headteacher will:**

- Ensure that the academy conduct and behaviour for learning policy is implemented, and to ensure that all staff (both teaching and non-teaching) are aware of the academy policy, and know how to respond effectively to positive and negative behaviours.
- Ensure that all children are educated concerning discrimination and bullying.

## **Rewards:**

At Holcombe Grammar School, we encourage the development of habitual positive actions. To support students in this, we spend time explicitly teaching thinking skills, such as applying critical thinking, clear revision techniques and positive moral and civic values. As well as enabling our students to understand positive values, we are aware the practice of virtuous behaviour is necessary to form positive habits.

To support virtue practice, we provide external motivation through the use of various reward systems. These include:

- House points can be issued on Arbor for meeting or exceeding expectations in class.
  - Staff are encouraged to issue more rewards than sanctions across the day, underlining our expectation and acknowledgement that most students meet expectations.
- House points can be added to student cards for meeting or exceeding expectations out of class. These can be issued by any staff or school captains.
  - Student record cards can be cashed in with form tutors to gain 5 house` points when full of reward comments. Any negative comments on the card will detract from the amount of points awarded. A new card will be issued.
- Reward certificates issued by Heads of Year.
- Public recognition of success through prizegiving events, assemblies and social media.
- Contact home to praise successes.
  - Parents are encouraged to download the parent Arbor app, which will provide a report of the reward points being earned by students.
- Other significant awards for endeavour and success throughout the year.

All rewards will be regularly reviewed for appropriateness by the school council, with SLT considering requests for rewards to be changed to ensure rewards are meaningful and student opinions are taken seriously.

## **Sanctions and Processes**

### **Principles of Sanctions**

Individual Sanctions - All incidents at the academy should be dealt with whilst maintaining dignity in treatment of all students. Therefore, sanctions will be applied on an individual basis, taking into account the student's individual circumstances and those surrounding the incident. As a result, different sanctions and support may be put in place for different students based upon their needs.

Reconciliation and Growth - Sanctions, whilst acting as a deterrent, should also be used to clarify expectations and move the situation forward so there is no repeat. Students will be asked to complete reflection exercises during detentions. This allows students the opportunity to reflect on their actions, consider their impulsivity and to identify strategies to ensure the undesirable behaviour is not repeated. Sanctions should also only be applied if expectations have been made clear, excepting extreme circumstances. (See Appendix C). Where there are ongoing concerns about future behaviour, students will be placed on report to monitor their behaviour and promote ongoing dialogue to improve. (See Appendix I)

Reasonable adjustments – Staff should apply professional judgement in sanctioning students, taking account of individual circumstances, including SEN and pastoral information available at the time.

Protecting Rights – All sanctions should be applied with the aim of meeting and protecting the rights of children. This includes supporting a student to grow towards full development through providing them with extrinsic motivators to change their behaviour as well as opportunities to reflect and grow. It also includes protecting the rights of other children, through removing barriers to their ability to fully access education, or be safe in school.

## Applying Sanctions

### In class (see Appendix D for flowmap):

Where students fail to meet academy expectations, staff will follow the following procedure:

#### Warning

Remind the student of our expectations, noting their name on the board

If appropriate, ask student to step outside for brief one-to-one conversation to ensure student understands expectations.

This allows students a last chance to change their behaviour without sanction, accepting that we all need space to develop better habits.

If conduct/behaviour below expectations continues, then:

#### Sanction

Apply sanction warned about, ticking a second time by their name on the board.

If appropriate, the student should be moved within the class.

A 30 minute detention should be issued to the student, and this should be recorded on Arbor.

This will also carry a negative cost to reward points. This detention should be after school, and completed by the member of staff issuing the detention. (See Appendix F)

If conduct/behaviour below expectations continues, then:

#### Park the student out of the lesson

Where possible, students should be parked within departments, either with an available member of staff or into another lesson. If needed, members of staff 'oncall' can assist in this process and can be requested through Arbor

If the student's behaviour is more severe or they continue to persistently disrupt learning after this, they will be placed in 'The Bridge'. Work should be supplied if a student is removed from the lesson.

Being parked from a lesson will incur a school detention set for the next day for 60 minutes.

If a student is parked from a second lesson during the same day, they will remain in 'The Bridge' for the rest of the day.

Warnings and sanctions cannot be 'worked off' during a lesson – meeting expectations after having been warned simply results in no following sanction.

Students who exceed expectations after being warned may be rewarded as well, but this does not 'work off' their warning – if they later fall below expectations, they may then receive a sanction.

Any student placed in detention will have the opportunity to reflect on their behaviour and how to act differently in the future.

Issuing staff will attend all detentions to discuss behaviour habits and expectations. A student should not argue with sanctions as they are applied, they will have the opportunity to discuss any concern calmly after the lesson. If students are rude when initiating these discussions, further sanctions may apply.

Any warning given to a student should be recorded on the board.

A student can be parked early in the lesson if necessary. This will enable good quality of teaching and learning

to be delivered without distraction of managing low-level disruption.

Students are expected to listen to staff instructions and explanations in silence. Students are expected to fully engage in their work, producing outcomes to a sufficient standard as determined by staff. If these do not happen then the above process is used.

A student can be parked immediately if there is a serious breach of the academy's expected standards of behaviour. For guidance, please see Appendix C.

### **Out of class (See Appendix E for flowmap):**

Students will carry sanction/reward cards on them, which can be used to record positive and undesirable conduct around the site. On a fifth negative comment noted, 5 negative points will be added to the student's total. Any positive comments recorded on the card will be deducted from the amount of points lost. Failure to produce a reward/sanction card when sanctions are being applied will result in 5 points being deducted from the student's total and a 60 minute detention being set.

Conduct cards may be used to note incidents such as, but not limited to: poor attitude, uniform infractions or unkind behaviour.

Should an incident occur outside of class, staff should follow the following process:

#### **Mark Card**

Note on the student's card how they are failing to meet expectation.

Explain to the student what behaviour expectation is not being met

If behaviour below expectations continues, then:

**Warn** the student that a further sanction will follow if they continue to fail to meet expectations.

This allows students a last chance to change their behaviour without sanction, accepting that we all need space to develop better habits.

If behaviour below expectations continues, then:

**Apply** a sanction.

If appropriate, the student may be isolated for the rest of their free time that break or day, such as remaining with duty staff, their Head of Year, or being taken to The Bridge.

A 60 minute school detention should be issued to the student for the next day, and this should be recorded on Arbor by issuing staff. This will also carry a negative cost to reward points.

(See Appendix F)

Any student placed in detention will have the opportunity to reflect on their behaviour and how to act differently in the future.

Staff judgement may escalate sanctions more quickly for serious breaches of expectations.

For persistent or serious failure to meet expectations out of class, students may lose their free time for a day or longer.

### **Extreme/Persistent failures to meet expectations.**

Extreme failures to meet expectations include but are not limited to: violence against a student or member of staff, threatening behaviour, discriminatory or offensive language or behaviour, damage to property, rudeness and defiance towards staff or members of the public, bringing the academy into disrepute.

Persistent failures to meet expectations include but are not limited to: receiving multiple sanctions for the same behaviour, receiving multiple sanctions in the same subject/area, receiving multiple sanctions at the same time of the day/week, receiving multiple sanctions across the school, having a significant backlog of detentions which prevent further timely detentions being set.

If students engage in extreme/persistent failures to meet expectations, they may be escalated through sanction systems more quickly and will be considered for further sanction. This could include being placed in the academy's internal exclusion unit - 'The Bridge', an offsite inclusion facility, a suspension, an offsite direction, or expulsion. (See Appendix H)

Any student engaging in extreme/persistent failures to meet expectations will have the opportunity to submit a written statement, as well as discussing their behaviour with their Head of Year and/or a member of the Senior Leadership Team, prior to any decision being made on applying a sanction.


## Appendix A: Positive Behaviour Management Strategies

Poor behaviour and/or conduct is the responsibility of the individual exhibiting it, however, as an academy, we acknowledge that staff can support students to make appropriate decisions and adopt a positive management strategy to help support expected behaviours and conduct. This strategy uses techniques identified below to establish a calm environment and respond appropriately to poor behaviour and conduct. Further information on implementing these strategies using walkthrus can be found on Onedrive/Teams in the All HGS Staff area, under Teaching and Learning, [linked here](#).


### Pre-emptive strategies to establish a positive classroom:

## POSITIVE RELATIONSHIPS

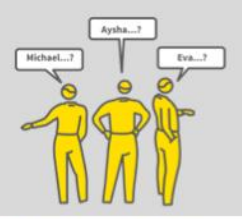
① ② ③ ④ ⑤




**ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES**




**COMMUNICATE KINDNESS**



**LEARN NAMES AND USE THEM**



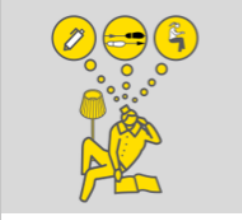
**COMBINE ASSERTIVENESS WITH WARMTH**



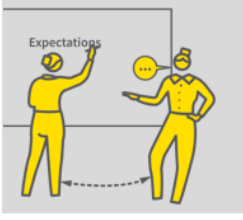
**ALWAYS BE THE ADULT**

## ESTABLISH YOUR EXPECTATIONS

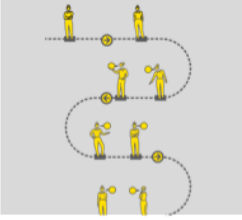
① ② ③ ④ ⑤




**DECIDE YOUR EXPECTATIONS**



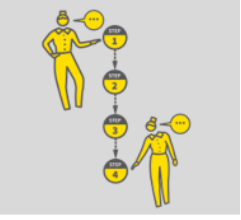
**COMMUNICATE YOUR EXPECTATIONS**



**REINFORCE YOUR EXPECTATIONS**




**REDIRECT, CORRECT OR CHALLENGE**



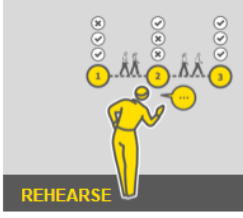
**SUSTAIN YOUR EXPECTATIONS**

## REHEARSE ROUTINES


① ② ③ ④ ⑤



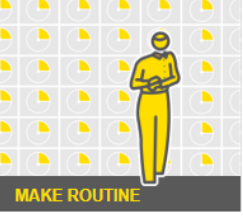
**DESIGN YOUR ROUTINES**




**WALK THROUGH EACH ROUTINE**



**TEACH THE SIGNALS**



**MAKE ROUTINES ROUTINE**



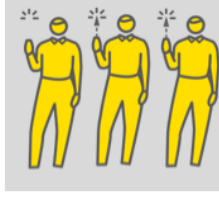
**REFRESH OR REBOOT**

## SIGNAL, PAUSE, INSIST

① ② ③ ④ ⑤



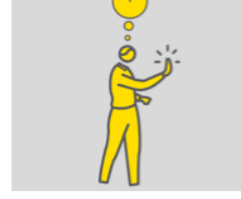
CHOOSE A SIGNAL



REHEARSE THE SIGNAL



GIVE THE SIGNAL



PAUSE



INSIST

## FRONT-LOADING BEHAVIOUR MANAGEMENT

① ② ③ ④ ⑤



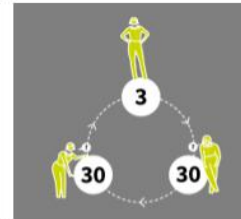
MEANS OF PARTICIPATION



FRONT-LOADING



PASTOR'S PERCH



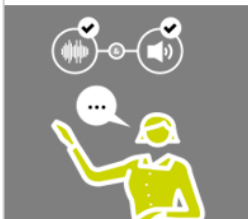
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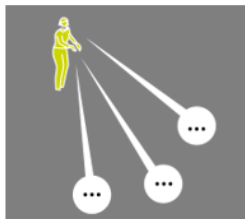
BE SEEN LOOKING

## BUILD A VOCAL REPERTOIRE

① ② ③ ④ ⑤



FIND A NATURALLY ASSERTIVE REGISTER



PROJECT & CHECK



ESTABLISH KNOWN COMMANDS & CUES



SCRIPT ROUTINES & KNOWN SCENARIOS



ESTABLISH A REGISTER FOR CONTROLLED SEVERITY

## Responding to challenging behaviour:

### LESSON DISRUPTION ① ② ③ ④ ⑤



EVALUATE THE SITUATION



TACKLE IT; DON'T TOLERATE IT



TAKE THE LEAST INTRUSIVE APPROACH FIRST

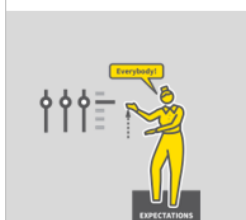


ENACT AND NARRATE CHOICES AND CONSEQUENCES

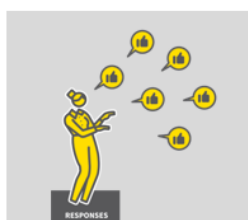


RE-FOCUS THE LEARNING

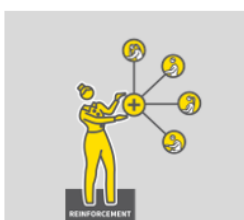
### POSITIVE FRAMING ① ② ③ ④ ⑤



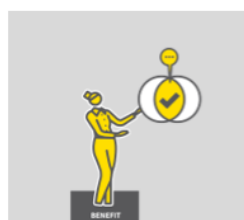
ESTABLISH YOUR EXPECTATIONS



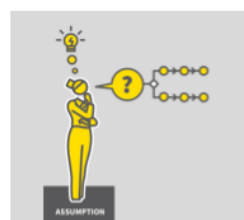
AFFIRM POSITIVE RESPONSES FIRST



FRAME CORRECTION AS POSITIVE REINFORCEMENT

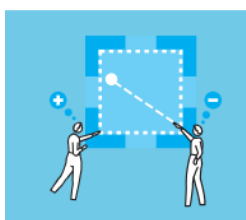


GIVE THE BENEFIT OF THE DOUBT



ASSUME CONFUSION OVER DEFIANCE

### PERSPECTIVE: THE DOT IN THE EMPTY SQUARE ① ② ③ ④ ⑤



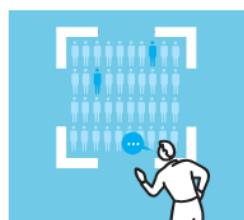
FOCUS ON THE EMPTY SQUARE, NOT THE DOT



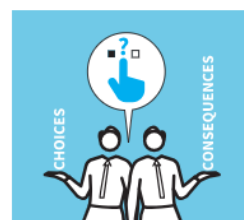
AFFIRM THE ACTIONS OF THOSE RESPONDING POSITIVELY



RE-AFFIRM GENERAL EXPECTATIONS TO ALL

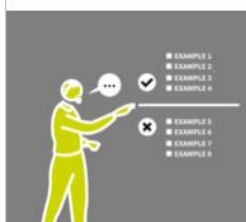


USE POSITIVE FRAMING TO ADDRESS THE DOTS



NARRATE CHOICES AND CONSEQUENCES FOR FUTURE ACTIONS

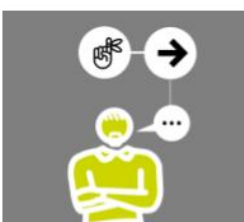
### CERTAINTY v. SEVERITY ① ② ③ ④ ⑤



ESTABLISH EXPECTATIONS



ESTABLISH KNOWN CONSEQUENCES



FOLLOW THROUGH



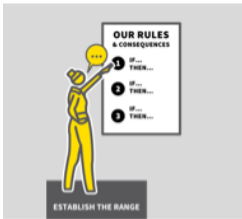
MAINTAIN PERSONAL CONSISTENCY



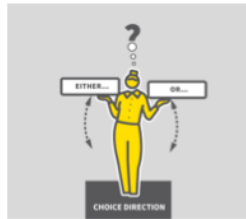
DE-ESCALATE & DEFUSE

## CHOICES & CONSEQUENCES

1 2 3 4 5



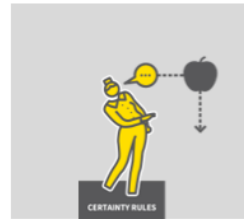
ESTABLISH THE RANGE OF FORMAL CONSEQUENCES



USE ASSERTIVE CHOICE DIRECTION



NARRATE THE CONSEQUENCES



MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY



USE CONSEQUENCES JUDICIOUSLY

Following challenging behaviour, any reconciliation detention should attempt to repair and rebuild relationships.

## REPAIR & REBUILD

1 2 3 4 5



INITIATE A REBUILDING PROCESS



REINFORCE MUTUAL RESPECT & BELONGING



ESTABLISH PROBLEMS & TRIGGER POINTS



IDENTIFY SPECIFIC CHANGES



COMMIT & REVIEW

## Appendix B: Bullying and Harassment, including Cyberbullying

### **Aims**

The academy aims to prevent bullying and harassment of any sort; to promote a culture of kindness and one in which bystanders are courageous and thus ensure that everyone can operate in a supportive, safe and caring environment. The academy treats bullying and harassment as safeguarding issues and any incidents are taken seriously, as they can cause damage to individual students, both physically and emotionally. Bullying and harassment are anti-social behaviours which affect everyone. We do all we can to prevent bullying and harassment, by developing an academy ethos in which they are not tolerated.

Bullying or harassment of any kind is unacceptable at our academy but if either do occur, all students should feel able to discuss the issue and know that incidents will be dealt with promptly and effectively. All staff have a duty to promote fundamental British values which do not tolerate bullying or harassment. Reports of bullying and harassment will always be taken seriously.

### **Definitions**

Bullying may be defined as any habitual or deliberate hurtful behaviour, usually but not exclusively repeated over a period of time, which intentionally seeks to harm or intimidate another person or group whom they perceive as vulnerable. It is often difficult for those being bullied to defend themselves, and it is often motivated by prejudice.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, biphobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability, or because a child is adopted, in care or a carer.

Bullying may involve complicity through being a passive bystander to situations of bullying.

Harassment may be defined as any unwanted behaviour which people find offensive or makes people feel intimidated or humiliated.

Actions which do not amount to bullying due to not being habitual are still unacceptable and will often amount to harassment. Behaviour that would be considered bullying were it to continue will also be sanctioned by the academy. This includes singular discriminatory comments and singular behaviours similar or the same as those listed below.

Non-exhaustive examples of unacceptable bullying and/or harassing behaviour include:

- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Verbal abuse, by name calling, teasing or making offensive remarks;
- Online abuse or Cyberbullying, which is defined as the use of IT by an individual or group in a way that is intended to upset others;
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours;
- Abuse in intimate relationships between peers, sexual violence, sexual harassment, forced acts, upskirting or initiation activities.  
(See safeguarding policy for more information on peer-on-peer abuse)

The seriousness of bullying and harassment cannot be emphasised enough and is among the highest concerns that parents have about their children's safety and wellbeing. Bullying is also a primary concern of children and young people themselves. It makes the lives of its victims a misery: it undermines their confidence and self-esteem and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. It can be psychologically damaging and, at worst, it has been a factor in student suicide.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victims.

It is essential that all students, staff and families understand the importance of challenging inappropriate behaviour. Downplaying certain bullying, violent, abusive or sexually harassing behaviour as 'just banter', 'just having a laugh', 'part of growing up', 'ok between friends' or 'boys being boys' can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse.

### **Action**

The Academy will raise awareness of students' needs through staff training, including the needs of SEND and LGBTQ+ students, and take action to reduce the risk of bullying at the times and places where it is most likely to occur. Anti-bullying will feature as a discussion point for student committees and groups, such as School Council.

It should be made clear to all students what forms bullying and harassment might take. The messages contained in this policy are explained to students in person by Senior Leaders, Heads of Year, tutors and support staff. They will also be re-visited as necessary during Personal Development sessions to all years and reinforced in other areas of the curriculum as the opportunities present themselves, such as assemblies, Drama, English or at the time an incident takes place.

The importance of reporting incidents of bullying and harassment by victims and onlookers to an appropriate person must be impressed upon everyone in the academy. When a case of bullying/harassment is reported it should be dealt with immediately before further incidents occur. Similarly, if a member of staff suspects that a student is being bullied/harassed this should be followed up at once. Any allegations of bullying/harassment will be recorded on Arbor. The Assistant Headteacher (Behaviour and Wellbeing) and Student Services Manager will monitor this frequently to check for any emerging patterns of behaviour.

Depending upon the severity of the incident(s) recorded, matters will be dealt with using the sanctions included in the Behaviour Policy. This could in the most severe instances result in the involvement of external agencies, eg Police or Social Services, where criminal activity or safeguarding concerns arise.

Victim's wishes, such as removing a perpetrator from their class, or indeed not moving them, will always be listened to and considered. The victim's and victim's family's wishes will help inform the academy's response, but the final decision will always sit with the academy.

Members of staff who believe that they are the victims of bullying and/or harassment are encouraged to discuss the matter with a member of SLT or HR. The academy has a written grievance procedure which may be invoked in instances of bullying of staff.

All students deserve the opportunity to be helped to understand what acceptable behaviour is. Students are

educated through our Personal Development programme, assemblies, and the wider curriculum and culture to raise awareness, the celebration of differences between people, the importance of avoiding prejudice and understanding the criminal laws that apply to harassment, discrimination, assault and threatening or controlling behaviour.

We acknowledge that sometimes group dynamics can lead to negative behaviour and that assigning victim and aggressor labels can be counterproductive. In such situations we aim to educate the group around appropriate, healthy and positive behaviour through restorative justice, role play and other means.

### **Role of the Headteacher**

It is the responsibility of the Headteacher to implement the academy anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the academy policy, and know how to deal effectively with incidents of bullying.

The Headteacher ensures that all children are educated concerning bullying, and that it is understood to be unacceptable behaviour in the academy.

### **Role of Teaching and Support Staff**

All staff in our academy are expected to take all forms of bullying seriously, and to seek to prevent it from taking place.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the relevant Head of Year. Teachers and support staff should do all they can to support the students concerned. If any bullying is seen between members of a class, the teacher will deal with the issue immediately. We would usually invite the students' parents into the academy to discuss the situation and refer as appropriate. Senior staff will establish action in line with behaviour policy. If staff feel that a criminal offence may have been committed they should seek assistance from the police, either indirectly through or in consultation with Senior Staff.

### **The Role of Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the academy immediately, in the first instance this would usually be the Form Tutor. Parents should feel able to contact other members of staff in addition.

Parents have a responsibility to support the school's anti-bullying strategy, actively encouraging their child to be a positive member of the academy.

### **The Role of Students**

Students are encouraged to tell anybody they trust if they are being bullied or if they are aware of someone else being bullied. Students can talk to their tutor, the student services team or any member of the academy community they trust. Students can inform the academy discretely of concerns via the ReportIt button on the academy website at any time.

Students are encouraged to avoid complicit behaviour, through for example being a passive bystander.

Students are encouraged to ‘be an ally’ to anyone experiencing bullying or within any potentially vulnerable group, including but not limited to: age, disability, gender reassignment, race, religion, sex and sexual orientation.

Students are invited to tell the academy their views about a range of academy issues, including bullying through School Council or talking directly to any member of staff.

Useful information about anti-bullying work, including support and advice for schools, parents and pupils, as well as a 24/7 support line and text service can be found through the Diana Award anti-bullying charity.  
<https://diana-award.org.uk/antibullying>.

### Appendix C: Sanction Matrix

This matrix is intended to give guidance to colleagues on an appropriate level of sanction for given student actions. This is intended to guide staff dealing with poor behaviour in the immediacy and does not discuss ongoing stepped sanctions or persistent behaviours. It is not in any way exhaustive or prescriptive and staff will apply professional judgement in its use. This should be viewed as a starting point, rather than being prescriptive: extenuating or aggravating circumstances should be taken into account where necessary. Persistent failures to meet with expectations will likely result in prompt escalation of sanctions.

#### **In the classroom:**

	Non-exhaustive Examples	Sanction Guidance	Record on Arbor and Inform
1	First instance of: Talking in class Shouting out Failing to engage with classwork	Remind of expectations, write name on board. Have one-to-one conversation out of class if appropriate.	N/A
2	Repeated instance of 1  Missed homework	30 minute personal detention. Tick on board for persistent behaviour.	Record on arbor
3	Repeated instance of 2  Indirect use of offensive or inappropriate language. Rudeness to staff or students. Failure to attend class teacher detention.	Park to another room. 60 minute school detention (to replace 30 minute reconciliation if issued). Second tick on board for persistent behaviour.	Record on arbor Incidents to be followed up by teacher
5	Fighting Dangerous behaviour Direct verbal/physical abuse of staff or students Threats to staff Possessing prohibited items Discriminatory or bullying behaviour Damage to property	Park to Bridge for review of further sanction	Record on arbor HoY to follow up

**Out of the classroom:**

	Examples	Sanction Guidance	Record on arbor and Inform
1	First instance of failure to meet expectations, for example: No lanyard Low level boisterous behaviour Littering	Write sanction on card	N/A
2	Repeated instance of 1  Indirect use of offensive or inappropriate language	60 minute school detention.	Record on arbor,
3	Fighting Dangerous behaviour Threats to staff Possessing prohibited items Discriminatory or bullying behaviour Damage to property Bringing the academy into disrepute	Take to bridge for review of further sanction.	Record on arbor Bridge staff to contact HoY/SLT for further investigation and sanction.

Appendix D: In class low level misbehaviour flow map



## CLASSROOM BEHAVIOUR AND CONDUCT

### REMININD

Remind students of expectations once

- Write name on the board

Also, if appropriate:

- Speak to student outside
- Move student's seat

This might be for: being off task, chatting, passive learning, shouting out  
(non-exhaustive examples)

If poor behaviour/conduct continues

### RECONCILIATION DETENTION

Tell student that they are being sanctioned and explain briefly why

- Tick by name on board (or write under detention if needing to skip reminder)
- Add 30 minute reconciliation detention via arbor when recording behaviour incident

Also if appropriate:

- Speak to student outside
- Move student's seat

This might be for: Rudeness, arguing (non-exhaustive examples)  
OR further poor behaviour/conduct after reminder

If poor behaviour/conduct continues

### PARK

Record behaviour incident on arbor

Request on call staff via arbor emergency alert (student removal)

- Tick by name again on board (or write under park if needing to skip steps)
- Provide on call staff with work for student to complete

This might be for: Fighting, discrimination, bullying/harassment, verbal abuse, refusal to comply with a sanction/instruction (non exhaustive examples)

OR further poor behaviour/conduct after detention issued.



**Appendix E: Out of class low level misbehaviour flow map**



## OUT OF CLASS BEHAVIOUR AND CONDUCT

### CARD

Remind students of expectations once

- Write issue on conduct card, date and sign

This might be for: being on phone, littering, needing to correct uniform  
(non-exhaustive examples)

If poor behaviour/conduct continues

### SCHOOL DETENTION

Tell student that they are being sanctioned and explain briefly why

- Add 60 minute school detention via arbor when recording behaviour incident

This might be for: Boisterous conduct, being unable to correct uniform, 'sagging' (non-exhaustive examples)  
OR further poor behaviour/conduct after reminder

If poor behaviour/conduct continues

### PARK TO BRIDGE

Take student immediately to Bridge

Record behaviour incident on arbor

- Explain to Bridge staff why student there
- Ensure HoY aware

This might be for: Fighting, discrimination, bullying/harassment, verbal abuse, refusal to comply with a sanction/instruction, dangerous behaviour (non exhaustive examples)  
OR further poor behaviour/conduct after detention issued.



## Appendix F: Compulsory Sanctions

Certain behaviours may be deemed persistent across certain cohorts or the school at large. Sanctions may be introduced by SLT to address these specific behaviours on a long term basis.

This aims to address the problematic behaviours as well as clarifying expectations to students and reducing the risk of inconsistency of approach from staff.

Some behaviours may be specifically mentioned due to their likelihood to escalate into further dangerous behaviours, for example, if the behaviour was likely to impact public decency or safety. Where specific behaviours are identified, it will be made clear to staff through training and students in form time and assemblies that these sanctions apply.

The list of identified behaviours will be reviewed on an annual basis and updated in this appendix. For this reason, this list is correct at time of publishing, but may not be exhaustive throughout the year.

Behaviour	Reason for Sanction	Sanction
Boisterous Conduct (for example, but not exhaustively: pushing, grabbing, running through corridors, shouting into classrooms)	To prevent risk of misunderstanding/escalation into physical assault. To ensure other students are able to access their education fully and safely.	1 hour School Detention
Wearing trousers below the waist, exposing underwear, other clothing, or skin.	To prevent risk of public indecency towards other students and staff.	1 hour School Detention
Running from staff	To ensure students do not flee situations where they have endangered others. To ensure calm and orderly behaviour.	1 hour School Detention
Failure to produce conduct card.	To prevent students with accrued negative points pretending to have lost their cards.	1 hour School Detention
Failure to address uniform violation (for example, but not exhaustively: not bringing blazer to school when not in shirt sleeve order, wearing non black/grey socks)	To ensure school uniform policy is followed precisely	30 minute School Detention

## Appendix G: Detention System

In order to maintain consistency across the academy it is imperative that the sanction procedures are followed by all staff. In order to ensure incidents are dealt with as quickly as possible, students will be given one chance to complete the set sanction, unless there are clear extenuating circumstances as determined by the SEN/Student services teams, Heads of Year or Senior Leaders. There is a clear hierarchy and increase in the severity of the sanctions the academy can impose, however, a student may enter the system at any of the levels depending upon the severity and frequency of their behaviour.

Personal, reconciliation detentions for lower level transgressions in class should be set for 30 minutes. These can be set after school, either the next day, or another day at the discretion of staff issuing. Parents should be notified the previous day at the latest, by recording the detention on arbor. Any detention issued should be recorded on arbor by issuing staff, which will indicate where and when the detention will be and the reason for it being set. Students should not be petitioning staff to split detentions into shorter sessions, or to rearrange them to break or lunchtimes, staff should not honour these requests.

School detentions run every day at 15:10 in the Hub.

If student behaviour fails to meet expectations (for example, for needing to be removed from lesson, repeated poor behaviour out of lessons or failure to attend a teacher's personal detention), staff will enter a student for the school detention the next afternoon, which should be recorded on Arbor by the issuing teacher. In the case of being parked, this will be the class teacher issuing the detention; in the cases of behaviour out of class this will be the student's tutor. Should students miss a detention, staff should upscale this detention to the next available sanction above that missed. Parents should be informed of any school detentions the previous day, at the latest, as a courtesy, via Arbor.

Should multiple staff need to enter a student to the next day's school detention, Arbor will automatically show that the student is already in detention and staff can then enter the student into the next available detention slot which will appear in a drop down list.

For students who have been assigned a school detention, teaching staff should also attend their detention to have a discussion about how to improve behaviour and reconcile following incidents. For behaviour outside of the classroom, the senior leader staffing the detention, and/or Heads of Year, will discuss with students how to improve their behaviour.

Students should attend any detention with work to complete and/or a book to read. Once students have completed all required reconciliation conversations. At the discretion of supervising staff, staff may choose to remove students from the school detention to receive subject specific support for the duration of the school detention.

Should students fail to attend a reconciliation detention, they will be issued with a 60 minute school detention the next day. Should a student fail to attend a school detention, the student will be placed in 'The Bridge' for the next available school day.

Matters the academy will consider when setting detentions:

- Parental consent is not required for detentions (up to one hour in length)
- Parental consent is not required for same day detentions (up to one hour in length) but it is good practice to give notice before the day for any after school detentions
- Whether the student has known caring responsibilities which may be affected by the detention
- Whether suitable travel arrangements can be made by the student/parents. - 24 hours notice is given to allow parents to make suitable arrangements for any after school detentions. The academy will not accept having pre-booked travel (such as the Abbey Coaches) or a long journey as a reason not to be able to make suitable alternative travel arrangements.

## Appendix H: Homework

Homework or self-supported study at home is a pre-requisite for academic success at all levels and as such should be regularly set and encouraged. The establishment of good study habits and a regular allocation of time at home spent on additional work outside of the classroom in the early years of secondary school will assist in raising academic standards. Students at Holcombe should **endeavour** to complete all homework to deadlines set.

No student should be allowed with impunity to evade homework and sanctions must be applied where necessary. Students who have been absent are expected to catch up on all work missed.

Sanctions for failing to produce satisfactory homework:

- The first sanction for homework that is not done, incomplete or of an unsatisfactory standard must rest with the subject member of staff. 30 minute reconciliation detentions should be used in the first instance. A reconciliation detention should be set and noted on Arbor, giving them time to complete the work prior to the detention, or as a brief support session to complete to a new deadline. Where possible, teachers are encouraged to phone home for any deadlines missed.
- Repeated failures to complete homework may result in escalating sanctions and students being placed on report.

## Appendix I: Exclusions

**TSAT Internal Exclusion Units (IEU)** – The aims of our Trust Internal Exclusion Units are to improve student behaviour, support staff and reduce the number of fixed term exclusions. IEU should be used if a student has displayed inappropriate behaviour and is deemed unable to attend or return to their timetabled lessons. The option of placing students at an offsite inclusion facility placement should also be considered to help students modify their behaviour. TSAT IEUs will also be used for failing to attend a SLT Detention and for persistent disruptive behaviour and/or serious breaches of this policy.

At HGS, our IEU ('The Bridge') operates between 8.30am – 4.10pm with different break and lunchtimes. Staff working within 'The Bridge' will be aware of and support the needs (including SEN) of individual students. Students may also be placed in 'The Bridge' whilst investigations are carried out after an incident, but will not remain in the bridge past the normal school finish time.

**Internal Exclusion** – Internal Exclusion bookings can be made by Heads of Year (HoYs); these must be verified by a member of the Senior Leadership Team (usually the Assistant Headteacher – Behaviour and Wellbeing). HOYs and the Student Services Team collect the appropriate evidence and fill in a yellow exclusion form with all sections filled in including a recommended sanction. This is then passed to the appropriate member of SLT for verification of evidence. Once verified the student is booked into the Internal Exclusion Unit and contact is made to Parents/Carers.

The Bridge operates from 8.30am until 4.10pm each day and students are expected to arrive promptly with basic equipment and correct uniform at the time they have been advised.

Students may be directed to work at an offsite inclusion facility, to help them modify and improve their behaviour, this will usually be from 9:30 to 2:30.

As per the Behaviour Policy, mobile phones and electronic devices are not permitted in the IEU. Students follow their usual timetables with work being provided by teaching staff. Students will be able to access canteen facilities as normal when onsite, but should bring a packed lunch if placed in an offsite inclusion facility. Students who receive free school meals will be catered for wherever they are placed. Students are expected to be well behaved and to comply with our usual high standards and expectations. The work they produce is expected to be of a good standard; this gives Parents/Carers and the Academy the opportunity to praise. All students will be placed on an appropriate report during their time in the Bridge. Failure to reach their expected targets may lead to further sanctions, including more time in the IEU or escalation of sanction.

**Fixed term (Suspension) and Permanent Exclusion (Expulsion)** – The decision to externally exclude a student can only be made by the Headteacher. Each exclusion is dealt with on an individual basis and individual circumstances, including diagnosed SEN, will be considered. Only the Headteacher can make the decision to expel. Governors may then consider the decision at a disciplinary meeting and make the decision as to whether they will reinstate the pupil or not. This is a final sanction and only used if the behaviour displayed is extreme, endangers the safety and well-being of students or staff or is the result of a persistent breach of academy rules, including the bringing in on site of prohibited items or weapons.

Requests for external exclusion can be made by HoY. HoYs and the Student Services team must collect the appropriate evidence and fill in a yellow exclusion form with all sections filled in including a recommended sanction. This is then passed to a member of SLT (usually the Assistant Headteacher – Behaviour and Wellbeing) for verification. Once verified, the case will be discussed with the Headteacher to decide on an outcome. Once verified with the Headteacher the student is informed and contact is made to Parents/Carers and a date for a reintegration meeting with the student, parent/carers, HoD and/or HoY, a member of SLT and any other appropriate staff.

No student will be sent off site before the end of the day unless contact has been established with Parents/Carers. In the event of contact not being made, the student must remain on site and be withdrawn from

class until the end of the school day. Before returning to school all students and their Parents/Carers must have a reintegration meeting with the appropriate HoD/HoY and a member of SLT. If Parents/Carers fails to attend the meeting, the student may be placed to work in 'The Bridge' until a Parental Meeting has taken place. There is a legal requirement for parents to return students to school once the exclusion period has ended, and no student should miss time at school due to difficulties in arranging a reintegration meeting.

## Appendix J: Report Procedure

The report system is used to support and monitor the behaviour and attendance of students. A judgement will be made as to the appropriate level of report and the student should report to the member of staff they are on report to at the start and end of the day. Reports are completed through our Arbor behaviour and attendance package. The member of staff issuing the report highlights to class teachers via arbor the need for a report to be completed. Comments received from class teachers will then be available to the report issuing teacher and family via the arbor parent app.

It is important that all staff use the report system to inform the appropriate members of staff of a student's progress and therefore should be filled in accurately. It is also important to ensure the appropriate sanction is put in place by the class teacher.

A student can fail their report by not engaging with it. This may include:

- Failing to meet their targets (for example, by receiving negative remarks across two or more lessons throughout the day).
- Failing to meet and engage in discussion with the issuing member of staff as directed.

A number of different reports may be used depending on the students' needs.

Reports should also allow students to reflect their successes and should be celebrated via positive contact home when targets are being exceeded.

**Positive Report** – This type of report should only attract positive comments from staff. The intention of this type of report is to support a student in seeing what successes they are being noticed for and build self esteem, as well as giving them a clear feedback loop to aim to populate with success. These reports cannot be passed or failed, but are a tool of support for the wellbeing and success of the student with no punitive aspect.

**Tutor Report**– This type of report should be used in response to whole Academy behavioural issues and is issued and monitored by the student's Form Tutor. This report should last no longer than a period of two weeks. Failure to complete Form Tutor report will result in the student receiving a school detention and advancing to HoY report. Successful completion of the tutor report should result in being taken off report. The tutor should contact Parents/Carers when the student is placed on report and if the student does not engage. It may also be appropriate to organise a meeting with the students' Parents/Carers.

**HoY Report** - This type of report should be used in response to more significant and persistent whole Academy behavioural issues, returning from an exclusion or for failing Tutor report. It is issued and monitored by the student's HoY. This report should last no longer than a period of two weeks. Failure to complete HoY will result in spending time in 'The Bridge' and advancing to SLT report. Successful completion of HoY report will result on students being moved down to tutor report. The HoY should contact Parents/Carers when the student is placed on report and if the student does not engage. It may also be appropriate to organise a meeting with the students' Parents/Carers.

**SLT Report** – This type of report should be used in response to the most serious concerns about ongoing behaviour, returning from a more significant exclusion or failing HoY report. It is issued and monitored by a member of SLT. This report should last no longer than two weeks. Failure to complete SLT report may result in time in offsite provision or exclusion. Following sanction, students will be on a further SLT report. Successful completion of SLT report will result in students being moved down to HoY report. The member of SLT should contact Parents/Carers when the student is placed on report and if the student does not engage. It may also be appropriate to organise a meeting with the students' Parents/Carers.

## **Appendix K: Non-permitted items**

Banned items in Holcombe Grammar School include but are not limited to:

- Any illegal substance, weapons or imitation weapons.
- Any item that poses a threat to others.
- Any item that has been, or is believed to have been, stolen
- Alcohol
- Tobacco and cigarette papers or any form of electronic cigarette, vaping pen or associated equipment.
- Nicotine pouches, or other so called ‘legal highs’
- Fireworks or any items including gunpowder.
- Pornographic images or materials.
- Any article that has been, or is likely to be used to commit an offence, cause personal injury, damage to property or offend others
- Chewing gum
- Any item of incorrect uniform, such as a hoodie.
- Energy drinks, fizzy drinks and food items likely to have a negative impact on effective education (ie high sugar content foods)
- Any items of inappropriate jewellery
- Aerosol cans including deodorants
- Combs with exposed metal parts
- Water pistols, water bombs or associated items
- Powered transporters, e-scooters or similar devices (these are illegal on public highways)

This list will be reviewed regularly and may be added to instantly if a new item is deemed to be inappropriate for school by SLT.

### **Mobile Phones**

The academy recognises that many students travel a significant distance to and from the academy on public transport and communication with home during this time may be essential. Therefore students are allowed to bring a mobile device with them to the academy.

However, mobile devices should be turned off during the school day and kept in a safe place. This can be in a locker for example.

Students in Year 7-11 are not allowed to use their mobile devices at break or lunch, or during lessons, unless specifically given permission by a member of academy staff. This could be for an educational reason, such as using a calculator function, or in an emergency. If a member of staff gives permission to use a mobile device, this is only granted for so long as the student remains with that member of staff. If staff wish for phones to be used in a classroom this should be clearly shown on the screen / board

6<sup>th</sup> formers working in the hub and hive will be given permission by staff to use their phones for work

If staff see a student on their phone in a lesson without permission, this should be confiscated immediately and taken to Student Services as soon as possible. This should also be recorded on Arbor as a negative comment

with a school detention set. Students will be able to collect the phone from student services after 3:10pm on the same day.

If staff see a student on a phone outside of lessons, tell them to put it away and write this on card. Should they refuse, then phone should be confiscated and student should be escorted to The Bridge.

If when writing on a conduct card this is the 2<sup>nd</sup> phone-related offence in any one day, the phone should be confiscated and it should be taken to Student Services as soon as possible with the students name and this should be recorded on arbor as a negative offence, with a 30 minute school detention being issued.

No student should be allowed to charge their phone in school, other than 6<sup>th</sup> formers but only when in hub/hive

## **Searching Students**

Academy staff can search a student for any item banned under the academy rules, if the student agrees. In addition, the Headteacher, or any member of staff authorised by them, has a legal right to search students (including bags, mobile devices and lockers) without consent, when there are reasonable grounds for suspecting that a student has certain prohibited items.

These items are knives and other weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property.

The Headteacher or delegated members of staff can search a student on academy premises or anywhere else where students are under the charge of the member of staff conducting the search, such as during an off-site educational visit. Academy staff can seize/confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to academy discipline. The academy is not legally required to inform parents before the search takes place.

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.

## **Confiscation of property**

The academy reserves the right to confiscate, retain or dispose of any items that it considers to be inappropriate if reasonable to do so. This may include, but is not limited to all items listed above. Mobile phones will be confiscated if used around the academy without staff permission.

Confiscated items may be retained for a period of time or until a Parent/Carer collects them. Some items may be disposed of or handed to a responsible authority such as the Police. Mobile devices will be made available to collect at the end of the school day to facilitate journeys home, unless there is a clear reason not to.

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Any data or files may be erased if necessary.

Weapons, knives and extreme or child pornography must always be handed over to the police, otherwise it is for the academy to decide if and when to return a confiscated item. In the case of suspected stolen items, these will be handed over to the police unless proof of ownership can be determined. If the police return these items to the school and proof of ownership still cannot be determined, these items will be donated/sold with any proceeds funding school initiatives.

## **Appendix L: Restrictive Intervention**

The academy and its staff may use restrictive intervention, including reasonable force and seclusion if necessary to keep individuals or the wider community safe.

### **Specific Terminology**

The following terms are taken from Department of Education Guidance released in 2026.

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses ‘restrictive interventions’ as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. It also applies to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on an academy organised visit. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described below in *Other physical contact with pupils*. This includes when physical force is used to implement a non-physical restrictive intervention.

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil’s arms to their sides or removing a pupil’s crutches would both be considered forms of restraint.

### **Guidance for Staff During a Restrictive Intervention Incident**

#### **1. Act Safely During an Incident**

**Staff must prioritise safety, proportionality, and least restrictive practice at all times.**

- Remain calm and composed to avoid escalating the situation. Use a controlled tone of voice and non-threatening body language.
- Undertake dynamic risk assessment throughout the incident, considering the individual’s behaviour, environment, and potential risks.
- Use de-escalation techniques first, such as those outlined below.
- Only use restrictive interventions as a last resort, when there is an immediate risk of harm to the individual or others.

#### **2. Summon Assistance**

**Staff must ensure timely support is requested to maintain safety and accountability.**

- Call for assistance immediately if the situation escalates beyond what can be safely managed alone. You should call for on call staff via the emergency alert on Arbor. If this is not possible, please alert

- the office via radio, or by sending a student to the office.
- Provide clear and concise information when requesting help, including location, nature of risk, and level of urgency.
- Ensure adequate staffing is present before initiating or continuing any restrictive intervention where possible.
- Request emergency services if there is serious injury, medical risk, or danger that cannot be safely controlled.
- Ensure a designated staff member coordinates the response, where practicable, to avoid confusion.

### 3. Protect Themselves and Others

**The safety of all individuals present must be actively maintained.**

- Position yourself safely, maintaining awareness of exits, hazards, and personal space.
- Remove or reduce environmental risks, such as objects that could be used to cause harm.
- Guide bystanders away from the area to prevent further risk or escalation.
- Use team approaches where possible, ensuring clear communication and role allocation among staff.
- Avoid placing yourself at unnecessary risk, and withdraw if the situation becomes unsafe beyond your level of training.
- Respect the dignity and rights of the individual, ensuring privacy is maintained as far as possible.
- After the incident, check for injuries to all involved and ensure appropriate medical attention is provided.
- Participate in debriefing and reporting, contributing to learning and future risk reduction.

### Prevention and De-escalation

Use of restrictive intervention is rare within the academy and should be minimised through prevention and de-escalation.

Whole school measures that should prevent the need for restrictive intervention:

- Ensuring curriculum offer, all lessons and enrichment activities support all pupils to achieve and thrive.
- Sharing best practice between staff on behaviour management within the classroom and around the site.
- Training staff in effective communication strategies, management techniques and relationship building, such as those in Appendix A (Positive Behaviour Management Strategies)
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

Individual approaches we encourage staff to implement to prevent the need for restrictive intervention:

- Working closely with parents to support individual pupils – making direct contact and meeting as regularly as needed.
- Strategies to support individual pupils based on their identified needs, including the development of behaviour support plans and student passports. Where a pupil has a disability, we will implement reasonable adjustments, making sure they can benefit from what the school offer.
- Giving pupils time, space and strategies to calm down before their behaviour escalates.

Recommended de-escalation practices:

- **Remain Calm and Controlled:** Control your own emotional response, maintain a low, steady voice, and avoid mirroring the agitated person's frustration.
- **Non-Threatening Body Language:** Use an open, relaxed posture, avoid crossing arms or pointing,

- and stand at a safe distance (non-threatening angle).
- **Active Listening and Empathy:** Validate their feelings ("I can see you are frustrated") rather than arguing facts. Listen to understand, not to respond.
- **Give Choices and Autonomy:** Offer simple, limited choices to restore a sense of control (e.g., "Would you prefer to talk here or in a quieter room?").
- **Use Simple, Clear Language:** Avoid jargon and overexplaining, which can cause confusion and increase frustration.
- **Allow Silence for Processing:** Do not rush to fill silences, as people need time to process emotions and think.
- **Consider Removing Stimuli:** There may be a specific element causing distress, can this be taken out of the immediate situation.
- **Consider Distraction:** Can you engage the student in a different activity which may redirect their attention or manage their feelings with familiarity.
- **Prioritize Safety:** If the person is violent or unreasonable, remove yourself, create space, and call for help.

Staff generally would not be using restrictive intervention. If a student is behaving in a

### **Reasonable Force**

Reasonable force can be used to prevent students from hurting themselves or others, committing a criminal offence, from damaging property, or from causing disorder. This may include, but is not limited to the following:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts an event or a school trip or visit.
- Prevent a student causing deliberate damage to property.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts.

The use of reasonable force extends to carrying out a search of a student without consent for the following prohibited items.

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Reasonable force should not be used to search for other items banned under the academy rules or as a form of punishment at any time.

**To determine when restrictive intervention is appropriate, staff should consider:**

### **Is it necessary?**

- Staff should only apply restrictive interventions if they have been trained to do so and feel able to do so in the situation.
- Staff should apply approved techniques only, in line with training, ensuring they are proportionate, reasonable, and necessary.
- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

### **Is it proportionate?**

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

### **Have you considered the pupil's welfare?**

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Any use of reasonable force should be recorded as soon as practical through the academy's safeguarding system.

### **Applying reasonable force**

**Staff must prioritise safety, proportionality, and least restrictive practice at all times. When applying restrictive intervention, staff should:**

- Only apply restrictive interventions if they have been trained to do so and feel able to do so in the situation.
- Apply approved techniques only, in line with training, ensuring they are proportionate, reasonable, and necessary.
- Avoid unsafe practices, including any interventions that restrict breathing, cause pain, or could result in injury.
- Continuously monitor the individual's physical and emotional wellbeing, including signs of distress, breathing difficulty, or medical risk.

- End the intervention at the earliest possible moment, once the risk of harm has reduced.

### **Unacceptable uses of force**

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

### **Other physical contact with pupils**

As per Department of Education guidance (2026) the academy does not have a ‘no contact’ policy. Additionally, in accordance with this guidance, the academy does not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a ‘no contact’ policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. As per this appendix, staff are allowed and supported staff to make appropriate physical contact.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school’s child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil’s age
- any other material factors, including but not limited to whether:
  - the pupil has SEND or other vulnerabilities
  - any alternative strategies that do not include physical contact can be used

## Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving, this should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not considered to be acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom elsewhere in this policy and our practice.

Any incident involving the use of seclusion must be recorded through the academy's safeguarding system.

## Reporting and Moving forwards

Where restrictive intervention has been implemented staff must ensure they log the following on the academy's safeguarding platform

- Names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including:
  - what led up to the incident
  - identified or potential triggers if known
  - preventative or de-escalation strategies used
  - (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Where restrictive intervention has been implemented, parents will be informed as soon as practical, with a confirmation sent in writing, including at least:

- Time, date, location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable

Where restrictive intervention has been implemented, parents will be invited to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed

- What de-escalation strategies were used and how effective they were
- What might be done differently in the future by all and any parties involved

Following any incident of restrictive intervention, senior pastoral staff will meet with any staff and students involved as well as parents, then a meeting of senior staff (at least Headteacher, Behaviour Lead, DSL and SENCo) will review these records and consider any recommendations for changes of practice moving forwards.

## **Appendix M: Investigating incidents**

The academy and its staff wish for all conduct and behaviour incidents to be resolved promptly and fairly. To ensure appropriate steps following an incident, an investigation may be necessary.

Situations where an investigation may not be necessary:

- A member of staff has witnessed a minor conduct issue – such as a uniform infraction
- A member of staff has intervened before a more serious situation has developed – such as with boisterous conduct

Situations where an investigation is likely to be necessary:

- There has been an allegation against a pupil which they deny
- There has been a serious incident – such as a fight or discriminatory language being used
- Behaviour that may result in exclusion is suspected
- It is unclear what has happened in an incident
- Someone has been hurt or upset by the conduct of others

Students may be placed in the bridge whilst an investigation is ongoing. This time spent in the bridge does not appear on their school record as a sanction, nor does it have any bearing on future sanction decisions. Whilst in the bridge under investigation, students will be provided with work from their regular lessons. Additionally, students may be given work packs in the area of conduct they are under investigation for, to ensure they are in the best possible position to understand any allegation and ensure positive conduct. All students benefit from reflection and developing their understanding of key issues, this is not viewed as a punishment.

Students will be asked to complete written accounts of any incident they may have witnessed. This will be initially done without any specific guidance around what to write, to ensure the voice of the child is heard. Statement forms do include prompt questions to aid students in reflecting on what to write, but these do not lead students in any way. It may then be appropriate for further questions to be asked following that statement being written. The student will be asked to add any additional information to their statement, or a member of staff may add further comments, which they will ask the student to check they agree with and countersign.

Statements will be written in the presence of supervising staff, who will countersign the statement. This is to ensure that other students, or member of the community, so not try to influence that statement.

Staff supervising statement writing will typically be members of the pastoral team (Heads of Year, Student Services Team or Senior Leadership), but could be any member of staff.

Parents/Carers will not be asked to attend whilst students are writing statements, or whilst they are asked any follow up questions by staff. Staff are present to act in the best interests of all children in the school and will impartially assess the information they are presented with.

Once investigations are concluded, a student's Head of Year will present findings to SLT, requesting sanction if they deem this appropriate.

## **Appendix N: Arbor**

The academy uses the ‘Arbor’ system for managing behaviour and conduct. This is an information management system, which allows staff to access visual seating plans of students, containing fields of various information about their needs and choices in school.

Staff will record positive and negative behaviours through the Arbor system, which produces summaries and trends of student choices in school. This can be shared with students’ Tutors, Heads of Year and Senior Leaders easily to enable support to be put in place promptly.

The summaries for individual student’s choices can also be viewed through mobile device applications (Apps) for parents and students. The academy strongly encourages all parents to download the app, so that they can see a summary of positive and negative choices made by their child. The app updates as new comments are added, so a daily summary is available to enable meaningful discussions after a day at school. Students can also check to see what they are being rewarded for, to encourage them to push further in their efforts.

The student and parent arbor apps also include reminders for attending detentions set, and registers for detention attendance. Should students fail to attend detentions, reminders will be issued to students and parents via the apps, and the system will escalate their sanction to the next available appropriate detention.

## **Appendix O: School Trips and Visits**

### **Behaviour Standards to participate in Trips/Visits**

Students all begin the year able to participate in all trips/visits offered to their cohort. However, should behaviour or conduct fall below expected standards, either in school or out, students will be prevented from participating in all trips/visits, until such a point as their behaviour and conduct meets expected standards.

By ensuring that students who are meeting our expectations have access to trips, we are endeavouring to ensure that trips are more likely to be successful and enjoyed by all participants. It is also more likely for more trips/visits to run where staff know that they are likely to engage with fewer behaviour and conduct issues whilst running a trip/visit.

It will be judged that a student's behaviour and conduct is appropriate to participate in trips/visits if their accumulate points on arbor are at least 80% positive for the academic year to date. This means that any student attending a trip, must have at least 80% positive behaviour on their arbor record both at the final deadline of trip paperwork and on the day(s) of the trip itself. If a deposit or full payment had been made for a trip and then behaviour dips below 80% positive, it may not be possible to return some or any of the payment made. Essential Qualification Trips/Visits are occasionally needed, such as Geography Field Work. These trips will not carry a behaviour tariff to allow participation.

### **Incidents on Trips/Visits**

Any incident will impact on the risk assessment that was carried out prior to the trip. The action that is taken to ensure students' safety following the incident should be such that it will reduce the impact. It must be clear to the student that the consequence of the misdemeanour is to ensure her/his safety and that of others in the party. Any sanctions for poor behaviour on trips / visits may include the full range of sanctions available in school, up to and including suspension or permanent exclusion.

A copy of these procedures must be incorporated into the Teacher's Pack for the trip so that all accompanying adults have a copy.

Following an incident, the immediate action should be taken to ensure the safety of all members of the party:

- Take steps to safeguard against further incidents by isolating students from the scene.
- Send for immediate help if needed.
- Administer first aid/ and or take immediate action to prevent further injury or trauma if relevant.
- Account for all students and staff by checking groups.
- Make appropriate arrangements for students not immediately affected.
- Ensure all accompanying adults are informed of the incident and of the action that has been taken.
- As far as possible access to telephones by students should be restricted initially until parents of students involved and/or CEO/ Headteacher have been informed if necessary.
- In all cases a detailed written statement should be prepared as soon after the incident as possible by the member of staff who dealt with the incident stating the sequence of events; including timings, the involvement of other members of staff and the names of students who were witnesses. Care should be taken in the preparation of the statement as legal action might follow an incident.

On return the H&S officer should be provided with all the information regarding the incident and will advise on completion of accident report forms and on contacts with the LA and H&S Executive.

Severity of the incident:

**Lesser** - e.g. failure to follow instructions that could have impacted on Health & Safety, rudeness to staff or public

- Student to be escorted by a member of staff for an appropriate amount of time.
- Parents should be informed on return.
- Meeting with HoY on return including behaviour contract
  - If student or parent refuses to sign behaviour contract, then that student will not be allowed on future trips.

**Potentially serious** e.g. one that could have resulted in prosecution, repeated refusal to following instructions

- Student to provide written statement of the incident.
- Parents to be contacted immediately by the member of staff leading the trip and informed of incident and the consequential action.
- Students should be allowed to phone their parents after the member of staff has informed them.
- Party Leader to inform Assistant Headteacher or SLT lead.
- Student to be escorted by a member of staff for the remainder of the trip. If there is more than one student involved in the incident they should be separated as much as possible, they should be put into different groups so that one member of staff is not overburdened with their care.
- If the trip is residential, parents may be contacted to attend directly and remove the student from the trip.
- Student should still take part in all activities unless the risk factor is raised to a level that would make this inappropriate. Persistent refusal to follow instructions is likely to make participation inappropriate.
- Any contraband goods should be confiscated by the member of staff leading the trip and dealt with appropriately. (Alcohol and tobacco should be handed to the parents on return unless it is a foreign trip, where this should be destroyed.)
- Parents should have an interview with Assistant Headteacher to discuss any issues and consequential action (students involved will not be allowed to take part in any future residential visits and may not be allowed to participate in any future visits).
- Meeting with Assistant Headteacher to include signing behaviour contract.
  - Signing behaviour contract may possibly allow student to participate in non-residential visits, as decided by Assistant Headteacher.
- Party Leader should adjust the Risk Assessment ready for future trips

**An incident that results in arrest**

- CEO/ Headteacher to be informed immediately; Chair of Governors to be informed by CEO/ Headteacher (If either is unavailable their deputies should be informed).
- CEO/ Headteacher to inform the parents.
- Staff on the trip to inform the rest of the party and keep them updated to prevent speculation. Students should not be allowed to ring home until parents of the student have been informed.
- Staff in school should be informed as soon as possible.
- A press statement should be prepared by the Headteacher in case the incident results in press interest.
- The school should be informed, if appropriate.