



**Mayflower**  
**High School**

**BEHAVIOUR POLICY**  
**2024**

# DOCUMENT CONTROL SHEET

Policy	Amendment	Staff Member	Committee/Date	FGB Approved:	Review due:
Behaviour Policy	Amendments throughout	Vicki Gray, Assistant Headteacher	3 April 2022 Chair of Governors	3 April 2022	April 2023
Behaviour Policy	Suspensions/ Exclusions removed and placed into own policy	Vicki Gray, Assistant Headteacher	Curriculum 16 January 2023	20 March 2023	Autumn 2023
Behaviour Policy	Amendments throughout	Assistant Headteacher	CRSM 8 January 2024	January 2024	September 2025



## **MAYFLOWER HIGH SCHOOL**

### **BEHAVIOUR POLICY**

#### **SCHOOL ETHOS AND AIMS OF THE POLICY**

##### **Our Vision**

Success, Happiness and Opportunity for All

##### **Our Mission**

To create a positive and safe learning environment that enhances our **school culture** where we maximise individual academic and social growth through **consistency rooted in kindness.**

##### **Our Values**

Be Respectful  
Be a Learner  
Be Safe

At Mayflower High School we aim:

- To create and sustain a caring, positive and stimulating learning environment
- To realise the maximum learning potential of all students, academically, socially, culturally and spiritually, and to celebrate their achievements
- To encourage self-esteem, respect for others and for the world in which we live
- To promote and develop an effective partnership with our community

#### **Legislation and statutory requirements**

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

- [Behaviour and discipline in schools DfE 2022](#)
- [Searching, screening and confiscation at school DfE 2023](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools DfE 2013](#)
- [Supporting pupils with medical conditions at school](#) DfE 2017
- [Preventing and tackling bullying](#) DfE 2017

It is also based on the [special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

- 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

Academies, including free schools, add:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

### **Rationale and Purpose**

Mayflower High School provides a safe, respectful and supportive environment where all students can learn and all teachers can teach good and outstanding lessons. The Behaviour for Learning Policy is built upon the fundamental principles of creating a school culture that maximises individual academic and social growth through consistency rooted in kindness to support all members of our community to meet and demonstrate our values. The policy is underpinned in applying a restorative approach to support students' learning. Students are expected to strive towards these values of being Respectful, being a Learner and being Safe so that success and opportunity for all can be achieved.

### **What does school-wide Positive Behaviour at Mayflower High look like?**

1. Our 3 Values *Be Respectful, Be a Learner, Be Safe* are clear and demonstrated around the site.
2. A developing culture which is rooted in kindness, in which appropriate behaviour is the norm.
3. Positive expectations and behaviours, based on our values, are explicitly taught, encouraged and demonstrated.
4. Students are recognised and rewarded for positive behaviours.
5. Data is collected and used for decision making.
6. It is a team based/whole school community approach.
7. Families are actively included.
8. Students leave Mayflower prepared for their future.

### **What our values mean in practice**

To create a positive environment where all members of our school community feel valued and work together to follow our core values.

- **Be Respectful** = Responsible, Honest, Considerate, Courteous, Kind
- **Be a Learner** = Leadership, Organisation, Resilience, Initiative, Communication
- **Be Safe** = Alert, Accountable, Supportive, Cooperative, Consensual

### **Moral Code**

At Mayflower High School all members of the community are encouraged to show courtesy and respect towards each other and students are educated within a moral, spiritual and cultural context.

Staff and students have a clear sense of what is important, what will be valued and what will not be tolerated and everyone realises what kind of behaviour is expected of

them and of others. Opportunities exist to promote the values of self-discipline and self-respect, together with those of honesty, fairness, politeness and co-operation. Collective worship and assemblies provide an effective way to instil these virtues, as do the good examples set by staff in teaching across all areas of the curriculum. Personal and Social Education, Lifeskills and Religious Education, in particular, help students to develop feelings of empathy and concern for others and to develop their social skills. We feel that a student's self-esteem can be enhanced if they are able to recognise the effects of their behaviour and a number of strategies ensure that this occurs:

- Positive recognition of everyday acts of consideration.
- Students being actively encouraged to look after the interests of others.
- Tutor times and lesson times used to discuss moral, spiritual and cultural issues.
- Informing parents of commendable behaviour.
- Praising individuals or groups of students for their positive attitude and good conduct in specific situations.
- Encouraging students to represent the school, promoting a sense of ownership.

### **Rules of Conduct**

All members of the school community have a responsibility to behave in a certain way, in order that others may work, learn and interact effectively. The responsibilities of students, staff, parents and governors are all outlined. However, because students are the most visible ambassadors of the school, its reputation will be largely judged on their behaviour.

The school code of conduct is made clear to all students and along with the Home / School Agreement underpins and complements the following expectations.

### **Students Responsibilities are:**

- behave appropriately, treating all other members of the school community with respect and courtesy;
- be supportive of the school's aims and comply with the school's code of conduct;
- listen and be receptive to any reasonable instruction or advice from members of staff or visitors to the school.
- attend school regularly and arrive punctually for school and lessons.
- concentrate and participate to the best of my ability in all lessons;
- Complete all homework and meeting all deadlines for handing it in. Students are expected to catch up on any work or homework missed, even if students are absent due to illness
- bring the correct equipment to school and wear full school uniform at all times.
- inform a member of staff if they have any concerns or worries which are likely to affect their learning.
- take care of the school environment and all furnishings and fittings;
- move around all areas of the school site in an orderly manner which does not place any individuals at risk.
- endeavour to attend Parents' Evenings with parents.

These expectations are consistently reinforced to students. All staff (teaching and non-teaching) are expected to adopt a caring, supportive attitude when speaking to all other members of the school community. Student information is made available to staff, in order that the appropriate action may be taken when dealing with individuals.

**Staff Responsibilities are:**

- expect high standards of behaviour and foster feelings of mutual respect and courtesy between all members of the school community;
- regularly publish and pursue the school's aims and rules;
- questioning behaviour which we find is unacceptable and offer advice on how to behave appropriately.
- require and monitor full attendance and punctuality, both for registration times and in lessons;
- inform parents if attendance or punctuality is unacceptable.
- provide and monitor work and experiences which are both challenging and stimulating, catering for all levels of ability;
- mark and set appropriate homework.
- ensure students and parents know the expectations regarding equipment;
- monitor uniform standards and require that students bring the correct equipment to school.
- listen and respond appropriately to any parental or student concerns or worries;
- provide positive encouragement.
- provide a pleasant, safe environment which promotes effective learning.
- offer effective means of communication for the exchange of information and provide access to school policies and procedures;
- hold regular Parents' Evenings;
- report regularly on student progress;
- be sensitive and supportive to parental requests.

Parents/guardians have a vital role in fostering good behaviour. The school needs them to co-operate in matters of discipline and to reinforce the school's efforts at home.

**Parental Responsibilities are:**

- encourage their child to behave appropriately at all times and encourage them to treat all members of the school community with respect and courtesy
- be supportive of the school's aims and rules and support the school if sanctions become necessary
- be supportive and work with the school to encourage their child to be receptive to any advice or reasonable instruction
- ensure their child attends punctually and regularly
- recognise the need to keep absence to a minimum
- inform the school about all absences on a daily basis
- encourage their child to try their best and show an interest in their work
- ensure their child attempts all set homework
- ensure their child has the correct equipment for school and send them to school in the correct uniform
- inform the school of any concerns or worries which may affect their child's learning

- encourage their child to respect the school environment
- read all school correspondence, replying appropriately when necessary
- endeavour to attend Parents' Evenings with their child
- try to establish and maintain positive relationships with the staff at the school

#### **Governors Responsibilities are to:**

- agree a written Policy on Behaviour drawn up by the Headteacher, making themselves aware of the content of the document
- support the Headteacher in maintaining high standards of discipline
- offer advice and guidance on particular issues and, where appropriate, meet parents to discuss strategies to resolve behaviour related problems

#### **Rewards and Sanctions**

The rules of conduct aim to promote high standards of behaviour, self-discipline and learning. Whenever possible, students will be praised and given recognition for their accomplishments through positive encouragement and rewards. If individuals fail to meet the required high standards, they can expect to receive consequences.

The Mayflower High School Behaviour Management system allows the school to identify and reward high achievers and promote behaviour which enhances the learning experience.

It is important to note that our Behaviour Management system is used as the means to determine the suitability of students invited to participate in trips and other privileges of the Year Group.

#### **Rewarding when expectations are met or exceeded.**

Mayflower school believes all students have to be given responsibility and trusted to respond in a positive way. Where student behaviour needs to be modified the school believes that consequences alone will not always be successful. Some students need to realise that there are advantages to behaving well until it becomes part of their normal behaviour as they mature. The school has several reward systems, some of which are used to recognise students that have met or exceeded our expectations.

#### **Merits**

At Mayflower we reward students for actively demonstrating our values in and outside of the classroom. Inside the classroom students can obtain merits for displaying, demonstrating and for working towards the following values. Staff should actively record merits under one of the following categories.

##### ***R1: Mayflower Values***

Be a Learner, Be Respectful, Be Safe

##### ***R2: Participation***

Sports clubs, assemblies. Competitions, projects.

##### ***R3: Community***

Eco club, Jack Petchey, D of E etc

##### ***R4: Work Ethic***

## Rewarding effort over achievement

### **Awards from Merits**

25 merits = Achievement Certificate

50 merits = Bronze

100 merits = Silver

150 = Gold

200 = Platinum Pin

250 plus = Reward Breakfast

Badges and certificates are awarded at each stage and badges vary in style between each year group. Parents are informed when a student reaches each stage and certificates are often given out in assemblies.

### **Jack Petchey Award**

This is awarded every month to a student who has made an outstanding effort in any part of school life or local community. The winning student is given £250 to spend within our school community on a school project. Nominations can be made by parents, staff or students. Each student receives a certificate and will be invited to attend an awards evening to collect a medallion.

### **Other rewards**

- Words of praise and appreciation
- Feedback in books
- Display of work and pictures throughout the school
- Achievement badges
- Celebration Assemblies
- Subject certificates
- Postcards
- Fast Passes
- End of Year Subject Awards
- Positive communication home
- Special events and activities such as Reward Trips

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil classroom expectations
- Develop a positive relationship with pupils, which may include;
- Greeting pupils 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

### **Consequences for actions**

Where students are not meeting expectations regarding behaviour, they will be supported in doing so using our stepped intervention.

### **How we support children and young people with additional Social, Emotional and Mental Health needs**

At our school, we acknowledge that some students will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the student's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these CYP, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the CYP be in a place to learn, connect and thrive.

### **Monitoring of Behaviour Points**

Year Managers and Head of Years monitor the number of behaviour points on a weekly basis. Using a database, students are identified when they hit 25, 50 and 75 behaviour points. Parents are informed when a student reaches these keep points and early interventions are put into place to remind students of our expectations. To ensure students at MHS receive the support they need to be successful, we use the continuum of support described below which allows for a therapeutic and more individual approach to be developed for students falling into Tier II and III. Tier II students are those with challenging behaviour and Tier III are those with severely challenging behaviours who have individual behaviour support plans.

Staff reinforce the Mayflower High School core values that are expected both within and outside of the classroom in a calm and consistent way. Both verbal and nonverbal reminders and reinforcement can be given either inside or outside of the

classroom. Interventions with students involve a restorative conversation where students can reflect on their behaviour and meet our MHS expectations.

### **Consequences**

Our school ethos relies on students meeting our expectations. Students who are not able to demonstrate that they are able to meet the school behaviour standards will be supported. However, it may be necessary to issue formal warnings about a students' conduct when there is a serious incident or behaviour that is dangerous or if there is sustained disruptive behaviour. The purpose of this system is to provide all stakeholders with clear information regarding the issues that are of concern, setting out expectations for the student and parents/carers in terms of behaviour. It will also outline the support that is in place and will be provided to the student by the school. The following are some examples of possible consequences; the list is not designed to be exhaustive:

- Time outside the classroom to reflect
- Restorative conversation
- Phone call home to support
- Loss of free time
- Confiscation of items
- Parental meetings
- Report cards
- Subject referral
- Declassing/Reset room
- Internal Suspension (ISR)
- Suspensions
- Permanent Exclusions

### **Reset Room**

If a student does not improve their behaviour within a lesson a member of staff can request for students to be declassified and removed from the lesson. Students will be collected by a member of staff and taken to the Reset room. This is to prevent further disruption and allow the declassified student to regulate and reflect upon their behaviour and work independently for the duration that is left of the lesson. Students who are declassified twice within one day will be instantly placed in the Internal Suspension Room (ISR) to prevent further escalation and to allow the student to regulate and reflect. Any student who receives a declassing is set a sanction of a school detention the following day. A staff member will make contact with parents/carers to inform the reasons why the student was declassified.

### **Internal Suspension Room (ISR)**

If the reset has been unsuccessful or if a student is placed in the Reset room twice in one day, the student will go to ISR. Students may also be placed in ISR for more extreme behaviours where a sanction is required. Students will be provided work by teaching staff to complete alongside reflective tasks which can include research projects and presentations. Students can be in this room for a few lessons up to a number of days depending on the severity of the actions undertaken by the student.

### **Suspensions and Permanent Exclusions**

The school does not consider suspension lightly and our approach follows the Department for Education guidance to schools on exclusions. See Suspensions and Exclusions Policy.

### **Safeguarding Students**

The school will consider whether the misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where a student has a social worker, e.g. because they are the subject of a Child in Need Plan, or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher will inform their social worker, the Designated Safeguarding Lead (DSL) and the student's parents to involve them all as early as possible in relevant conversations

### **Harm from dysregulated (stressed) behaviour**

Our school always prioritises the safety and welfare of all staff and CYP, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

### **Supporting those who have been harmed**

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or CYP) is fully supported.

We always consider the following:

- Are they physically safe and protected?
- Do they need immediate first aid & medical treatment?
- Is there a need for immediate police involvement?
- Ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- Give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

### **Risk Assessment Process**

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable CYP. It identifies what is likely to cause stress to them, using all the information known about the CYP. Once all this information is at hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

### **Alternative Provision and External Agencies**

For some students it may be appropriate to personalise their timetable with Alternative Provision for their individual educational needs and in order to minimise disruption to the learning of others. This is done on a case by case basis. Where behaviour concerns may be affected by circumstances outside of school we may engage the support from a variety of outside agencies including.

## **Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **Screening and searching pupils**

At our school we are all aware that there are of legal provisions which enable school staff to confiscate items from pupils: 'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (September 2022) and the 'Searching, Screening and Confiscation for schools' (July 2022)

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Searching_Screening_and_Confiscation_for_schools.pdf)

School staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

All searches will follow the following protocol set out in the guidance see Appendix A. From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian. Staff do have the power to search without consent for "prohibited items" including:

- Knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- Pornographic image

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search

### **Mobile Phone Procedures.**

Mobile phones are not allowed to be out or visible anywhere on the Mayflower School site. This includes items that are linked to a mobile phone for example, air pods and earphones which are also not allowed to be visible.

- Students who contravene this will have the phone or item confiscated by a member of staff until the end of the school day.
- Phones must be switched off during lessons.
- Students who refuse to hand their mobile phones over to any member of staff will result in the phone needing to be confiscated for more days
- There are occasions when a member of staff will give students permission to use their mobile phone, but these occasions will be rare.
- If a student needs to contact home for any reason then they must go to a member of staff who will give them permission to use it in an allocated, appropriate space.
- Any student unwell must attend medical and the medical staff will contact home if appropriate.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil transition**

To ensure a smooth transition, new Year 7 parents are invited to attend induction evenings and students are invited to attend an induction day. Other transition evenings are also held throughout the year including a Year 11 into 12 evening and a year 9 into year 10 evening.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Training**

Staff are provided with training on managing behaviour, as part of the induction process.

Behaviour management forms part of continuing professional development.

### **Physical intervention (control and restraint) - the use of reasonable force**

At our school we ensure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

### **Risk Assessment**

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. Before deciding to intervene, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention will be carried out with the child's best interest at heart. Physical contact must not be used to punish a student or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances they should take steps to minimise risks, for example, by calling for assistance and removing other students.

## **Screening and searching pupils**

At our school we are all aware that there are legal provisions which enable school staff to search, screen and confiscate items from pupils. Guidance from the government is always followed.

‘The general power to discipline’ and the ‘Power to search without consent’; from the ‘Behaviour and discipline in Schools - Advice for headteachers and school staff’ (September 2022) and the ‘Searching, Screening and Confiscation for schools’ (July 2022)

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

School staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

All searches will follow the protocol set out in the guidance. From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/carers, the member of staff should ensure that the parent/carers is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/carers.

Staff do have the power to search without consent for “prohibited items” including

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic image
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### A quick guide to sanctions

Parents must realise that these are only examples and each case is considered carefully and investigated thoroughly before a decision to apply a major sanction is made. There has to be a working relationship between the school and home.

Parents who fail to support the school in its policies and practices create confusion for their child and put themselves in a position where they may have to review their choice of school for their child.

Type of inappropriate behaviour	Examples of strategies or sanctions
Not adhering to expectation in Attitude and Behaviour Matter or Code of Conduct	<ul style="list-style-type: none"><li>● Break/lunch detentions</li><li>● Verbal reprimand</li><li>● Counselling</li><li>● Removed to the reset room</li></ul>
Persistently not adhering to Attitude and Behaviour Matter and Code of Conduct	<ul style="list-style-type: none"><li>● After school detention</li><li>● On Report to Head of Year</li><li>● Meeting with parents</li><li>● Internal suspension room (ISR)</li></ul>
Very obscene language/verbal aggression/physical violence/refusal to follow instructions/failure to accept sanctions	<ul style="list-style-type: none"><li>● Physical violence and obscene language will not be tolerated for any reason and suspensions are generally used</li><li>● School Detention</li><li>● Internal Suspension Room (ISR)</li><li>● Community work</li><li>● Meeting with Parents</li></ul>
Continuous physical bullying/assaulting a member of staff/behaviour which affects the health and safety of other students; The possession, use or supply of illegal and other unauthorised drugs or drug paraphernalia.	<ul style="list-style-type: none"><li>● Suspensions</li><li>● Permanent exclusion</li></ul>

### Further Guidance

1. [Keeping Children Safe \(DfE, 2022\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour and Discipline in Schools \(DfE, 2022\)](#)
5. [Exclusion from maintained schools, academies and PRUs in England \(DfE, 2022\)](#)
6. [Searching, screening and confiscation \(DfE, 2022\)](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)