



The High School
Leckhampton

Behaviour Policy

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At The High School Leckhampton we expect the very highest standards of behaviour. We encourage pupils to take responsibility for their own actions, both in and out of school, and to consider their impact upon others. The High School Leckhampton expects its students to attend every day, to come to school in correct uniform, mentally prepared for a day's work with all the equipment needed for the day. There are 4 core elements to our policy: making clear the rules, responsibilities, rights and consequences, so that all pupils have a constructive and consistent experience.

We will utilise *Article 29* (Aims of Education), *Article 28* (Access to Education) and *Article 3* (Making Rights Real) as per the Convention the Rights of the Child

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and Statutory Requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe In Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(DfE, 2026\)](#)
- [Mobile Phones in Schools \(DfE, June 2026\)](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

[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.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Disruption on the way to and from school
- Disruption during extra-curricular activities
- 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 – including via social media/on the internet
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual violence, such as rape, assault by penetration or sexual assault (intentional sexual touching without consent)
- On-line sexual harassment such as unwanted sexual comments and messages (including on social media). Sexual harassment, meaning unwanted conduct of a sexual nature such as: sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, sharing of nude or semi-nude images and/or videos or sharing unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Misuse of electronic communications including making or distributing images/videos which bring the school's reputation into disrespect.
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers / e-cigarette or vapes /nicotine pouches
 - 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 pupil)
 - Mobile phones/smart devices

Please note – these definitions provide key examples but do not form an exhaustive list. It is at the discretion of the school as to what may be categorised as misbehaviour/serious misbehaviour.

4. Roles and Responsibilities

4.1 The Governing Body

The Governing Body is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation.

The Governors have a responsibility to work in conjunction with the Headteacher at the school to ensure that an appropriate ethos is set and that a moral framework is in place so as to encourage all students to behave positively.

The Governors will satisfy themselves that the prevailing ethos promotes the highest standards of behaviour from students in the school supported by realistic and high expectations of the students by the staff.

The Governing Body has a general duty to ensure that all students have the right to the highest possible standards of care and that the school follows policies to promote good behaviour and discipline amongst students. In matters relating to the regulation of students' conduct, the Governors recognise the emphasis on promoting positive behaviour and proactive approaches to prevent issues from poor behaviour arising. They also acknowledge the need for early intervention when appropriate. They further recognise that they themselves as Governors, the Headteacher and the staff have a duty to ensure that the young people attending The High School Leckhampton should not have their education jeopardised by the disruptive behaviour of a minority of students.

4.2 The Headteacher and the Deputy Headteacher (Behaviour and Safeguarding)

The Headteacher and the Deputy Headteacher are responsible for drafting and implementing the policy.

The Headteacher and the Deputy Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher and the Deputy Headteacher should be:

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

4.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations
- Implementing the Behaviour Policy consistently
- Recording incidents of poor behaviour on ePraise as per the classroom behaviour system in Appendix 1

The Deputy Headteacher (Behaviour), Senior Leadership Team (SLT), Heads of House and Curriculum Leaders will support staff in responding to behaviour incidents.

4.4 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 and the pupil Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor 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.

Pupils will be made aware of the following:

- 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:
 - pupils will be supported to meet the behaviour standards and will be provided with repeated information sessions wherever appropriate
 - to develop an understanding of the school's behaviour policy and wider culture

- to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

See Appendix 3: Pupil Code of Conduct

See Appendix 4: Expectations for Behaviour in Lessons

5. School Rules

The High School Leckhampton expects the highest standards of work and behaviour from all its students. The staff and governors of the school wish to support the parental body by ensuring that students grow up and learn in a positive environment. These school rules are designed to make it as easy as possible for everyone to learn effectively.

We wish to promote good behaviour in the belief that bad behaviour and disruption have no place at The High School Leckhampton. In pursuit of this, our Code of Conduct and School Rules include positive expectations of students as well as several things that students must not do. However, no list can be complete and above all students must remember to use good judgement in line with the school's expectations: *Appendix 1: Classroom Behaviour System*.

Therefore, it is expected that all students: -

- Will read and adhere to the expectations the school has of them in terms of the ***Code of Conduct and Expectations for Behaviour in Lessons – Appendices 3 and 4***
- Will be polite and courteous at all times to members of staff, the public and prefects
- Will be polite and courteous to one another and always try to understand other people's point of view
- Will always present themselves smartly and wear correct school uniform properly (including adhering to requirements for jewellery, make up, hair, shaving etc). Full and detailed uniform and rules regarding personal appearance can be found on the school website. Top buttons should always be done up and shirts and blouses should be tucked in properly
- Will always behave in a way that is polite and respectful to all members of the HSL community
- Will be punctual at all times
- Will attempt all class, course and homework to the very best of their ability
- Will accept politely what their teachers, non-teaching staff or prefects request or tell them to do
- Will use appropriate language and avoid swearing and making offensive remarks including those which are racist, homophobic, sexist or discriminatory in nature
- Will take responsibility for their actions and act honestly when concerns or incidents are investigated.

- Will respect the views, beliefs and individuality of others
- Will report bullying, unkind behaviour or safeguarding concerns to a member of staff.
- Will report to the School Office if they arrive late, feel unwell or need to leave for an appointment
- Will stay on the school site at break times and lunch times. In very exceptional and urgent circumstances a student might need to leave the school site. This will only be allowed on production of a written and dated request from a parent/carer which must be countersigned by the appropriate member of the Pastoral Team. Such permission will only be given very rarely and exceptionally and will not be given routinely or as a matter of right
- Will only go into areas of the school or the school grounds where they are allowed to be
- Will act safely at all times and avoid behaviour that places themselves or others at risk.
- Will respect school property, displays and the work of others.
- Will cycle in a correct and responsible manner, wearing a helmet and ensuring the bicycle has working lights if cycling in the dark, paying particular attention in the areas where the school trip buses are arriving/leaving and only using the designated areas for bicycles
- Will behave in a sensible way when on the school minibus
- Will walk sensibly around the school, keeping to the left in corridors and on stairs
- Will ensure that litter is placed properly in litter bins, both in classrooms and in all other spaces around the school e.g. playgrounds, corridors etc
- Will return borrowed items promptly and hand any lost property to the school office.
- Must not bring chewing gum into school or eat chewing gum at any time during the school day or on any school based activity
- Must not eat during lesson times
- Must not bring into school electronic equipment or high value items that may distract themselves or others
- Must not access their mobile phone during the school day.
- Must not be aggressive or violent, either physically or verbally
- Must not threaten, intimidate or bully any other person, nor pick on or ignore others, which can be just as harmful

- Must not have in their possession any potentially dangerous objects, weapons or replicas of weapons etc (e.g. knives, guns etc)
- Must not smoke, vape or use/consume any contraband items in school or whenever in school uniform, or involved in any school-based activity including trips
- Must not bring into school or cause to be brought into school any cigarettes, matches, lighters, e-cigarette, alcohol, tobacco, nicotine pouches, vapes or vaping products, nor should any of the above items be consumed by students whilst they are in school uniform or involved in any school-based activity.
- Must not bring into school or cause to be brought into school any illegal or potentially harmful substances (e.g. drugs including cannabis or other substances which can be used for inhaling or "sniffing"). NB Where medicinal substances need to be brought into school for genuine health reasons, the Deputy Head's permission must be given
- Must consent to being searched by a member of staff, who has been given permission by the Headteacher, based on suspicion of the pupil being in possession of contraband.

See Appendix 3: Pupil Code of Conduct

See Appendix 4: Expectations for Behaviour in lessons

5.1 Anti-Smoking

The whole school is a smoke free area including those areas which are used by the public in the evening or at weekends; the terms "smoking" and "smoke free" shall also be considered to refer to e-cigarettes, vaping products and other such devices.

Staff are expected to set an example and act as non-smoking role models during the course of their professional duties.

Pupils are informed of the dangers of smoking via assemblies and the PSHE programme. If caught smoking the school will follow its sanctions policy

5.2 Drugs

The school recognises that the availability of illegal and legal drugs, combined with their potentially harmful and damaging effects, requires a clear statement in its own right.

The purpose of this section is to ensure that there is no drug misuse by pupils of The High School Leckhampton.

A drug is defined as 'A substance people take to change the way they feel, think or behave.'

This includes:

- All illegal drugs
- All legal drugs, including alcohol, tobacco, volatile substances, ketamine, khat and alkyl nitrites, vapes, nicotine pouches
- All over the counter and prescription medicines

Drug misuse is defined as the non-medical use of drugs that are only intended for use in medical treatment, and the use of drugs that have no accepted medical purpose. Such drugs are controlled under the Misuse of Drugs Act 1971. The Act does not cover solvent misuse. (Solvent misuse is nevertheless proscribed by the School Rules.)

The school's position is as follows:

- The school has a 'no tolerance' approach to the use and possession of illegal substances and/or related paraphernalia, irrespective of quantity. Illegal drugs are regarded by the school as being seriously harmful substances with which it is wrong for pupils to involve themselves. The school recognises that it has a duty of care towards the health and safety of the whole school population and will take action to safeguard their wellbeing. The school's primary area of influence is over pupils during the school day, but the school hopes that the advice and guidance given in relation to drugs will extend into the private lives of its pupils as well.
- Under no circumstances should pupils involve themselves or others with illegal drugs at any time when they are in school uniform or involved in a school-based activity. Drug related activity includes possession, supply (irrespective of whether a profit is involved or not) or use.
- Bringing illegal substances on the school site or causing such substances to be brought on to the school site, are extremely serious offences which will be dealt with firmly by the school. The school will also contact appropriate authorities such as the police. The school reserves the right to impose sanctions which may vary depending on the severity of the offence, including fixed term suspension or permanent exclusion even for a first offence.
- Our approach will be made clear to students on appropriate occasions, e.g. via Assemblies, the School Rules and, when necessary, when appropriate opportunities arise, in other pastoral or curriculum-based activities.
- Staff will be given training about what to do in the event of discovering a substance they suspect to be harmful, illegal or requiring further investigation.
- Information about students involved in drug related incidents is dealt with on a 'need to know' basis and at the discretion of the Headteacher. Teachers directly involved with the delivery of Drug Education in Personal and Social Education will be provided with appropriate training. At all times and in all circumstances all staff must pass on information to the Assistant Head. The school recognises the importance of increasing drugs awareness amongst its students as a means of preventing drug use and possession.
- The school acknowledges the importance of its pastoral role in the welfare of young people and through the general ethos of the school will seek to persuade students in need of support to come forward. On appropriate occasions, outside agencies with particular expertise will be invited into the school to address students, either formally or informally (all visitors will be 'vetted').

5.3 Mobile Phones and Electronic Devices

Mobile phones/electronic devices/smart watches must not be used in school in line with the DfE guidance on mobile phones in school. Any mobile phone/electronic device in plain sight will be confiscated and returned to an appropriate parent/carer who will need to collect it from the school office. Additional sanctions may be issued in line with this policy as phones will be treated as contraband.

The school will not be responsible for any loss or damage to any device that is brought into school. In the event of an emergency, the school office is happy to pass urgent messages on to students so that the use of a mobile is not necessary within school.

Should a pupil be on the exemption list (meaning they have been given permission to bring a phone into school by the Deputy Headteacher), a parent/carer should contact their child's Head of House to make appropriate arrangements for the phone to be handed in.

Whilst it may be appropriate for headphones to be used with computers e.g. Language work, under no circumstances should they be worn around the school site.

5.4 Bullying

Bullying is defined as the repetitive, intentional harming of one 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

The High School Leckhampton is committed to providing a caring, friendly and safe environment for all our pupils, so they are able to learn in a safe and secure atmosphere. Bullying of any kind is unacceptable. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

See Appendix 2: Anti-Bullying Strategy.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil'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.

6. Rewards

We believe that pupils respond best to praise and reward. As a school we will celebrate the success of our pupils. We will look for opportunities to reward pupils for their engagement in all aspects of the curriculum including sport, music and drama, using events such as Reward Assemblies and an annual Prize Giving to formally acknowledge their efforts. When sanctions are issued, they will be reasonable in relation to the offence and will allow the student to maintain their respect. However, we believe that by regularly drawing attention to our expectations for the highest standards of behaviour we will establish a very positive ethos where pupils can learn effectively and that encouraging good behaviour is, in the long term more successful than castigating bad behaviour. Our expectations are made clear to pupils and parents via visits to Primary Schools by our staff, visits to The High School Leckhampton by Year 6 pupils, by the Home School Agreement and in the Prospectus. They are reinforced regularly in school assemblies, by form tutors and in lessons.

We believe that students respond best to praise and reward. We have a clear system of rewards that is summarised below.

Rewards

Teachers will use EPraise to record and keep track of the great things students do in and out of school. The system works by teachers awarding a point whenever they recognise that a student has done well in one of the following categories:

1. Attainment
2. Contributions
3. Effort in class
4. Effort in homework
5. Effort in revision
6. Effort in extra-curricular
7. Good organisation
8. Presentation of work
9. Helpful acts
10. Independence and initiative
11. Resilience
12. Team work
13. Leadership
14. Interim Report
15. Attendance
16. Online Learning
17. RRSA
18. Eco
19. Head Teacher's Reward
20. Reading
21. Numeracy
22. ILD
23. Intervention

In addition to the categories above, any effort grades on interim reports of 1*, 1 and 2 will be translated into points and recorded on EPraise. Students also receive one point for every week that they have 100% attendance and punctuality. Teachers can also award virtual badges to recognise achievements such as being a member of a school club or volunteering for a local charity.

When students reach a certain number of points, a milestone is achieved. For example, students receive a bronze award for achieving 50 points and a silver award for reaching 100

points. Milestones increase in steps of 50 points until the highest milestone is reached – platinum (needing 300 points). Students will be issued with a certificate at the end of each academic year to reflect the milestone they reached.

The points students earn also contribute to the success of the houses. At the end of every term, the house with highest number of average points per student is awarded a Cup at the final assembly.

Points are reset at the start of every academic year so that students can have a fresh start. It is hoped that some students will achieve platinum in every year that they attend The High School Leckhampton.

The system is completely transparent for students and parents – they can log on to Epraise to review the points and badges awarded.

Positive behaviour will be rewarded in a number of additional ways, including verbal praise, letters or phone calls home to parents, and special responsibilities/privileges.

7. Behaviour Interventions and Sanctions

7.1 Sanctions at HSL

Sanctions

We recognise the need for a range of carefully measured sanctions to reinforce our expectations when students let themselves down:

- 1.** The classroom teacher deals with initial problems with giving a pupil a 'chance to change' a warning, extra work or detentions
- 2.** Work related problems may involve Curriculum Leads, meetings with parents, subject reports etc.
- 3. Additional work/Detentions** are for more serious or persistent problems and are used to inform parents
- 4. Lunch & after school detentions.** These take place at lunchtime (30 minutes) and after school (1 hour). After school detentions are serious sanctions. The school will give reasonable notice to parents where possible. In addition to this, more serious sanctions may include an SLT after school detention until 5pm.
- 5. Internal Intervention.** Serious breaches of the school rules may result in a pupil receiving an internal intervention. If this is the case, the pupil should hand their mobile phone (if they are on the mobile phones exemption list) into Reception at 8:30am. A member of staff will collect them and supervise them on site until 5pm.

Please note, a pupil may be placed in an internal intervention during the course of the school day, should there be a serious breach of the school rules or pending an investigation. Parents will be notified should this happen.

- 6. Suspension/Exclusion.** Serious breaches of discipline may result in fixed term exclusions and, ultimately, permanent exclusion (see Exclusions & Suspensions policy)

In addition to the above the school may use one or more of the following sanctions in response to unacceptable behaviour:

- Loss of privileges – e.g. the loss of a prized responsibility
- Community service such as litter picking, helping with the recycling
- Phone calls/emails/meetings with parents
- Behaviour contracts
- Tutor/Uniform/HoH report

Referrals to the Pastoral Team are dealt with in a number of ways. Pupils may be punished for misdemeanours but sometimes it is more appropriate to counsel children who have already been through a series of sanctions, to seek an alternative way of modifying behaviour.

7.2 Off-Site Direction

What is off-site direction?

Off-site direction allows a school to require a pupil to attend another education setting for a limited period to improve behaviour, while the pupil remains on the roll of their main school. It is not an exclusion.

i) Off-site direction will only be used only to improve behaviour at HSL, as per the government guidance

In situations where the school deems an off-site direction to be appropriate, we will direct a pupil to alternative provision which is intended to address behavioural issues and support successful reintegration. It will never be used as unofficial exclusion or a means of removing challenging pupils.

ii) Parents will receive formal written notification regarding the school's intention to direct a pupil to an alternative educational provider.

The school will provide detailed written information about:

- the placement,
- start date,
- objectives,
- duration,
- review arrangements, and
- The educational provision that their child will receive.

iii) Information sharing between settings

The High School Leckhampton will share relevant information about the pupil with the alternative provider. This could include but is not limited to:

- Parental contact information
- SEND information including pupil passports, My Plan(s), My Plan +, EHCP reviews
- Safeguarding information that must be shared to ensure the safety of the pupil and the host community.

The information will be shared prior to the placement starting to ensure a smooth transition.

iv) Off-Site Direction Review

During the off-site direction placement, pastoral staff (such as a Head of House or Senior Leader) and an appropriate member of staff from the host school/alternative provider will hold a review meeting to discuss how the placement is going and see if any additional

support may be needed for the remainder of the placement. The review can take place in person, online or over the phone. This information can be shared with parents and carers. A placement can also be terminated due to poor behaviour at the host school. Should this occur, the High School Leckhampton's behaviour policy will apply, and the pupil will receive further sanctions.

7.3 Exclusions/Suspensions

On occasion the Headteacher may exclude/suspend a student from membership of the school for a fixed term period. Examples of the sort of unacceptable conduct which might lead to an exclusion/suspension are: verbal abuse to staff, students and others, including homophobic, sexist, racist or other comments of an offensive or discriminatory nature; physical abuse or attacks on staff or students; threats of violence to others; indecent behaviour; damage to property; misuse or supply of illegal drugs or other substances (e.g. alcohol or tobacco or nicotine pouches); theft; sexual abuse or assault; carrying an offensive weapon (even if it is claimed that it is for purposes of self-defence); arson; disruptive behaviour; defiance or failure to comply with school rules and bringing the school into disrepute.

This is not an exhaustive list, and it is the responsibility of the Headteacher to make a judgement about the appropriateness of sanctions and it is not a matter of negotiation with parents.

On rare occasions permanent exclusion may be appropriate. This will usually be as a last resort or for persistent bad behaviour, but the school reserves the right to exclude permanently a student for a first offence of a sufficiently serious nature. In cases of permanent exclusion or of fixed term exclusions parents will be informed of their right to make representations to the governors.

When imposing an exclusion, the school will be mindful of the prevailing guidance (currently 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movements 2026) issued by the DfE on exclusions.

See Exclusions & Suspensions Policy available on our website.

7.4 Sanctions for poor Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as walking to and from school or on school trips including residential visits.

Pupils must behave themselves as they travel to and from school. We expect all students to adhere to the following while commuting to school:

- Their uniform is worn correctly
- They behave courteously to members of the public
- They are polite and show respect for their fellow pupils
- They do as they are asked by staff

The school may sanction behaviour outside school where it has a clear link to the school. Pupils are considered to be part of the school during their commute to and from school and whenever they are wearing the school uniform. Staff may patrol the surrounding area before and after school to ensure that behaviour follows the high expectations of The High School Leckhampton. Pupils are subject to the same sanctions for misbehaviour while

travelling to and from school and/or while wearing the school uniform as they are subject to while in school. Where a pupil brings the school into disrepute, even outside of school, that pupil may be sanctioned.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only take place on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.5 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil 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, where relevant) will consider whether the pupil 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.

Please refer to our ***Child Protection and Safeguarding Policy*** for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Intervention Strategies

It is an important part of our practice to motivate children by reminding and encouraging them about what they do well. The carrot of praise is a key element in our strategy and all staff are expected to actively recognise good behaviour and intervene positively at an early stage before poor behaviour becomes a major issue. Knowledge of the individual child and his or her background is an important part of any decisions made about him or her. Thus, any behaviour management strategy is personalised and although any student exhibiting similar difficulties is likely to be treated consistently in line with school policy, the strategies employed may be different.

Our approach is characterised by an attempt firstly to understand the precise nature of the behavioural difficulties and secondly to set in motion a plan of action that hopefully will lead to significant improvement. This strategy is usually overseen by a member of the pastoral staff responsible for the student concerned.

The predominant ethos of the school is one where there is a strong expectation that all students want to and will behave well. This is encouraged and reinforced in a variety of ways throughout a student's time at The High School Leckhampton, via assemblies, tutors,

teachers and is supported by the positive tone and atmosphere we seek to create in the school and by the huge range of opportunities that are on offer.

When needed, specific support or personal (and sometimes group) guidance can be arranged e.g., detentions, withdrawal from lessons, behaviour management work, individual behaviour plans and pastoral support plans. This might involve the voluntary use of a Target Card where a student is given or negotiates specific targets and is given immediate feedback at the end of each lesson on his or her performance in relation to these targets. In addition to the Home School Agreement under certain circumstances a student may be given a behaviour contract with very specific clauses agreed between home, school and the student. Alternatively, a student's curriculum may be altered with increased opportunities for approved vocational learning and/or work experience. External agencies such as the Education Welfare Officer (EWO), School Nurse, Education Psychologist, Medical Education Team etc may be used as appropriate.

Where a child, in spite of our best efforts and the use of the strategies suggested above, including (usually) the involvement of home and if appropriate external support, continues to misbehave, the school's referral and disciplinary procedures will be invoked. At this stage suspension/exclusion, fixed term or permanent, may come into play. Often before any such exclusion occurs a warning letter of consequent exclusion will have been sent. Of course, much depends upon the nature of the offence or offences concerned. A very serious matter may lead to a pupil being permanently excluded with immediate effect.

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. There is no hard and fast formula for creating the ideal environment but well-structured lessons, delivered with good humour and pace at a level the pupils understand, help to create an atmosphere where learning takes precedence over boredom and disruption.

Teaching staff will:

- Demonstrate high-quality, inclusive teaching
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct
- 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

8.2 Pastoral Support

The tutors are the first port of call for all pastoral issues. Tutors meet their tutor groups twice a day. Pastoral issues are usually dealt with by the tutor, but for more significant pastoral/behavioural concerns, they can be passed up the ladder of the pastoral team:

- Headteacher
- Deputy Headteacher (DSL)
- Heads of Houses (DDSLs)
- Tutors

Effective pastoral support will be delivered in a variety of ways. The tutors will aim to be available to support pupils with any issues they may encounter and the tutors will know their tutees well and can offer significant support and guidance. For more complex issues, the Head of House can meet with a pupil and offer support and guidance.

There are a number of support strategies that might be employed including:

- Regular discussions one-to-one
- Completing an individual support plan
- Meeting with parents to discuss how to help the pupil
- E-mail contact with home about issues
- Involvement of outside agencies for additional support, such as Children & Adolescent Mental Health Services (CAMHs), Teens in Crisis, Families First, Social Services etc.
- Counselling can be offered to pupils who feel they would benefit

More details about all this support can be found on the school website. There is clear signposting and support resources such as 'The Wellbeing Hub' which parents and pupils should endeavour to explore if they are requiring additional support.

8.3 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupils, including SEND, Mental Health Needs or Medical Conditions.

8.4 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils and may be returned to parents or disposed of where appropriate.

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](#).

Searching a pupil

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

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

As per the DfE guidance, an authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised and appropriately trained 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 pupil; **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 Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, 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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil 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 Designated Safeguarding Lead (or Deputy), to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil 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 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 pupil’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 pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil 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 pupil’s possessions when the pupil 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 pupil 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 – CPOMS.

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 pupil 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 pupil'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 pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers (or both if we have two parents/carers on record) to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. The school will endeavour to wait until a parent/carer can come into school to act as an appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

8.5 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil or themselves
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

8.6 Suspected Criminal Behaviour

If a pupil 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 Headteacher and DSL 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, as long as 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.

8.7 A Robust and Consistently Applied Approach to Sexual Harassment & Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils 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:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

8.8 Individual 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 Co-ordinator (SENDCo) 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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

9. Pupil Transition

To ensure a smooth transition to the next year, pupils 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behavioural issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Headteacher, Assistant Head and the Governing Body annually.

12. Links with other Policies

This Behaviour Policy is linked to the following policies and documents:

- *Exclusions & Suspensions Policy*
- *Child Protection and Safeguarding Policy*
- *Anti-Bullying strategy: Appendix 2*
- *Attendance Policy*
- *Home-School Agreement*

Rights Respecting School Statement

The contents of this policy have been reviewed taking into account The High School Leckhampton's responsibilities as a Rights Respecting School. In particular, our commitment to the following articles of the Convention of The Rights of The Child:

Article 28: (Right to Education): *The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

Article 29: (Goals of Education): *Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to love peacefully, protect the environment and respect other people.*

Appendix 1: Classroom Behaviour System

Every lesson, we will:

- Demonstrate high-quality teaching
- Insist upon a calm and purposeful learning environment
- Maintain positive interactions
- Apply inclusive classroom principles
- Value your individual contributions



The High School
Leckhampton



Appendix 2: Anti-Bullying Strategy

Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to speak to staff and parents knowing that incidents will be dealt with promptly and effectively. We are a TELLING school - anyone who knows that bullying is happening is expected to tell the staff who will listen and respond.

The High School Leckhampton will undertake to create a positive ethos to try and prevent bullying occurring. We recognise that bullying takes place in many walks of life and that all schools experience some bullying. It is our experience that bullying also exists outside of school hours and that often the root cause of bullying is to be found out of school, perhaps involving disputes between families. Because of this, it may not always be possible for the school to "solve" every situation to the satisfaction of everyone involved, but the school accepts that it has a responsibility to do its best to find a resolution, even when out of school factors are involved.

Policy Objectives

- All staff, governors, pupils and parents should have an understanding of what bullying is
- To make clear that bullying will not be tolerated
- To ensure clear procedures for reporting bullying are understood and followed
- To preserve everyone's right to be happy and ensure any instances of bullying are addressed

What is Bullying?

Bullying can be displayed in different ways; while bullying is typically repeated, a serious one-off incident may be treated as bullying, or occasional incidents, or it may also be a prolonged or sustained "attack" on one or more students by one or more other students. Most often Bullying is the repeated use of any behaviour intended to hurt another person, resulting in pain and distress to the victim.

• Type of bullying	• Definition
• Emotional	• Being unfriendly, excluding, tormenting, threatening behaviour
• 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, graffiti, gestures or physical abuse focussed on a particular characteristic (e.g. gender, race, sexuality etc)
• 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 or gaming sites

Procedures

All allegations of bullying will be taken seriously by the school. However, just because bullying is alleged, it does not mean that it has taken place. Bullying issues are rarely simple and often involve counter-allegations.

Our general approach is to discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view. Sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions. The aim is always to bring about a permanent solution to the problem whenever possible. This may mean helping the bully as well as the victim.

1. Incidents of bullying must be reported to tutors (or the nearest member of staff if appropriate). This can be via email/phone/face-to-face.
2. In serious cases the incidents will be referred on to the Assistant Head who will interview pupils involved, contact parents and record the incident.
3. The bullying behaviour and threats of bullying must immediately stop. The Assistant Head, tutors, parents and victims must liaise closely to ensure this happens.
4. An attempt will be made to help the bully to change his/her behaviour.
5. In persistent cases exclusion will be considered.

Prevention

All staff receive anti-bullying training and can spot the signs of bullying and know the school's processes regarding how to deal with it. PSHE sessions, tutorials and assemblies are avenues to heighten awareness of bullying and procedures to counter it. Friends of victims have a responsibility to talk to staff if the victim is reluctant to do so.

Pupils may indicate by signs or behaviour that s/he is being bullied. Parents and staff must be aware that these are possible signs and should pass on their concerns if a child:

- is unwilling to go to school
- becomes withdrawn or depressed
- regularly has clothes or books destroyed
- becomes disruptive or aggressive
- starts stealing money
- is frightened to say what is wrong
- begins to do badly in school work
- attempts suicide or runs away
- self-harms

Any information or concerns will be taken seriously by the school.

We ask pupils and parents to keep us informed of the good as well as any bad news once the problem has been resolved and we will check from time to time with pupils themselves.

Pupils will complete a questionnaire each year which gives the school a picture of any issues regarding bullying.

Appendix 3: Pupil Code of Conduct

At The High School Leckhampton we have high expectations of each other's behaviour on or off the premises. This helps us to work together. This code of conduct shows what we expect of each other.

Come to school ready to learn, dressed appropriately and properly equipped

- Arrive on time for school and lessons
- Wear the correct uniform neatly with shirt tucked in and no make-up
- A maximum of one stud per ear, worn in the lobe, is the only acceptable jewellery
- Coats should only be worn at appropriate times
- Prepare for lessons and bring all you need for them
- Stay in the correct areas of the school grounds
- Behave politely and respectfully when travelling to and from school

Treat others with kindness and respect and listen to their opinions

- Speak and act towards others in a way that will not offend
- Listen to others' opinions- everyone is an individual
- Treat others the way you would like to be treated
- Respect the feelings and property of residents when travelling to and from school
- Promptly report any unkindness to your tutor or other member of staff

Take personal responsibility for your actions

- Deal with conflicts without violence
- Tell the truth - own up if you do something wrong

Follow the school rules about mobile phones

- Mobile phones must not be accessible at HSL
- Headphones and earphones must be kept out of sight, in pupils' bags
- Phones may only be used when explicitly authorised by staff (including reception staff), with prior agreement such as on a school trip

Move around the school in a careful and considerate way

- Walk on the left-hand side of the corridors and obey any one-way system
- Be calm around the school grounds and keep to paths
- Go to lessons promptly
- Open doors for others
- Be safe

Look after our own property and that belonging to the school and others

- Respect and take care of other peoples' work on display
- Return anything that you borrow
- Hand anything you find to the office
- Put all rubbish in a bin and recycle wherever possible
- Do not bring chewing gum into school
- Only eat in the dining room or outside the buildings

We are committed to being a safe and healthy school where anything unlawful is also unacceptable.

Appendix 4: Expectations for Behaviour in Lessons

We all have a responsibility to make sure that we can all learn well in lessons. The following list shows what we **must** do:

Start of Lessons

- Enter rooms in an orderly manner and go straight to your workplace
- Take off and put away any outdoor wear (not on desks)
- Take out books, pens and equipment
- Put bags away (not on desks)
- Remain silent during the register (except when your name is called) and/or when the teacher is starting the lesson

During Lessons

- When your teacher talks to the whole class, remain silent and concentrate
- You must have pen, pencil, ruler, diary and any books or folders needed
- Always try your best and be enthusiastic about the task given.
- You are expected to work sensibly with your classmates, do not distract or annoy them
- If you arrive late without justifiable cause you must expect to make up the work missed or carry out any other sanction the teacher requires of you
- Homework must be recorded in your student planner, handed in on time and done to the best of your ability
- Eating and chewing gum are not allowed. If caught, you will have to empty your mouth and hand in any food
- Except where otherwise stated (e.g. in ICT rooms), you may bring non-glass bottles of water into the classroom providing that there is a proper bottle top so there is no danger of spillage and disruption. No drink other than water is allowed
- Mobile phones and other electronic devices, or other distractions are not allowed. They will be confiscated.
- You must not leave a lesson without permission from a teacher

End of Lessons

- Bells are not signals for you. They are to inform your teacher
- You should not begin to pack away or put on outdoor wear until your teacher tells you to do so
- When told, stand and push in or put up your chairs. Any litter should be picked up
- Only when your teacher finally tells you to go may you leave the room
- Finally, but most importantly, teachers act in loco parents (in place of a parent) within their professional responsibilities. This means in particular that:
- There is no excuse for rudeness, disrespect or insolence towards teachers or any other person in the school. Any reasonable request from a teacher or other person in authority should be carried out at once.

Intentionally breaking any of these basic rules will be treated as a very serious matter.

Appendix 5: Behaviour Principles Written Statement

Governors' written statement of behaviour principles Rationale and purpose.

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour in schools: advice for Headteachers and school staff, 2024).
2. The purpose of the Statement is to provide guidance to the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in the school; governors, staff, parents and students, as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (2024).
4. The Behaviour Policy is to be published on the school's website and distributed to all members of staff via e-mail and available to all on request.

Principles:

a) High standards of behaviour

The Governing Body of The High School Leckhampton believe that high standards of behaviour lie at the heart of a successful school which enables all of its students to make the best possible progress in all aspects of their school life and that all staff should be able to teach and promote outstanding learning without interruption.

b) The right to feel safe at all times

All students, staff and visitors have the right to feel safe at all times in school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school's community and the policy should help to foster this.

c) Inclusivity and Equality

The High School Leckhampton is an inclusive establishment. All members of this school community should be able to work or study, free from any form of discrimination, harassment or bullying. (As laid down in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-Bullying Statement that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect students from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation. The school's legal duties under the Equality Act, 2010 in respect of

safeguarding students with Special Educational Needs and all vulnerable students should be included in the Behaviour Policy.

d) Emotional Health and Wellbeing

The Governors believe that the emotional health and wellbeing of all students and the staff at The High School Leckhampton are important, and procedures and practises should ensure this aspect is promoted and given importance.

Practice:

Whilst the Governing Body recognise it is the Headteacher's responsibility to draw up the school's Behaviour Policy, the following should be included:

a) Home-School Agreement

Parents/carers should be encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time within school. The responsibilities of students, parents/carers and staff with respect to student's behaviour must be covered in the 'Home-School Agreement' which students and parents/carers must be asked to sign when a child joins the school.

b) Code of Conduct

The Code of Conduct should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all students. The Governing Body expect the rules to be consistently applied by all staff.

c) Reward and Recognition

The Governing Body would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

d) Racism/Racist bullying

Racism/Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racism/Racist bullying can be identified by the motivation of the antagonist/bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices. The High School Leckhampton actively encourages its students and staff to understand, embrace and celebrate their diversity. Bullying or abuse of anyone because of their race will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the school's current reporting and resolution protocols. Incidents of racist bullying are recorded using CPOMS; the bullying log is regularly reviewed by the pastoral leads, DSL's and Safeguarding Governor. The High School Leckhampton will always seek restorative outcomes for any cases of bullying including:

- 1:1 and small group mediation
- Working with parents and students

- Referral to Police Youth Liaison Officer
- Raising awareness and promoting positive relationships through PSHE and Rights Respecting Schools programme
- Sanctions taken against perpetrators of bullying in any form in line with the Behaviour Policy
- Individual or small group mentoring.

e) Homophobic/Transphobic bullying

Homophobic/Transphobic bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Homophobic/Transphobic/Sexist bullying can be identified by the motivation of the antagonist/bully, the language used, and/or by the fact that victims are singled out because of their sexuality, assumed sexuality, gender identity, assumed gender identity or gender expression.

The High School Leckhampton encourages its students and staff to understand diversity. Bullying or abuse of anyone will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the school's current reporting and resolution protocols. Incidents of homophobic/transphobic bullying are recorded using CPOMs; the bullying log is regularly reviewed by the pastoral leads, DSL's and Safeguarding Governor. The High School Leckhampton will always seek restorative outcomes for any cases of bullying including:

- 1:1 and small group mediation
- Working with parents and students
- Referral to Police Youth Liaison Officer
- Raising awareness and promoting positive relationships through PSHE and Rights Respecting Schools Award
- Sanctions taken against perpetrators of bullying in any form in line with the Behaviour Policy
- Individual or small group mentoring

Sanctions for the breaches of the Code of Conduct

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The range of sanctions should be described in the Behaviour Policy so that students, staff and parents can understand how and when these are applied. The Governing Body strongly feel that suspensions and exclusions, particularly those that are permanent, must be used only as a very last resort.

The policy should also include the following in some detail:

- Power to use reasonable force or make physical contact: the situations in which reasonable force may be used (including removing disruptive students from classrooms, or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when students may be restrained. The Governing Body expect appropriate staff to be trained in the use of reasonable force and restraint.
- The authority to search students for prohibited items and to confiscate where necessary, the Governing Body would expect the Headteacher to inform the relevant authorities

when items prohibited by law, weapons, non-prescription drugs etc. are brought onto the school premises.

- The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the student is taking part in any school organised or school related activity.

The Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff and the pastoral support that school staff should expect to receive if they are accused of misusing their powers.