Behaviour Policy

Contents

Behaviour for Learning

The effective delivery of the curriculum at Uxbridge High School will take place best when students are motivated to learn and behave well. The behaviour for learning policy will establish the agreed ways in which all members of the school community will contribute towards the learning environment. It will also ensure that students are mindful of the part they play in ensuring the good reputation of the school in the local community. Together we will be *proud to make success happen* for students at Uxbridge High School.

Positive behaviour for learning will be achieved when:
- There is an awareness of high behavioural expectations established in the school by students and staff.
- The importance of all students' personal development, behaviour and welfare is shared by the whole school community.
- There is a consistent use of praise and rewards when behaviour is appropriate.
- There is consistent use of sanctions when it is appropriate.
- These combine to result in there being a culture of positive behaviour and students consistently behave well because they are self-motivated to do so.

The intention of the behaviour for learning policy is to support a positive attitude towards learning for all students. To this end it will set out criteria for expectations:
- to establish and underline effective behaviour for students.
- to determine rewards for meeting/maintaining such behaviour
- to detail guidelines for action when expectations are not met

1. A culture of positive behaviour at Uxbridge High School
The systems in the school have led to a culture of positive behaviour as recognised by Ofsted:

Students' behaviour is outstanding. Students show respect for each other and their teachers and are proud to uphold the values of the school.

Excellent behaviour is a curriculum that must be taught and modelled. It is a relentless pursuit of excellence that never stops. Consequently, we continue to seek excellence through embedding this policy in every classroom and every facet of the school day.

1.1   The school's vision:
Uxbridge High School is a mixed comprehensive school providing for a culturally diverse student population, which includes students with physical and complex educational needs.
The school's core purpose is to create an academical
ly stimulating and pastorally innovative environment. We aim to provide all students with a gold-standard education to produce academically confident and ethically minded students.

Therefore, we have chosen to employ a Behaviour for Learning Policy founded on the schools' principles of the P.R.O.U.D. values.
Positive. Respectful. Open minded. Unique. Determined.

'Proud to make success happen' stems from our belief that success at all levels can only come through team work and partnerships between dedicated staff, disciplined and happy students, supportive parents, and an enthusiastic committed board of trustees.

To nurture the ethos of "valuing success" the school has invested intentionally in personalised learning, the year group system and extensive use of student rewards. Our core PROUD values reinforce our ethos to ensure all students demonstrate these – **P**ositive, **R**espectful, **O**pen Minded, **U**nique and **D**etermined.

The vision for students is as follows and is displayed in posters across the school site:
- Be positive about new types of learning in the classroom
- Be respectful and kind to all members of our school community
- Be open minded about all new opportunities
- Demonstrate your unique skills and talents
- Be determined to meet your target grades
- Be proud to make success happen

It is important that rules, routines, strategies, and systems are clearly understood by all members of the school community. They should be applied consistently, with flexibility and sensitivity, particularly in the use of consequences, considering each student's individual circumstances. To support staff we have clearly defined 'The UHS Way':

We develop the whole student in a safe, inclusive and supportive environment. We nurture students' ambitions ensuring all are PROUD of their success.'

The UHS Way is the foundation to everything we do, ensuring we:
- Provide exceptional learning experiences.
- Cultivate excellence in each student.
- Have a safe, respectful and happy community.
- Prepare students for future opportunities as global citizens.
- To have a sustainable school.

The UHS Classroom:
- All lessons start with 'meet, greet and seat' followed by a 'Do Now' activity. We 'end and send'.
- Adaptive teaching and intervention from the teacher meets the needs of individuals.
- We teach communication, literacy and numeracy at every opportunity.
- Questioning is used to assess knowledge and deepen thinking.
- Retrieval practice is used to recall knowledge in line with curriculum sequencing.
- Interleaving is used to make connections and enable problem solving, evaluation and analysis.
- Lessons include opportunities for both guided and independent practice. Guided practice includes teacher to student and student to student activities.
- Timely assessment and feedback methods are used to motivate and encourage progress.
- Assessment data and software is used to accurately track progress and forecast grades.
- We explicitly teach skills for future learning and employment.

The UHS Student:

Uxbridge High School students are **P.R.O.U.D** to be:
- **Positive** to learn new knowledge and thrive on developing their skills.
- **Respectful** and kind to all members of our school community and its environment.
- **Open minded** and happy about all new opportunities.
- **Unique** in their demonstration of skills and talents.
- **Determined** to achieve their best in all areas of the curriculum.

1.2 Whole school culture of positive behaviour

We are consistent: Everyone notices.

We are unshockable: Consistent, calm adult behaviour. We are role models and students notice everything we do.

We build relationships: We invest in our young people.

To this end, positive expectations are shared for both classroom and school in the form of our 'non-negotiables'.

Classroom non-negotiables
- Follow the seating plan.
- Arrive on time equipped and ready to learn.
- Listen respectfully.
- Present work neatly
- Work hard and make a positive contribution.

School non-negotiables
- Attend on time wearing the correct uniform.
- Move swiftly to your next lesson, considering others.
- Be respectful towards each other and staff.
- Communicate positively.
- Take responsibility for the school environment, e.g., lunch trays and litter.
- Mobile phones and headphones – 'see it – lose it'

1.3 A classroom culture of positive behaviour

It is the teacher's responsibility is to create a *positive*, stimulating learning environment *unique* to their teaching style, which promotes variety within our academic provision.

The classroom environment must be aligned with our school vision and provide an environment that is stimulating, safe from prejudice and discrimination and promotes active engagement.

In line with our P.R.O.U.D. values, we expect an active learning environment that encourages diversity of thought, inclusivity, and *positive* reinforcement. When a student has presented barriers to learning inside the classroom, the teacher must diffuse the situation with the student to prevent any escalation of behavioural disruption or delay in academic provision.

Uxbridge High School students must adhere to our P.R.O.U.D. values, as we believe that peers and practitioners always deserve respect, regardless of their roles.

In the event that a student does not adhere to the P.R.O.U.D. values inside and outside the classroom, they will be subject to the process as set out in the operational guidance. They can expect to be issued a consequence point (C-points) for their displayed behavioural barrier to learning.

We meet, greet and seat.

- Speak to the students as you arrive – give positive direct instructions to create a productive classroom culture.

- we are 50/50 at our doors when students are transitioning to and from lessons to ensure a smooth and orderly start to lessons.
- Positive, open gestures, direct eye contact, smiles and assertive body language all matter.
- 'Do Now' activities are the best strategy for productive beginnings.
- Get them working pronto, unstinting confidence. Before they know what has hit them, they can be learning stuff.

We teach routines.
"Perhaps the single most powerful way to bring efficiency, focus and rigour to a classroom is by installing strong procedures and routines. You define a right way to do recurring tasks; you practice doing them with students, so they roll like clockwork."
Doug Lemov

Teachers are expected to teach and establish clear routines within lessons. Students are taught routines for the start of lessons, questioning, transitions, activities, collecting work, equipment, and the end of lessons. These are modelled and reinforced every lesson until they become 'clockwork'.

We use scripts for success.
Scripts are designed to be an assertive, non-confrontational means of flipping low level disruption into the behaviour you wish to see.
- State your need succinctly (avoid questions)
  - The instruction was to get your books out and write the title.
- Positive reinforcement
  - I like the way you raised your hand before speaking.
- Use "I" statements (e.g., "I need you to…")
  - I need you to stop talking and put your pen down.
- Use refocusing technique - statement of understanding.
  - "O.K. I appreciate that, but what I need now is …") repeated as needed – DON'T GIVE UP
  - I understand you are excited about what happened at break, I need you to sit down and take your coat off. Bob, the instruction was to sit down and take your coat off.
- Use name to gain attention.
  - Jordan, I appreciate that, but the instruction was to read the paragraph.
- Give an element of choice.
  - You need to understand that every choice has a consequence (provide example of positive/negative) "I will leave you to make the decision".
- Use the language you feel comfortable with but learn your script and deliver it verbatim each time. Here are some examples of universal script starters.
  - You need to
  - I've noticed that.
  - I need to see you.
  - I expect.
  - I know you will.
  - Thank you for
  - I have heard what you want to say, now you must.
  - We will

We make good behaviour visible (see also rewards)
Teachers focus on the students following and behaving positively. They make it easy to behave well and difficult to behave negatively.

We take responsibility for our classrooms (see also sanctions)
The following steps are used to address low level disruption:

- Non-verbal intervention
- Positive group correction
- Anonymous individual correction
- Private individual correction
- Private individual praise
- Lightning quick public correction

All of this should be completed prior to any public warning. When the above is ineffective you use the on-call system, and a student can be required to complete classwork outside of your lesson.

We end and send
All students are taught a routine for the end of lessons to ensure that the lesson ends calmly, and students are well prepared for their next lesson.

1.4 We have a culture of developing our students' character.
We develop the whole child.
To achieve these aims, all staff will need to adopt a policy of encouraging good attitudes. Central to these aims are rewarding and praising students, whenever possible. Rewards will be accessible for students of all abilities and praise and appreciation will play a key role. Opportunities to reward will be sought constantly and actively by all staff.

2. Legislation, statutory requirements and statutory guidance
This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour in schools: advice for Principals and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions
Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes.
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Action Against Bullying Policy, please see link below:
https://www.uhs.org.uk/attachments/download.asp?file=589&type=pdf

5. Roles and responsibilities

5.1 The board of trustees
The board of trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The principal is responsible for:
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff
Staff are responsible for:
- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers
Parents and carers, where possible, should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Students
Students will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.

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

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

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum
We nurture the whole student in a safe, inclusive, and supportive environment by:
- Modelling **gold** PROUD values for all.
- Creating **gold** standard expectations and opportunities.
- Creating **gold** standard relationships.
- Rewarding students for **gold** standard effort and achievement.
- Teaching routines that create a **golden** environment for students to thrive.
- Teaching gold STAR behaviours that enable students to learn successfully.

Students are expected to:
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school and follow the one way system.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile phones, wearable tech and Yondr
At Uxbridge High School we're committed to creating a learning environment where every student can thrive. Our young people are growing up in an increasingly complex world, living their lives on and offline. This presents many exciting opportunities – but also academic, emotional and social challenges. Our goal is to promote a focused and distraction-free learning environment whilst encouraging responsible use of technology. To support this, we have introduced a mobile phone policy that incorporates the Yondr programme https://www.overyondr.com/.

We believe that every student deserves the chance to experience a phone-free education and Yondr pouches provide a simple, secure way of supporting this approach across our school. This approach provides a balanced solution, ensuring young people retain possession of their phones while minimising distractions during school hours. The Pouch helps foster social interaction, improve focus on learning, and reduce stress associated with phone use, all while maintaining communication for families during travel to and from school.

Student phone policy and guidelines

Our school is a phone-free community. Each student will be assigned a personal Yondr Pouch and they are responsible for bringing it to school daily and keeping it in good working condition. **Phones and wearable tech will be secured in the pouch upon arrival and remain there until dismissal.**

Daily process

Upon arrival, students will:

1) Turn their phone off.
2) Place their phone and wearable tech inside their Yondr pouch and lock it **in the presence of school staff**.
3) Keep the pouched phone with them throughout the school day, **and store it in a backpack.**

At dismissal, students will unlock their pouch, retrieve their phone and tech, and re-close the pouch to protect the locking mechanism from damage. Pouches must be brought to and from school each day.

Note: Students arriving late or leaving early will pouch/unpouch their phones at the student entry and exit gate and or main reception.

Procedures and sanctions

Late Arrivals/Early Dismissals
Students arriving late or leaving early must pouch/ unpouch their phones and wearable tech at the student gate or main reception.

Forgotten Pouches
The student's phone will be collected and securely stored in the office until the end of the day. Parents/ carers will be contacted and reminded of the procedures. If the pouch is repeatedly forgotten their pouch will be treated as lost and a replacement fee of £25 will be charged.

Phone Use During the School Day
If a student is found in possession of a phone outside their pouch on school site the phone will be confiscated and stored in the main office. The phone will be returned once a parent/guardian collects it after two weeks.
Bag searches may be conducted if teachers have concerns that a student has a mobile device on them that hasn't been placed into their pouch.

Damaged Pouches
Any attempt to tamper with the Yondr system, including use or possession of high-strength magnets will be treated as a **serious offence**, potentially resulting in a replacement fee of £25, confiscation until a parent/guardian picks it up and suspension.

If accidental damage occurs, students must report it immediately. If damage is discovered during checks and has not been reported, it may be considered **intentional**.

The following examples may indicate intentional damage:
- Ripped or cut fabric
- Bent or cut pin
- Signs of force to the black locking mechanism
- Pen marks inside the pouch
- Pouch opening without a station
- Scuff marks on the black ball

The pouch should not be used as a replacement for a protective case and/or screen protector on a mobile device.

Emergencies and safeguarding

Communications During the School Day
Parents/ carers who need to contact their child during the school day should do so via the **school office** on 01895 234060 We will then pass this message onto your child.

Medical Conditions
Students who require access to their mobile devices for specific medical purposes will be provided with a medical pouch.

Emergency Procedures
In an emergency, the priority is for students to follow school safety procedures under staff guidance. Unauthorised phone use during such situations may:

- Delay emergency responses
- Spread misinformation
- Put students and staff at increased risk
- Disrupt coordinated safeguarding measures

Emergency communications will be managed through the school.

Misuse of electronic devices (Cyber Bullying/violence/criminal activity)
If misuse of a phone is suspected (bullying, harassment, inappropriate materials), a nominated member of staff is authorised to investigate the matter and if necessary, search the phone. If there are serious concerns, the appropriate external agency (Social Services, Police) will be informed. Mobile phones are not allowed in exams under any circumstances. Possession of a mobile phone in an exam is considered by Examination Boards to be malpractice and may lead to the disqualification of students. The school must report the possession of a mobile phone to Exam Boards. Their action so far has been to award the student zero marks for that exam.

Contacting your child during the school day
Any parent or guardian wishing to contact a child in an emergency should call the school office. Please do not attempt to make mobile phone contact with child as this will lead to a breach of the School Code of Conduct. In an emergency, your child can contact you by requesting access to the school phone at the Guidance Leaders Office or Head of Learning's office.

The schools policy is in line with DfE's the mobile phone and behaviour guidance.
https://www.gov.uk/government/publications/mobile-phones-in-schools
https://www.gov.uk/government/publications/behaviour-in-schools--2

7. Responding to behaviour
It is the teacher's responsibility is to create a *positive*, stimulating learning environment *unique* to their teaching style, which promotes variety within our academic provision.

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In line with our P.R.O.U.D. values, we expect an active learning environment that encourages diversity of thought, inclusivity and *positive* reinforcement. When a student has presented barriers to learning

inside the classroom, the teacher must diffuse the situation with the student to prevent any escalation of behavioural disruption or delay in academic provision.

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7.1 Classroom management
Teaching and associate staff are responsible for setting the tone and context for positive behaviour within the school (See UHS Classroom).

They will:
- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

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- Speak to the students as you arrive – give positive direct instructions to create a productive classroom culture.
- we are 50/50 at our doors when students are transitioning to and from lessons to ensure a smooth and orderly start to lessons.
- Positive, open gestures, direct eye contact, smiles and assertive body language all matter.
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- Use refocusing technique - statement of understanding.
  - "O.K. I appreciate that, but what I need now is …") repeated as needed – DON'T GIVE UP
  - I understand you are excited about what happened at break, I need you to sit down and take your coat off. Bob, the instruction was to sit down and take your coat off.
- Use name to gain attention.
  - Jordan, I appreciate that, but the instruction was to read the paragraph.
- Give an element of choice.
  - You need to understand that every choice has a consequence (provide example of positive/negative) "I will leave you to make the decision".
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  - I have heard what you want to say, now you must.
  - We will

<u>We</u> make good behaviour visible (see also rewards)

Teachers focus on the students following and behaving positively. They make it easy to behave well and difficult to behave negatively.

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The following steps are used to address low level disruption:

- Non-verbal intervention
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All of this should be completed prior to any public warning. When the above is ineffective you use the on-call system, and a student can be required to complete classwork outside of your lesson.

We end and send.

All students are taught a routine for the end of lessons to ensure that the lesson ends calmly, and students are well prepared for their next lesson.

7.2 **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information: https://www.uhs.org.uk/attachments/download.asp?file=595&type=pdf

7.3 Responding to good behaviour and rewards.
The use of rewards and sanctions is communicated clearly to all at Uxbridge High School and staff are made aware that emphasis should be on positive encouragement and praise, wherever possible.

Students respond to a supportive and caring approach; they therefore need a high level of support, encouragement, and reminders in order to achieve the expected level of respect, courtesy, politeness and an active consideration of others. The academic support system and wider-curricular programme give students access to opportunities allowing them to make a positive contribution to the community.

Rewards
- P.R.O.U.D points
- Gold S.T.A.R learning behaviour
- Praise and encouragement
- Letters/postcards/phone calls home/text message home
- Plasma screens/displays of work.
- Subject certificates and rewards
- 100% attendance and punctuality certificates
- Student of the week certificates and prizes
- Presentation evenings
- Assemblies
- School trophies and awards
- Principal's commendation
- Educational and recreational reward trips
- Afternoon tea with SLT
- SLT lunches
- Zero Hero assemblies and prizes

7.4 Responding to misbehaviour.
When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class
- Setting of written tasks such as an account of their behaviour (student statement)
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school
- A 30/60/75-minute detention
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom.
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom and placing the student in the hub
- Suspension
- Permanent exclusion, in the most serious of circumstances

Classroom removal to the Hub
If the student has been removed from a classroom for failure to adhere to the P.R.O.U.D values, they will be placed in the Hub room and expected to complete work in silence for that lesson duration only.

Non-classroom removal to the Hub
If the student has been removed to the Hub due to a matter not related to the classroom, they will be placed in the Hub under investigation.

It is the responsibility of the staff member within the Hub to ensure that the integrity of the provision is not compromised. The staff member is to book the student into the Hub provision via class charts and then provide the student with work.

The severity of the sanction-will be dependent on the nature of the behavioural act.

ASP Academic Support Provision (ASP)
The ASP is an internal provision for a student who has seriously breached our P.R.O.U.D values.

This internal suspension provision specifically addresses the behaviour that the student presented, resulting in their internal suspension, whilst also ensuring curriculum work is completed.

Personal circumstances of the student will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:
- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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

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

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

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

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

Searching a student
Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the Principal themselves.

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

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

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

Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other students or staff at risk.
- Consider whether the search would pose a safeguarding risk to the student.
- Explain to the student why they are being searched.
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf".
- Explain how and where the search will be carried out.
- Give the student the opportunity to ask questions.
- Seek the student's co-operation.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal or DSL, to try to determine why the student is refusing to comply.

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

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

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

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

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

Searching students' possessions
Possessions means any items that the student has or appears to have control of, including:
- Desks
- Lockers

- Bags

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

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers
Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:
- What happened
- What was found, if anything?
- What has been confiscated, if anything?
- What action the school has taken, including any sanctions that have been applied to their child

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

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

Strip searches
The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 (PACE) Code C.](#)

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

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

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

Screening
Periodically throughout the academic year, the school, in conjunction with our safer school partners screen students. Students undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students. (DfE 2014) If a student refuses to be screened, a senior member of staff should be consulted, which may result in the students being refused admission into the school building. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety. If a student refuses to be screened and is denied entry, then the absence should be recorded as unauthorised.

7.7 Off-site misbehaviour
Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:
- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student at our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school.
- Poses a threat to another student.
- Could adversely affect the reputation of the school.

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

7.8 Online misbehaviour
The school can issue behaviour sanctions to students for online misbehaviour when:
- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The student is identifiable as a member of the school.

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

7.9 Suspected criminal behaviour
If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal, a member of the leadership team or a pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.
If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - o Manage the incident internally.
    - o Refer to early help.
    - o Refer to children's social care.
    - o Report to the police

Please refer to our child protection and safeguarding policy for more information:
https://www.uhs.org.uk/attachments/download.asp?file=595&type=pdf

7.11 Malicious allegations
Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy.

8. Serious sanctions

8.1 Detention
Teachers and associate staff members have been authorised by the principal to give students detentions.

Students can be issued with detentions during break, after school or on weekends during term time. The school will decide whether it is necessary to inform the student's parents/carers.

When imposing a detention, the school will consider whether doing so would:
- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Removal from classrooms
In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff in the hub or ASP. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:
- **Restore order if the student is being unreasonably disruptive**
- **Maintain the safety of all students**
- **Allow the disruptive student to continue their learning in a managed environment**
- **Allow the disruptive student to regain calm in a safe space**

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Vice Principal.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so.

The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom via ClassCharts.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:
- **Mentoring with their guidance leader**
- **Use of teaching assistants**
- **Short-term behaviour report cards**
- **Long-term behaviour plans**
- **Student support units**
- **Multi-agency assessment**

Staff will record all incidents of removal from the classroom on ClassCharts, along with details of the incident that led to the removal, and any protected characteristics of the student.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Principal and only as a last resort.
Please refer to our exclusions policy for more information:
https://www.uhs.org.uk/attachments/download.asp?file=619&type=pdf

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour
The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. Examples include:

•   Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
•   Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
•   Adjusting uniform requirements for a student with sensory issues or who has severe eczema
•   Training for staff in understanding conditions such as autism
•   Use of separation spaces (sensory room) where students can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for students with SEND
When considering a behavioural sanction for a student with SEND, the school will consider whether:
- The student was unable to understand the rule or instruction.
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND.

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

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

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

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

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

9.4 Students with an education, health and care (EHC) plan
The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:
- Reintegration meetings
- A phased return in conjunction with the ASP
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Student transition

11.1 Inducting incoming students.

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

11.2 Preparing outgoing students for transition.

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.
A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions, and suspensions
- Use of student support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, trustees, and other stakeholders (via anonymous surveys)
- The data will be analysed from a variety of perspectives including:
  - At school level
  - By age group
  - At the level of individual members of staff
  - By time of day/week/term
  - By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the principal and board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the board of trustees.

14. Links with other policies

This behaviour policy is linked to the following policies:
- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy