



NESTON
HIGH SCHOOL

Behaviour and Discipline Policy

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1. ETHOS OF THE POLICY

- 1.1 We all have the right to feel safe, happy, and respected at Neston High School (“the School”). This statement applies to every member of our school community – students, teachers, support staff, parents, board members and all visitors to our School.
- 1.2 Our overarching values are **Aspiration, Community, and Kindness**:
- ✦ We value achievement and intellectual curiosity along with lifelong learning
 - ✦ We value community and belonging
 - ✦ We value kindness in all its forms
 - ✦ We value hard work and high aspiration
 - ✦ We value resilience and enthusiasm
 - ✦ We value manners and respect for others
 - ✦ We value fairness, trust and honesty
 - ✦ We value self-belief and personal confidence
 - ✦ We value diversity and embrace difference
 - ✦ We value the environment
 - ✦ We value strong relationships
- 1.3 We recognise that good behaviour is essential to creating an effective environment in which all students are able to progress. We seek to create a caring and supportive environment in which we celebrate and reward achievement and challenge behaviours that are detrimental to progress of our School.
- 1.4 The purpose of this policy is to set out:
- 1.4.1 The standard of behaviour expected of students;
 - 1.4.2 The consequences which staff can issue if behaviour falls below expected standards; and
 - 1.4.3 How the School will deal with poor behaviour off the premises.

2. GUIDING PRINCIPLES

- 2.1 We believe that being clear in our expectations of each other and agreeing each of our responsibilities, is a vital starting point.
- 2.2 Through our rules, staff have access to a philosophy and accompanying vocabulary to support challenging behaviour, so that all can flourish. Positive strategies should be used whenever possible to promote good behaviour. Praise and recognition for achievements in all areas of school life is at the heart of our practice. Positive strategies enable students to develop good learning habits; build self- esteem; promote consideration for others and thereby create a harmonious environment in which learning flourishes.
- 2.3 We challenge students to be the best they can be and will never compromise on our exacting standards. We believe that good behaviour is essential to support high quality learning and teaching. Parents and our wider community have an expectation that school will teach good behaviour and instil strong discipline. We seek to create an ordered, inclusive, and caring learning environment at Neston High school by:
 - 2.3.1 Promoting and rewarding good behaviour and emphasising the link between progress and achievement
 - 2.3.2 Developing personal responsibility and accountability for behaviour
 - 2.3.3 Being recognised as individuals
 - 2.3.4 Demonstrating and modelling our core values
 - 2.3.5 Preventing and tackling any form of bullying or poor behaviour through active development of students' social, moral, emotional and behavioural skills.
 - 2.3.6 Establishing a positive atmosphere where discipline and good order lead to excellence.
 - 2.3.7 Involving students, parents, carers, staff and Board members in the creation and implementation of a consistent approach to behaviour.
- 2.4 The School also believes that it is important to academic learning and students should be taught to take responsibility for their own actions and have a sense of understanding and respect for others - both in the School and the world outside - so that they may contribute responsibly and constructively to society.
- 2.5 The School recognises that, sometimes, negative behaviours can be displayed as a result of a Special Educational Needs (SEN). In such cases, the SEN policy will be applied and reasonable adjustments made to the application of this policy.
- 2.6 The School also recognises that at times students misbehave and in cases where a student is persistently disruptive, sanctions and further action may be required.
- 2.7 This policy should be read alongside the School's SEND policy.
- 2.8 This policy will be published on the School's website and can be made available in hard copy upon request.

3. AIMS

- 3.1 To provide a consistent, fair and graduated approach to behaviour and its management.
- 3.2 To define what is considered unacceptable behaviour.
- 3.3 To outline the School's expectations on student behaviour.
- 3.4 To outline the roles and responsibilities of stakeholders in our school community, including parents/carers.
- 3.5 To summarise the systems related to rewards and sanctions.

4. COMPLIANCE

This discipline and behaviour policy has been prepared with regard to the following statutory provisions and guidance:

- 4.1 Behaviour in Schools: Advice for headteachers and school staff (September 2022)
- 4.2 Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
- 4.3 Searching, Screening and Confiscation at School
- 4.4 Education (Excluded Days of Detention) (England) Regulations 2007
- 4.5 Keeping Children Safe in Education (KCSIE)
- 4.6 Working Together to Safeguard Children
- 4.7 Behaviour and Discipline in Schools: Guidance for Governing Bodies
- 4.8 Preventing and Tackling Bullying Sexual Violence and Sexual Harassment between Children in Schools and Colleges (see Part 5 of KCSIE)
- 4.9 Mental Health and Behaviour in Schools Guidance
- 4.10 Alternative Provision Statutory Guidance
- 4.11 Special Educational Needs and Disability 0-25 years Code of Practice
- 4.12 Special Educational Needs and Disabilities Regulations, [22, 24 and 28] (2014)
- 4.13 Children and Families Act: Sections 29, 37, 42, 44 and 66 (2014)
- 4.14 Educations and Inspections Act, Section 91, 93 and 94 (2006)
- 4.15 Education Act, Section 550ZB (1996)
- 4.16 Equality Act and School (2010)
- 4.17 The Equality and Human Rights Commission Advice and Guidance
- 4.18 Promoting Fundamental British Values as part of SMSC in Schools
- 4.19 Respectful School Communities Toolkit

5. THE SCHOOL'S POWER TO DISCIPLINE

- 5.1 Schools have a statutory power to discipline students for breaches of rules, failure to follow instructions or other unacceptable conduct
- 5.2 All teachers and other staff in charge of students have the power to discipline
- 5.3 The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers
- 5.4 Schools can hold detentions out of normal hours, weekends (with some exceptions) and non-teaching days without parental/carer consent
- 5.5 Schools can confiscate items (including retention/disposal) where reasonable and appropriate
- 5.6 School has a statutory power to discipline students for misbehaviour outside of school premises
- 5.7 Separate legal provision inserted into the Education Act 1996 makes it lawful for named school staff to search suspected students for weapons and other illegal items without consent
- 5.8 School staff have a statutory power to impose sanctions
- 5.9 Sanctions must be reasonable and proportionate to the circumstances and will take account of the student's age, special educational needs, disability and religious requirements affecting the student.

6. RESPONSIBILITIES AND PARTNERSHIP

- 6.1 The Headteacher and Board of Trustees will:
 - 6.1.1 Have the overall responsibility for the effective operation of this policy and for ensuring compliance with any statutory framework.
 - 6.1.2 Make clear the school's statutory power to discipline students including suspending or permanently excluding a student.
 - 6.1.3 Establish and clearly communicate rewards and sanctions that are designed to ensure good order, respect, and discipline.
 - 6.1.4 Ensure that all new students have a clear understanding of behaviour expectations.
 - 6.1.5 Ensure all staff receive the necessary professional development and training on behaviour strategies.
 - 6.1.6 Apply sanctions fairly, consistently, proportionately, and taking account of the needs of vulnerable students, including those with SEND, and offering support, as appropriate.
 - 6.1.7 Take all reasonable measures to protect the safety and well-being of students and staff, including addressing all forms of bullying.
 - 6.1.8 Keep parents informed of their child's behaviour (positive and negative) and use appropriate methods of engaging and supporting them in their parental responsibilities.
- 6.2 **Senior Leadership at the School will:**
 - 6.2.1 Ensure that they visibly display high levels of good behaviour.
 - 6.2.2 Ensure that all staff understand the behavioural expectations and the importance of maintaining them.
 - 6.2.3 Assist the Headteacher with the induction of new staff into the School's behaviour culture.

6.3 All staff will:

- 6.3.1 Ensure clear boundaries of acceptable student behaviour are established.
- 6.3.2 Teach and model good behaviour and positive relationships.
- 6.3.3 Respond to incidents of misbehaviour predictably, promptly, assertively and in line with this policy.
- 6.3.4 Challenge students to meet the expectations of this behaviour policy.
- 6.3.5 Consider the impact of their own behaviour on the School culture and how they can uphold the School rules and expectations.

6.4 Parents/Carers will:

- 6.4.1 Familiarise themselves with the School rules.
- 6.4.2 Support the school's expectations of high standard of behaviour.
- 6.4.3 Abide by Neston High School's Behaviour and Discipline Policy and the disciplinary authority of School staff.
- 6.4.4 Send their child to school each day punctually, suitably clothed and equipped to learn.
- 6.4.5 Engage with the School when behaviour expectations are missed.
- 6.4.6 Ensure their child is not found in a public place during school hours, in the first 5 days of a suspension and attend the re-admission meeting at the end of a period of a suspension.

6.5 Students will:

- 6.5.1 Follow instructions by school staff, abide by the School rules and accept sanctions in an appropriate way.
- 6.5.2 Encourage and support a culture of good behaviour at the School among their peers.
- 6.5.3 Co-operate with arrangements put in place to support their positive behaviour in School.
- 6.5.4 Act as ambassadors for the School when in the wider community.
- 6.5.5 Show respect for their School and the students and staff in the school.
- 6.5.6 Always wear the correct uniform.
- 6.5.7 Contribute to a positive learning environment, where all students can thrive.
- 6.5.8 Refrain from behaving in a way that brings the school into disrepute, especially when outside school.

7. OUR RULES

- 7.1 Our vision is to create a vibrant, inclusive community where everyone feels valued and empowered. We celebrate and reward kindness, fostering an environment that is respectful, safe and driven by intellectual curiosity and high aspiration, providing a broad range of opportunities for students to be the best versions of themselves.
- 7.2 To ensure our vision is met, we have the simple expectation that students strive to maintain high standards. Students who meet these expectations will be rewarded and those that do not will be challenged and supported into making better choices.
- 7.3 Students are rewarded for upholding and following the School rules. Rewards include positive points, certificates, pancake breakfasts, rewards trips and personalised awards.
- 7.4 When there are breaches to the School rules, staff will work with a restorative approach to re-emphasise expectations, and with collaborative focus between school, student, and families. Staff will follow a graduated approach to managing behaviour in the classroom (See 'Managing Behaviour: In the classroom') to ensure students are given appropriate opportunity to rectify their own behaviour with staff support. However, when these opportunities are not taken or behaviour meets a defined threshold of seriousness inside or outside of the classroom, school staff will issue behaviour sanctions at an appropriate level.
- 7.5 All School employees are encouraged to always provide opportunities for students to be listened to so that any worries or difficulties can be talked through and be dealt with more easily. The School believes that the curriculum should be planned to include all students in order to maximise their opportunities to experience success and enhance their self-esteem.

8. CLASSROOM BEHAVIOUR MANAGEMENT

- 8.1 In general Neston High School has excellent behaviour and relationships are strong. However, in the rare instances that behaviour falls below our expectation, the school uses a graduated approach to dealing with poor behaviour. This uses the concepts of fairness, choice, responsibility, and consequences. Behaviour incidents will be recorded on Arbor, which is the MIS (Management Information System) used at Neston High School.
- 8.2 The School will consider whether poor behaviour is as a result of a student suffering, or likely to suffer, significant harm. In these circumstances the appropriate safeguarding lead will be notified and the appropriate procedures followed as set out in the School's Safeguarding Policy.
- 8.3 The School will also work to identify if any poor behaviour is due to any unmet educational or other needs. If these needs are identified the appropriate safeguarding/educational lead will be notified and the appropriate procedures followed.
- 8.4 At Neston High School, employees will aim to:
 - 8.4.1 Model positive behaviours.
 - 8.4.2 Meet and greet at the door.
 - 8.4.3 Reprimand in private, praise in public (when appropriate).
 - 8.4.4 Deal calmly with disruptive students and use sanction steps, giving students time.
 - 8.4.5 Personally, follow up every time and engage in reflective dialogue with students.

Please note, there may be situations when a more direct approach is required.

8.5 Our Steps in Lesson

8.5.1 **A. Reminder**

8.5.1.1 This is linked to our rules and expectations. Students are given time to amend the behaviour of concern.

8.5.2 **B. Final warning before sanction**

8.5.2.1 An official warning is noted down discreetly by the member of staff. The student is made aware that there is an escalation process and now their behaviour has resulted in a formal warning. This is linked to our rules and expectations. Students are given 'time to amend the behaviour of concern.

8.5.3 **C. L1 - Personal detention set** with a warning that next steps would lead to further consequences

8.5.3.1 The student has a private discussion with a teacher outside the classroom. They are informed of a short personal detention. The student is made aware that any further repeat of concerning behaviour will result in escalated sanctions.

8.5.4 **D. L2 - Department Referral** – 30-minute detention set

8.5.4.1 Depending on behaviour being repeated and other educational factors at the time of incident, a student will either receive a consequence and a department referral (removed from lesson and placed in another lesson with member of staff – using department removal rota). This will be followed up by a 30-minute detention, where appropriate.

8.5.4.2 The School uses removal from the classroom as a key behaviour management tool as action short of suspension for moderate and/or persistent breaches of this behaviour policy.

8.5.4.3 Removal is, however, a serious sanction and can be used when behaviour is so disruptive as to warrant immediate removal. It is used to;

8.5.4.3.1 maintain the safety of all students and to restore order and calm following an unreasonably high level of disruption;

8.5.4.3.2 enable disruptive students to be taken to a place where education can be continued in a managed environment; and

8.5.4.3.3 allow the student to regain calm in a safe space away from any triggering issues.

8.5.4.4 Students will be set appropriate tasks outside of the normal timetable to allow them time to decompress in a reduced sensory environment. This allows them the chance to consider the consequence of their actions, the impact on others and to adjust their behaviour once returned to normal timetable.

8.5.5 **E. L3 - Serious breach** – 60-minute detention or more serious sanction set depending on context

8.5.5.1 Behaviour that meets an agreed threshold of seriousness will not be subject to the steps in lesson. These will result in an immediate department referral to protect the safety and learning of all stakeholders. Sanctions will be considered on a case-by-case basis.

Please note, this is a flexible set of 'steps' and may not be appropriate in all circumstances.

9. MANAGING BEHAVIOUR OUTSIDE OF THE CLASSROOM

9.1 During break and lunch time

- 9.1.1 Students have designated areas to play ball games dependant on what year group they are in. These areas are the Astroturf, MUGA and 3G Pitch. Ball games are not permitted in any other area. The grass areas are accessible to students between the months of April and October at the discretion of the Senior Leadership Team. Students also have access to the Refectory, outside eating areas and playgrounds for eating and social time.
- 9.1.2 Other areas of school that may be used by students are the Library, Student Services and rooms hosting clubs. These activities are always supervised by members of staff.
- 9.1.3 Students found playing ball games in non-designated areas will be issued with an initial warning. Further offences will result in the ball being confiscated and persistent offenders will be reported to the Head of Year for further action.
- 9.1.4 Eating is only permitted in The Refectory or outside zones by the 'Pods.' Chewing gum is not allowed in school. Free time is removed when it is warranted for breaches of the school rules.

9.2 Representing the school

- 9.2.1 Sanctions may be applied if a student misbehaves off-site while representing the school, such as during school trips, sporting events, or while travelling to and from school.
- 9.2.2 If students use social media to contact, harass, intimidate, or humiliate staff members or other students, they will face sanctions in line with school policy. These incidents will also be reported to the relevant social media platform and the police as appropriate.

9.3 In the community

- 9.3.1 The Education and Inspections Act 2006 grants schools the authority to discipline students for misbehaviour that occurs off-site. This includes the ability to impose sanctions and refer matters to appropriate agencies when necessary.
- 9.3.2 Keeping Children Safe in Education (2024) emphasises the school's responsibility for students' behaviour in public spaces, including during their use of public transport. Students are expected to uphold community values and demonstrate courtesy and respect for others at all times, whether in public spaces, on public transport or online.
- 9.3.3 Parents and carers are responsible for monitoring their child's behaviour outside of school hours. This includes conduct on public transport, in the local community, during social events, and on social media.
- 9.3.4 Parents and carers should be aware of and monitor their child's social media usage, ensuring that the content accessed is age-appropriate. They should also educate their children on online safety. Any inappropriate use of social media or online abuse should be reported directly to the platform provider and, when necessary, to the police.

9.4 Leaving school premises

- 9.4.1 Students in Years 7-11 are not allowed to leave the premises at lunchtime. In exceptional circumstances parents can request that their child can go home for lunch. In these cases, a pass must be issued by a Head of Year and a copy sent to the Student Services. The pass then constitutes the written record of the event.
- 9.4.2 Students who are found to have left school at any time without permission will be referred to their Head of Year who will arrange appropriate sanctions and will inform

parents. When a student is noticed as missing, the 'Missing Student' Procedure should be followed.

10. SPECIFIC GUIDANCE

10.1 Abuse

10.1.1 Physical or verbal abuse

10.1.1.1 Both physical and verbal abuse are unacceptable. Minor cases will be dealt with by appropriate staff within the guidelines of this policy.

10.1.1.2 Where the assault/abuse is unprovoked, serious, or repeated cases will be referred to the Headteacher and will result in suspension or permanent exclusion from the school.

10.1.1.3 Where an innocent party is the victim, his or her parents should be informed about the incident, especially if any injury has been sustained.

10.1.2 Abuse of property

10.1.2.1 Students at Neston High school understand that we have limited resources and appreciate that property should be respected; everyone must treat property of the school or individuals with respect.

10.1.2.2 Students discovered to have damaged school property (including books, materials and displays), either deliberately or through reckless behaviour will be disciplined by the Curriculum or Head of Year.

10.1.2.3 In addition to any other measures taken, parents will be informed and students will be asked to make a financial contribution towards the cost of damage or repairs.

10.1.2.4 Accidental damage should be reported immediately to a member of staff, who will inform the Main school Office to alert the site team, but no further action will be taken. Failure to do so will lead to sanctions within the guidelines of this policy.

10.1.2.5 Serious or repeated cases will be referred to the Headteacher and may result in suspension from the school.

10.2 Behaviour designed to upset others or destabilise others in a group.

10.2.1 It is every person's right to be happy at Neston High school and students are the best ambassadors within the school. Occasionally relationships breakdown destabilising groups, often this is not as obvious as abuse of a person or property, but it is potentially damaging.

10.2.2 The PSHE (Personal, Social, Health and Economic Education) Programme and the PD Programme, will support students understanding of these issues.

10.2.3 On the rare occasions that relationships break down, it will be dealt with firmly through this behaviour guidance.

10.2.4 Serious or repeated cases will be referred to the Headteacher and may result in suspension from the school.

10.3 Banned Items

Students are prohibited from carrying the following items on school grounds:

10.3.1 knives or weapons (see Special Guidance **Weapons**)

- 10.3.2 alcohol
- 10.3.3 illegal drugs
- 10.3.4 drug paraphernalia
- 10.3.5 stolen items
- 10.3.6 tobacco and cigarette paper
- 10.3.7 lighters and matches
- 10.3.8 e-cigarettes/vapes
- 10.3.9 fireworks
- 10.3.10 pornographic images
- 10.3.11 e-scooters
- 10.3.12 items to sell for personal profit
 - 10.3.12.1 The selling of any item(s) for personal gain is prohibited, except where a Head of Year has approved the activity, for example, fund raising cake sale.
- 10.3.13 any item deemed inappropriate by the Headteacher
- 10.3.14 any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - 10.3.14.1 to commit an offence,
 - 10.3.14.2 or to cause personal injury to or damage to the property of, any person (including the student).

Any prohibited items found in a student's possession will be confiscated. We will also confiscate any item which is harmful or detrimental to school discipline.

10.4 Weapons

- 10.4.1 The carrying and use of weapons in school is totally prohibited.
- 10.4.2 The word "weapon" is defined as a tool which is used to apply force for the purpose of causing risk, harm or damage to a person or property.
- 10.4.3 Anyone found to be in possession of a "weapon" or using a "weapon" in a destructive manner on the school site will be referred in the first instance, to a member of the Senior Leadership Team.
- 10.4.4 The procedure which follows will involve contact with parents and potentially the police, during which the student and his or her "weapon" will be kept in isolation and under close supervision.
- 10.4.5 The use of a weapon will result in the student being permanently excluded (even for the first offence).

10.5 Searching, screening and confiscation

- 10.5.1 Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.
- 10.5.2 Under the European Convention on Human Rights, Article 8, students have a right to respect for their private life. In the context of these rights and obligations, this means

that students have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate.

- 10.5.3 The powers to search in the Education Act 1996 are compatible with Article 8. Neston High School exercises these powers lawfully.
- 10.5.4 In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':
- 10.5.4.1 Knives and weapons
 - 10.5.4.2 Alcohol
 - 10.5.4.3 Illegal drugs
 - 10.5.4.4 Stolen items
 - 10.5.4.5 Tobacco and cigarette papers
 - 10.5.4.6 Fireworks
 - 10.5.4.7 Pornographic images
 - 10.5.4.8 Any article that has been or is likely to be used to commit an offence, cause personal injury (including to the pupil), or damage to property
- 10.5.5 Under common law, school staff have the power to search a student for any item, if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. Being in possession of a prohibited item – especially knives, weapons, illegal drugs, or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services. See Keeping Children Safe in Education and Working Together to Safeguard Children.
- 10.5.6 Force cannot be used to search for other items banned under the school rules. Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation and does not require parent/carer permission.
- 10.5.7 Schools will log all instances of reasonable force and any searches within school systems so that records are accurate.

10.6 Smoking Situation

- 10.6.1 A smoking situation refers to any student who is either smoking or in the company of smokers. This also refers to e-cigarettes (vapes).
- 10.6.2 The sanction will be the same for all students found in a smoking situation.
- 10.6.3 Vapes are a prohibited item. When more than 1 student is found in a toilet cubicle, they may be subject to search and confiscation procedures and sanctioned.

10.7 Extremist behaviour

- 10.7.1 Where a student's behaviour raises wider extremist concerns (including aspects of the Government's Prevent Strategy) the school will consider the issue from both a discipline and safeguarding perspective.

10.8 Electronic devices and social media

- 10.8.1 Mobile Phones must remain in school bags for the duration of the school day. Staff will confiscate any phones that are not in bags. There are no warnings.
- 10.8.2 This will be recorded as -1 point 'confiscation of phone.' Students can collect their phone at the end of the school day from the Main School Office.
- 10.8.3 Students who refuse to pass their phone to a member of staff when asked, will be face additional sanctions for defiance, up to and including in-school suspension (Internal Exclusion).
- 10.8.4 A student who misuses a device/remote learning platform to take photographs, communicate or post inappropriate, defamatory or derogatory material about another person linked with the school at any time (including out of school hours) will be sanctioned by the school using the appropriate guidance.
- 10.8.5 Serious or repeated cases will be referred to the Headteacher and may result in suspension from the school.

10.9 Malicious Allegations

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

10.10 Reasonable force

- 10.10.1 In extremely rare cases, reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether to physically intervene is down to the professional judgement of the member of staff and after all of de-escalation strategies have been exhausted, where time allows.
- 10.10.2 'Reasonable in the circumstances' means using no more force than is needed for the shortest amount of time necessary. Any physical intervention should be the last resort.
- 10.10.3 All members of school staff have a legal power to use reasonable force. This power applies to any member of staff.
- 10.10.4 When considering the use of reasonable force, staff will give due consideration to a student's specific vulnerabilities (including SEND, mental health needs or medical conditions), the impact on the student(s) and the wider risk posed.

10.11 Other Physical Contact with Students

- 10.11.1 It is not illegal to touch a student.
- 10.11.2 There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples of where such physical contact might be proper or necessary include:
 - 10.11.2.1 When comforting a distressed student;
 - 10.11.2.2 When a student is being congratulated or praised;
 - 10.11.2.3 To demonstrate how to use a musical instrument;
 - 10.11.2.4 To demonstrate exercises or techniques during PE lessons or sports coaching;
 - 10.11.2.5 To give first aid.

- 10.11.3 Staff are sensitive to students' individual and cultural preferences with regard to physical contact. No physical contact will be initiated for the gratification of the member of staff.

10.12 Poor behaviour off the School's premises/Online Behaviour

- 10.12.1 All students have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring the School or our community into disrepute.
- 10.12.2 The same standard of good behaviour is expected online as apply offline. The School prides itself as an intrinsic part of the community. It will fully support police investigations or community incidents and will sanction or reward students accordingly.
- 10.12.3 Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (DSL) (or deputy) when an incident raises a safeguarding concern.
- 10.12.4 The Headteacher is entitled to take into account behaviour outside the school gates when applying this policy to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying which occurs off School premises or online and which is witnessed by a staff member or reported to the School.
- 10.12.5 Conduct outside the School premises, including online conduct, that the School might sanction students for include, but are not limited to:
- 10.12.5.1 misbehaviour when taking part in any school-organised or school-related activity;
 - 10.12.5.2 misbehaviour when travelling to or from the School;
 - 10.12.5.3 misbehaviour when wearing school uniform;
 - 10.12.5.4 misbehaviour when in some other way identifiable as a student at the School;
 - 10.12.5.5 misbehaviour that could have repercussions for the orderly running of the School;
 - 10.12.5.6 misbehaviour with an electronic device;
 - 10.12.5.7 misbehaviour that poses a threat to another student; or
 - 10.12.5.8 misbehaviour that could adversely affect the reputation of the School.

10.13 Suspected criminal behaviour

- 10.13.1 In cases when a member of staff or headteacher suspects criminal behaviour, the School will conduct initial investigations.
- 10.13.2 Investigations will be fully documented, and all reasonable efforts will be made to preserve relevant evidence. The findings of such investigation will determine whether the School makes a report to the police.
- 10.13.3 Once a decision is made to report the incident to police, schools retain the discretion to continue investigations and enforce their own sanctions, so long as it does not conflict with police action.

10.14 Child-on-child abuse

- 10.14.1 The School takes any report of online or offline abuse or sexual violence seriously and will not tolerate such behaviour.

- 10.14.2 As part of ensuring high behaviour standards the School will ensure that students and staff do not normalise sexually abusive language or behaviour by treating it as an expected part of growing up, All members of the School community must advocate for high standards of conduct and model dignified and respectful relationships.
- 10.14.3 If a student makes an allegation of sexual violence or harassment against a peer a referral in the first instance must be made to the DSL, or deputy, and dealt in line with the safeguarding policy. If a student makes a deliberately invented or false allegation they may receive a consequence in line with this behaviour policy. Support from the DSL or deputy will be engaged to determine whether a consequence will be appropriate.

10.15 Sixth Form

- 10.15.1 All aspects of the Behaviour and Discipline Policy apply to Sixth Form students, but unlike lower school students, Sixth Form students are permitted to use their mobile phones in the bistro area and sixth form study zones.
- 10.15.2 The Sixth Form students are expected to set a good example to the rest of the student body, displaying courtesy to teachers, support staff and other students as well as striving for exacting standards of study and appearance always (please refer to the sixth form dress code on the school website).
- 10.15.3 If individual student behaviour is persistently deemed unacceptable, parents will be invited into the school and if a change in behaviour is not achieved, the student will be permanently excluded.

10.16 SEN Students

- 10.16.1 The School believes that all students should have the support to achieve high standards of behaviour inside and out of the classroom. However, the School also recognises that some members of the community with SEN or disabilities may have barriers in place to achieve these standards.
- 10.16.2 The School aims to support the behaviour of students with SEN by;
- 10.16.2.1 making reasonable adjustments where possible to accommodate their needs;
 - 10.16.2.2 co-operating with the Local Authority and other authorities where the student has an Education, Health and Care plan (EHCP);
 - 10.16.2.3 remitting short, planned breaks for students whose SEN means they find it difficult to sit still for a long period of time; and,
 - 10.16.2.4 training staff in potential triggers for medical conditions so they can recognise triggers which might cause bad behaviour.
- 10.16.3 However, where it is apparent a student with SEN is struggling at the School even when accommodations are in place the School will work with multi agencies to provide education for those who the School might not be the best option. This includes supporting a move to an alternative educational provider.
- 10.16.4 It is not unlawful to suspend or exclude a child with special educational needs or a disability. However, the Headteacher will consult with the SENCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant exclusion is a manifestation of the students SEN. In the event that it is, the Headteacher may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

- 10.17 **At the end of a sanction**, where appropriate, the student will receive further guidance about what they did wrong, the impact of their actions and how they can do better in the future. They will also be offered further support if appropriate which may include;
- 10.17.1 The School engaging with parents.
 - 10.17.2 A change of teaching set or class;
 - 10.17.3 Consideration by the Special Education Needs Coordinator (SENCO), with colleagues, of possible interventions within the School;
 - 10.17.4 Allocation of a key worker such as a Learning Mentor, Education Welfare Officer or member of the Pastoral Team;
 - 10.17.5 Referral to a specific support service, such as the Education Welfare Service, Children's Services, Child and Adolescent Mental Health Service, or School's Family Support Service; and
 - 10.17.6 Additional pastoral support.

Suspensions and permanent exclusions are dealt with in more detail in the Sanctions section

11. INVESTIGATIONS OF INCIDENTS

- 11.1 **Collecting Accounts:** Students will be asked to provide either verbal or written accounts to ensure all viewpoints are considered.
- 11.2 **Addressing Online Incidents:** For incidents occurring online, students might need to share relevant information from their mobile devices or social media platforms.
- 11.3 **Evidence-Based Decision-Making:** The school will review all available evidence to make an informed decision regarding the incident.
- 11.4 **Standard of Proof:** In making suspension or exclusion decisions, the headteacher will apply the civil standard of proof, using the "balance of probabilities" to determine if it is more likely than not that the incident occurred.
- 11.5 **Temporary Withdrawal:** Students may be temporarily removed from class or social activities to gather information about an incident.
- 11.6 **CCTV Footage:** Although CCTV is utilised in investigations, it is not the sole source of evidence, and the school is unable to share this footage with parents or guardians.
- 11.7 **Confidentiality of Sanctions:** The school will not disclose the sanctions imposed on other students, regardless of whether a child is the victim or not, to maintain confidentiality and privacy.

12. OVERVIEW OF SANCTIONS

- 12.1 Disciplinary sanctions have three primary purposes, namely to:
 - 12.1.1 Impress upon the student that their actions are unacceptable
 - 12.1.2 Deter the student from repeating that behaviour
 - 12.1.3 Signal to other students that the behaviour is unacceptable and discourage them from engaging in it
- 12.2 Sanctions should be issued and completed within a reasonable timeframe following the incident to minimise the likelihood of repeated behaviours.
- 12.3 Behaviour issues at the School are categorised into five levels with proportional consequences and sanctions linked to each:

- 12.3.1 **Level 1** – Personal staff detentions
- 12.3.2 **Level 2** – 30-minute after school detentions
- 12.3.3 **Level 3** – 60-minute after school detentions
- 12.3.4 **Level 4** – Internal Exclusions and additional provisions
- 12.3.5 **Level 5** – Suspensions, Permanent Exclusions and additional provisions

13. SANCTIONS IN MORE DETAIL

13.1 Detentions

- 13.1.1 By law, schools have the authority to issue detentions to students under the age of 18. We use detention, including detention outside of school hours, as a disciplinary measure. In accordance with Section 90 of the Education and Inspections Act 2006, detention outside of regular school hours can be imposed on any school day when the student does not have permission to be absent, on weekends (except the weekend immediately before or after a half-term break), and on non-teaching days, often referred to as 'training days', 'INSET days', or 'non-contact days'.
- 13.1.2 There is an expectation that after-school detentions may be completed on the same day they are issued. In very rare circumstances, some reasonable adjustments can be made.
- 13.1.3 Parental consent is not a requirement for the completion of detentions.
- 13.1.4 Whether suitable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements is inconvenient for the parent.

13.2 Suspensions

- 13.2.1 In-school Suspension (Internal Exclusion)
 - 13.2.1.1 Internal Exclusion will be used for behaviour or actions that the school deems to be inconsistent with the general standards and behaviour required of students at Neston High school. The student will attend school as normal during which time, the student will be kept out of circulation for the school day(s), using the time to complete work set.
 - 13.2.1.2 For example: (This is not an exhaustive list)
 - ✦ Open Defiance
 - ✦ Repeated disruption to Teaching and Learning
 - ✦ Damage to the school's reputation
 - ✦ Persistent poor behaviour choices
 - ✦ Misuse of the Internet
 - ✦ Refusal to complete sanctions
 - 13.2.1.3 For persistent unacceptable behaviour, there are a series of referrals/ support that can be considered by the Head of Years and Student Services Team as a measure to prevent further escalation. These may include:
 - ✦ Referral to Child and Family Service (CAMHS)
 - ✦ Use of a Student Support Plan (SSP)
 - ✦ Team Around the Family (TAF)

- ✦ Referral to the school nurse
- ✦ Referral to the Educational Psychologist
- ✦ Referral - Behaviour Pathway (SENDCo)
- ✦ Referral to other external support, where appropriate.
- ✦ Support from Our Way of Working offer (CWaC)

13.3 Fixed Term Suspensions

- 13.3.1 The Headteacher will suspend from the school for serious offences. The Headteacher will use these sanctions if there is reasonable belief (Civil Law, Law of Probability) that the incident/event happened. The school will follow the latest suspension and exclusion guidance when undertaking any decision to exclude.
- 13.3.2 Following a period of suspension, a re-admission meeting will take place (whenever possible). This will be with the student, their parent/s, a middle and/ or senior leader and the SENDCo, if appropriate. The meeting will be used to reflect on the events leading up to the suspension and set agreed behavioural expectations moving forward and before the student re-joins the school community.
- 13.3.3 During a suspension, Neston High School will, where appropriate, seek support and external advice to ensure that students are well supported upon their readmission.
- 13.3.4 Suspension will be used for the following offences: *(this is not an exhaustive list)*
- 13.3.4.1 Harm with intent, for example, violence or threatening behaviour towards staff or other students
 - 13.3.4.2 Persistent disruption, defiance or any other behaviour that compromises the students own or others' safety and welfare
 - 13.3.4.3 Verbal abuse directed at staff
 - 13.3.4.4 Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
 - 13.3.4.5 Bullying
 - 13.3.4.6 Abuse against any Protected Characteristics such as race, religion, sexual orientation, etc
 - 13.3.4.7 Refusal to complete sanctions
 - 13.3.4.8 Actions that the Headteacher deems to be inconsistent with the general standards and behaviour required of students at Neston High school.

13.4 Permanent Exclusion

- 13.4.1 Permanent Exclusion will be issued by the Headteacher as a response to a one-off serious breach of the school's behaviour policy, or persistent breaches where all other reasonable steps have been taken to address the student's behaviour and attitude and where allowing the student to remain at the school would seriously harm the education and welfare of others.
- 13.4.2 All circumstances and evidence available will be taken into account and the interests of the student must be balanced against those of the whole school community.
- 13.4.3 **Persistent breaches** are when a student repeatedly breaches the School's behaviour policy and other sanctions, interventions and strategies have not been able to effectively manage and can include, but is not limited to, moderate to serious breaches.

- 13.4.4 A serious breach to the school's behaviour policy would include: *(this is not an exhaustive list)*
- 13.4.4.1 Violent conduct (verbal or physical) or threatening/intimidating behaviour involving another student or member of staff.
 - 13.4.4.2 Serious physical assault.
 - 13.4.4.3 Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
 - 13.4.4.4 The possession or supply of illegal drugs; concerned with the dealing of drugs or other unauthorised drugs on school premises and on a school visit, including psychoactive substances (known as 'legal highs') or if a student is found to be under the influence of Drugs (For the purpose of this policy, the term 'Drugs' includes alcohol and any other prohibited substances).
 - 13.4.4.5 A criminal or serious act which requires investigation.
 - 13.4.4.6 A one-off misbehaviour which is so serious that it cannot be dealt with by allowing the student to continue to attend school.
 - 13.4.4.7 A series of behavioural problems which culminates in the decision to exclude a student because they are beyond the reasonable control of the school.

As not every eventuality can be foreseen, this is not an exhaustive list and Neston High School reserves the right to exclude for reasons deemed appropriate.

- 13.4.5 The Trustee Discipline Committee must hear all cases of permanent exclusion or suspensions that exceed 15 days.

13.5 Off-site direction

- 13.5.1 The School will use a range of strategies to avoid suspensions and permanent exclusions, such as internal sanctions, respite placements, Managed Moves, and Step Outs (short periods of time spent at another school). The decision to use these alternatives rests with the headteacher, who will make the judgement based on their knowledge of the student and the specifics of the incident.
- 13.5.2 When the School requires a student to attend another educational setting with the aim of improving their behaviour, the headteacher may issue an off-site direction. This could include a Step Out, where a student spends a short, defined period at another school to support their improvement. Off-site directions should only be considered when other interventions and targeted support have not been successful in improving the student's conduct. Placements should be time-limited and must be at an Alternative Provision (AP) or another mainstream school. An off-site direction can be full-time or a combination of part-time support in an AP alongside continued mainstream education. During the planning phase, a proposed maximum duration should be agreed, as well as the frequency and timing of review meetings, and who should attend these meetings. Alternative options, such as the possibility of a managed move on a permanent basis, should also be explored for when the original time limit is reached.
- 13.5.3 Where appropriate, other professionals should be invited to contribute to the planning and review meetings, such as the student's social worker, CAMHS, Early Help workers, or other relevant agencies.
- 13.5.4 Review periods will be set for each student, and parents/carers and other professionals will be invited to assess progress. At the end of each review meeting, a decision will be made on whether the arrangement should continue and for how long.

13.6 Managed Move

- 13.6.1 Where the school believes that following several suspensions, or a one-off incident, it may be in the student's benefit to move to another educational establishment. Neston High School would follow the usual Fair Access procedures.
- 13.6.2 The Headteacher has the power to initiate a process which leads to the transfer of a student to another mainstream school permanently. A managed move is voluntary and agreed with all parties involved. The Department for Education's statutory guidance on suspensions and exclusions identifies a managed move as a permanent measure to improve behaviour, and is not a sanction.
- 13.6.3 A managed move will only be considered when it is in the student's best interests and offered as part of a planned intervention once an appropriate initial intervention has been carried out at a School level. The Headteacher shall have discretion in relation to what an appropriate initial intervention is.
- 13.6.4 Examples of interventions the School can consider prior to a managed move include:
- 13.6.4.1 frequent and open engagement with parents, including home visits if deemed necessary;
 - 13.6.4.2 mentoring and coaching;
 - 13.6.4.3 short-term behaviour report cards or longer-term behaviour plans;
 - 13.6.4.4 pupil support units; and
 - 13.6.4.5 engaging with local partners and agencies to address specific challenges.

14. REWARDS

- 14.1 Rewards and recognition are at the heart of promoting and encouraging positive behaviour at Neston High School. We do this on a regular basis.
- 14.2 These are awarded through Arbor MIS by teachers for a wide range of positive behaviours including upholding the school values of **Aspiration, Community, and Kindness** - and following the rules of **Ready, Respectful, Safe**.
- 14.3 Neston High School also rewards students throughout the year at different milestones for 100% attendance (for entire year, and each individual half term), or in termly reward assemblies.
- 14.4 Formal rewards events are held twice a year to recognise the achievements of pupils as well as more regular informal events during the school week.

15. CONCLUSION

- 15.1 Our aim is to encourage ambitious standards of behaviour from our students through clear expectation and firm but fair discipline. Through this we can create a happy, safe, and effective learning environment.
- 15.2 In turn we feel that our values at Neston High school will be an important part of preparing our students for adult life beyond school. We want this to happen in a way that is open and non-threatening to our students; in an environment which encourages questioning and individual creativity.
- 15.3 All members of Neston High school, as well as parents and visitors must accept the essence of this policy and the ethos that underpins it. Defiance against this ethos or rejection of the policy makes it impossible for an individual to remain a member of our school community.

- 15.4 This policy should be read in conjunction with the following policies:
 - 15.4.1 Anti-Bullying Policy
 - 15.4.2 Drugs Policy
 - 15.4.3 Trips and Visits Policy / Guidance
 - 15.4.4 E-Safety and Data Security Policy
 - 15.4.5 Alternative Provision Policy
 - 15.4.6 SEND Policy
- 15.5 This policy should be read in conjunction with the DfE Exclusion from maintained schools, academies, and pupil referral units in England (latest document):
- 15.6 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)