



SHS B05: BEHAVIOUR FOR LEARNING POLICY

This policy is applicable to all pupils, including those in the EYFS.

Aims and Expectations

This policy aims to promote good behaviour, self-discipline and respect, enabling pupils to become positive, responsible and increasingly independent members of the school community. This policy should be read alongside the school's Safeguarding Policy, [Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#), [Working together to safeguard children 2026](#), and [Searching, Screening and Confiscation](#) Guidance.

The policy will support pupils by helping to promote a strong and healthy mental wellbeing so they will be able to:

- Feel relatively confident in themselves and have positive self-esteem
- Feel and express a range of emotions
- Build and maintain good relationships with others
- Feel engaged with the world around them
- Cope with stresses of daily life
- Adapt and manage in times of change and uncertainty

It is designed to underpin the school's values and promote a system in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy has been developed in line with the non-statutory advice contained in [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#).

The primary aim of our school is that every member of the community (including each child in EYFS) feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. We aim to create an open environment in which children feel confident to communicate with one another and with adults to discuss worries and anxieties as well as celebrate successes. Children are fully involved in the decision-making processes and encouraged to make their own choices and to learn from these.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, but also to enable children to understand that there are consequences if they participate in

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unacceptable/antisocial behaviour. This includes any form of bullying which will not be tolerated at St Hugh's. For further details on anti-bullying or safeguarding see our separate policies.

We treat all children fairly and apply this behaviour policy in a consistent way. We recognise our duties under the Equality Act 2010 guidance here: [Equality Act Guide for schools - FINAL.pdf](#), including issues related to pupils with special educational needs/disabilities and reasonable adjustments will be made for these pupils. Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff.

Core Values

The school community has six core values which should underpin the way we approach all that we do.

Kindness

Respect

Independence

Collaboration

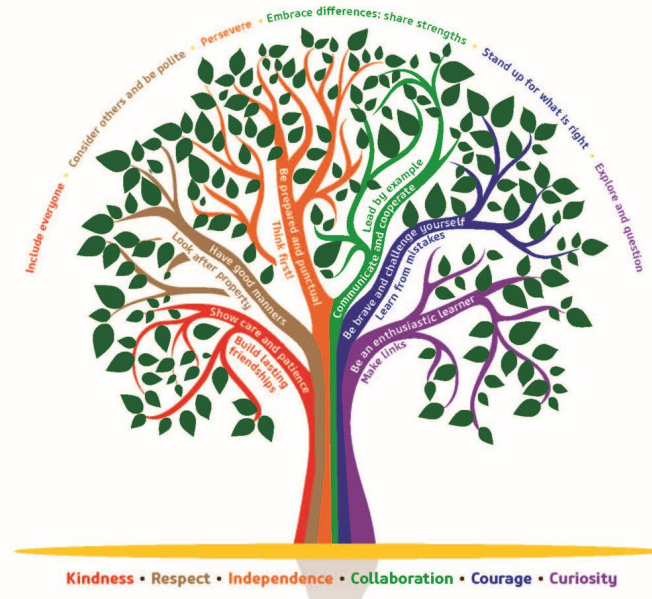
Courage

Curiosity

Each of these values feed desired learning behaviours which mature through the different stages of the school. There are three versions of a tree which displays the values and learning behaviours. Below is the Upper School and Senior School version showing the full set of learning behaviours.

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Upper School



Senior School



Expectations of Staff who should:

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- Uphold the six core values
- Endeavour to arrive on time to their lessons
- Create a swift and purposeful start to the lesson
- Reinforce clear expectations of behaviour
- Deliver a suitably planned and structured lesson which meets all individual needs
- Promote and reinforce positive behaviour in the classroom
- Deal with incidents of inappropriate behaviour by following the school's procedures

Expectations of Parents who are asked to:

- Work in partnership with staff to ensure good behaviour
- Inform the school of any concerns they may have
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared to work

Expectations of Pupils

Kindness	
St Hugh's children will.....	Remember the branches on our Values Tree • include everyone • show care and patience • build lasting friendships
	Remember to use 'please and thank you'
	Be considerate when moving around school • always walk when inside or near school buildings • hold the door open for others • stand when an adult enters a classroom • allow others to come through doorways first • offer to help people who are carrying heavy things • greet adults and keep eye contact
Respect	
St Hugh's children will.....	Be respectful of our learning environment and school resources • Only use things with permission • Put away anything that we have used
	Be respectful to adults • Speak to adults in a courteous manner • Answer teachers with 'Yes, Mrs Smith' • Say 'Hello' to staff and visitors
	Be respectful of other children's
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	• Feelings and emotions • Culture and beliefs • Belongings
	In the classroom • When the teacher is talking, pupils should stop, look and listen • Hands up if you want to speak or say something and wait for the teacher to reply • Only one person to talk at once (listen to others first)
	In the dining room or Senior School Nest: • Appreciate the efforts of the catering staff • Talk in a low-level voice to people around us • Keep elbows off the table • Finish our mouthfuls before speaking or moving around the dining room • Use a knife and fork where appropriate • Clear up after you have finished
Independence	
St Hugh's children will.....	Be responsible for our organisation • tidy locker and changing-room kit area • arrive at lessons on time and wait quietly outside the classroom • know where to go for games and when your matches are • know when your lessons, clubs, lunches and assemblies are • bring the correct equipment to lessons • hand in preps on time • Ensure devices are fully charged at the start of each day
	Be responsible for our own appearance • hair styles must be of a sensible nature and hair should be tied back if longer than shoulder length • Shirts and blouses should be tucked in • Always wear the correct shoes and keep laces tied • Prep School: Jewellery is not allowed other than one pair of stud earrings or a necklace for religious reasons Senior School only • Senior School pupils may wear up two pairs of stud earrings (not cartilage)
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	• Hair may be half up/half down in Senior School but tied back for all practical lessons • Natural concealer, mascara and lip balm may be used
Collaboration	
St Hugh's children will.....	Embrace differences and share strengths
	Communicate and cooperate
	On the sports field • Listen to each other • Always be positive • Captains should lead by example • Always have the correct kit
Curiosity	
St Hugh's children will.....	Take responsibility for our own learning • Take on board our teachers' feedback • Try our hardest to improve
	Take advantage of opportunities
	Show enthusiasm in the classroom and beyond
Courage	
St Hugh's children will.....	Be brave and challenge yourself • Just 'have a go' even if you think you will fail
	Learn from mistakes
	Stand up for what is right • Report unkindness to an adult • Say 'No' to bullying behaviour

Behaviour Management

The school aims to reward positive behaviour at all times to foster a friendly, safe, nurturing learning environment.

It is an essential part of St Hugh's ethos that we seek to perpetuate a culture of praise, encouragement and positive reinforcement amongst staff towards pupils in all fields of school life. We believe that carefully directed praise is one of the most powerful tools at teachers' disposal for raising achievement and providing a sense of fulfilment for pupils. It also encourages a positive and supportive culture amongst the pupils themselves. Equally, we seek to improve poor performance and attitude in all fields of school life primarily through the guiding care of staff and especially the early intervention of the Form Teachers and Heads of Year – not through punishment (although this will at times be necessary and appropriate). Therefore, we stress to staff the importance of awarding House Points and giving constructive feedback to enhance effort and performance.

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Below are some suggestions about how one can take a graduated approach to managing behaviour.

Strategies for Managing Behaviour (Nursery to Year 8)

Tactical Ignoring	This is the least intrusive strategy and refers to the conscious ignoring of a low-level behaviour. E.g. ignoring low level attention-seeking behaviour such as crawling around at the back of the carpet whilst you are telling a story. The idea is that it avoids giving the pupil the attention they are looking for in carrying out the behaviour. It also tells the other children that you are not impressed by this behaviour so you are not going to react to it.
Non-verbal Cueing	The use of a non-verbal gesture to remind a child what they should be doing, without having to draw attention to them by using your voice. This method is also very good for children whose understanding of spoken language is limited (e.g. use fingers to indicate walk don't run, place a finger to your lips for quiet voices). A setting could make up a range of your own signs to reflect your rules (like tidying-up, lining up, being kind, using a quiet voice and so on) and to use them with the children on a regular basis, rather than always having to use your voice.
Take-up Time	This refers to the adult first giving a direction or reminder to a child and then moving away to give them time and space to do it. So for example, "I'd like you to give that ball back to John and I'll come back in a minute to see if you're how you're getting on with the game". It allows the child to save some face in potentially confrontational situations. It also gives the child the message that you trust them that they will respond appropriately without you forcing them to. It is important to go back to the child after a few minutes to check they have responded to your request and to praise them if they have.
Giving choices	This is really effective way of making a request to a child whilst avoiding conflict with them in a range of situations. By giving a child a choice as to what they do, you are helping them feel that they can stay in control of what they are doing, and they are not being backed into a corner, so they are less likely to defy you. E.g. Would you like me to help you build a tower or do it by yourself?

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	"Would you prefer to give you plate to me or put it in the sink? Would you like to come and help me or go to the quiet room?"
Positive Direction	This is when the adult gives the child a direct instruction about their behaviour (eg "John, keep your hands to yourself, thank you"). The key is to: •Focus on the expected behaviour •Use positive language (e.g. "keeping hands to yourself, now", rather than "stop hitting Ben") •Keep the instruction brief and finish with a firm, "thank you" or "now"
Rule Reminder	This is when the adult briefly reminds the child what the rule is eg "remember our rule for using the paints?" The adult does not need to spell out the rule each time, but may also give out the reminder in a question form (eg "What is our rule for using the paints?").
Distraction/ Diversion	Distracting children from their behaviour can be a good way of preventing a situation from getting out of hand by focusing on the positive rather than the negative. For example, you see a pupil snatching a piece of equipment away from another pupil, so you go up to them and say, "Lucy, instead of taking Jake's hoop, why don't you come and play with this one with me? Can you remember the game you learnt using the hoops, can you show me it? Well done!"
Conditional Direction ('When' and 'Then')	A choice is given by the adult within the already-known setting rules. For example, "Yes you can go outside, when you've cleared up those cars you were playing with". Or "When you've said sorry to Harry, then you can come back and join the group".
Choices and Consequences	This strategy would come after the adult has already tried a 'rule reminder' and a 'conditional direction' for the unacceptable behaviour. If the child does not respond appropriately to either of these or any other less intrusive strategies then here the adult makes the consequence of continued unwanted behaviour clear within a choice, so for example: "If you choose to keep the sand in the tray you can stay here, but if you choose to carry on throwing the sand I will ask you to go and play somewhere else".

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Command	This should only be used when it is necessary to immediately stop the unwanted behaviour. If the situation has got this far that you have to use a command, then it is essential that you have the backup of the other staff and the setting behaviour policy to be able to act appropriately if the pupil refuses your command. Some settings may have a traffic light system where a child is given a warning and if they refuse to carry out an instruction on the second occasion, then they are given a period of time out in a place with limited distractions.
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Restorative Practice

What is Restorative Practice?

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It's a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community and can resolve difficulties and repair harm where there has been conflict.

A restorative approach is a culture or ethos with the following practical goals:

- to reduce the likelihood of conflict and/or recurrence of conflict by taking a whole-setting approach to meeting human needs.
- to strengthen relationships by making time for open and honest conversations that need to be had.

Within every teacher-pupil interaction, whether it be positive or negative, there is a teachable moment. Every wrongdoing is a chance to build broken relationships, foster a good learning environment and enhance the culture of the school. The 5Rs is a good basis on how to achieve effective restorative practice.

Relationships-Respect-Responsibility-Repair-Reintegration

The rewards and consequences system set out below must be used in partnership with restorative practice and therefore the chance to secure or build back the relationship and respect with the member of staff or other pupils.

Children must be given a voice to ascertain why poor behaviour has occurred, enable them to take responsibility and then together with the teacher decide how to repair and, if required, reintegrate into the school setting. Ask questions such as, 'Why do you think this happened today?' 'Is everything ok, can you explain why you have behaved like this?' 'How do you think you can help to repair what's happened?'

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Restorative practice may come in the form of a teacher dealing with conflict between pupils, but also poor behaviour from an individual in lessons or indeed from a group of individuals in lessons. It can be very effective when a teacher is experiencing challenging behaviour with a particular group to call 'time-out' in a lesson. This gives the opportunity to remind pupils of expectations and allow them the chance to be heard.

Allowing pupils the responsibility to decide how to repair any damage caused is also important before moving on. Along with any sanction issued they may decide, or it may be suggested for them to write a letter of apology or help the school community in some form. This will help them to feel they have repaired relationships and enable them to make a fresh start.

Rewarding Good Behaviour

The emphasis in the school is on the positive reinforcement of good behaviour and many mechanisms exist for rewarding this:

Middle, Upper and Senior School: Rewards

Examples of good behaviour/work	Reward	Action
Random act of kindness	Prep School-House Point	• Staff to add to ISAMS • Stickers can be given to pupils when they do not have their planner with them. • Form Teachers to monitor House Point totals • Middle School House Captains to post house-coloured tokens into house boxes • A House flag will be raised each week for the house point winner (inc. golden)
Good piece of work relative to pupil's ability		
Good effort shown in any area of the school	Senior School-Merit	
Name appears on 'thumbs up' with a tick next to it		
An outstanding piece of work relative to pupil's ability	Golden House Point (5 points)	• Staff to add to ISAMS • A House flag will be raised each week for the house point (inc. golden) winner

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An incident where a pupil has demonstrated exceptional maturity, or one of the six core values		
Accumulation of House Points in a term for Year 3&4 • Bronze = 20 • Silver = 40 • Gold = 60 • Platinum = 80 • Titanium = 100 • Diamond = 150	Headmaster's Award	Certificates awarded at Middle School Assembly
Accumulation of House Points in a term for Year 5&6 • Bronze = 20 • Silver = 40 • Gold = 60 • Platinum = 80 • Titanium = 100 • Diamond = 150	Headmaster's Award	Awarded at House or School assembly Bronze – No award Silver – Assembly recognition Gold Token Platinum – No award Titanium Token Diamond – £5 voucher
Accumulation of House Points in a term for Year 7 & 8 • Bronze = 20 • Silver = 40 • Gold = 60 • Platinum = 80 • Titanium = 100 • Diamond = 150	Headmaster's Reward Voucher	Awarded at House or School Assembly Bronze – No award Silver Token Gold Yr7 Games Room pass Yr8 Lunch pass or Games room pass Platinum Yr7 Hot chocolate and Brownie Yr8 Token Titanium Yr7 Token Yr8 Wheel of Fortune Diamond – Mystery Prize
Accumulation of Merits in a term for Year 9-11 • Bronze = 20		Bronze – Head of Year Commendation Silver – Assistant Head Commendation Gold – Headmaster's Commendation

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• Silver = 40 • Gold = 60		
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Pre-Prep and EYFS: Rewards

Examples of good behaviour	Reward	Action
Random act of kindness Being helpful towards others Using good manners Having a good attitude to learning	Recognition & praise Stickers Written comment to be shared at home House points Keeper of the Pre-Prep Values plaques	• Staff notice, recognise and praise individual behaviours. Stickers may be awarded. • Comments are written in the Home/School Diary to be seen by parents. In PP: House points are collated within each class. The winning House is announced each week in Gold Awards Assembly. The House Cup is presented to House Captains and Vice Captains and appropriately coloured ribbon affixed. In Nursery: children are awarded house-coloured balls which are collected in a large jar. When full, the children can vote on a treat to celebrate their achievement. Keeper of the Pre-Prep Values are awarded to individual children each term.

Dealing with Poor Behaviour

Where necessary, teachers have at their disposal various sanctions, which can be applied using discretion and common sense. Our goal always is to encourage the pupils to improve or correct their behaviour before issuing a sanction. Teachers will always support a sanction with some form of restorative practice. The examples used for each sanction is a guide and particular care must be taken with pupils with learning special educational needs or a disability (see Equal Opportunities Policy) as a sanction may not be appropriate. Pupils with specific needs may have an individual behaviour plan which staff should be familiar with. All behaviour plans can be found in *Teaching Staff-Learning Support-Behaviour Plans*.

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Staff should use their knowledge of the children and their individual needs or circumstances before applying the sanction.

Child-on-Child Abuse

Any child-on-child abuse may be referred on to the Oxfordshire Safeguarding Children Partnership (OSCP) as a child protection concern. This may include sharing of nude or semi-nude images and any other relevant issues named in KCSIE 26 (such as harmful sexual behaviour HSB, physical abuse, initiation violence and rituals). The school recognises that harmful sexual behaviour exists on a continuum and that seemingly isolated incidents may form part of a wider pattern of behaviour. Concerns will therefore be assessed in the context of the child's age and stage of development, the nature, frequency and severity of the behaviour, any power imbalance, and any relevant contextual safeguarding factors. The school will adopt a child-centred and victim-focused approach, ensuring that the needs, wishes and safety of those who may have experienced harm remain paramount throughout any assessment and intervention process. The school recognises that misogyny and harmful attitudes towards women and girls may be associated with sexual harassment, harmful sexual behaviour and sexual violence. Concerns relating to misogynistic behaviour, whether occurring in person or online, will be taken seriously, investigated appropriately and managed in accordance with safeguarding and behaviour procedures. Preventative education and the promotion of respectful relationships form an important part of the school's approach to safeguarding. All concerns relating to child-on-child abuse or harmful sexual behaviour will be recorded, risk assessed and reviewed by the Designated Safeguarding Lead (DSL). Where appropriate, individual risk management and safety plans will be implemented and monitored. The school will maintain clear records of incidents, actions taken and outcomes to identify patterns, inform interventions and support ongoing safeguarding decision-making. The threshold employed is when the school believes there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". The Deputy Head (Pastoral) and the DSL will deal with any such incidents and details will be recorded in CPOMS. Perpetrators will be dealt with according to the school's Behaviour for Learning Policy and restorative support will be necessary. A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

Pre-Prep, Middle and Upper School: Consequences

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Examples of unacceptable behaviour	Consequence Points	Action
Low level poor behaviour - Disruptive behaviour in lessons after two warnings - Late for lessons without good reason - Repeated poor organisation - Incorrect attire (wrong footwear, wrong earrings, shirt out) - Untidy locker or changing area - Failure to complete prep without reason - Misuse of ICT	Yellow level Behaviour Prep School-Award 1 minus point	Staff to log minus points on CPOMS within 24 hours Form teacher notified
	Senior School Award 1 De-merit	
Anti-social behaviour including: - Rudeness to staff - Teasing - Unkindness - Spitting - Over-physical behaviour - Swearing or inappropriate language - Deliberately avoiding lessons - Possession of mobile phone during the school day	Orange Level Behaviour Prep School-Award 2 minus points	Orange Level behaviour must be referred to the Head of Year or Head of Middle School. This may lead to parents being informed. Staff to log minus points on CPOMS within 24 hours. Form Teacher notified.
	Senior School-Award 2 De-merits	
Major incidents of poor behaviour - Any form of bullying - Serious physical incident - Wilful disobedience - Vandalism - Highly inappropriate language	Red Level Behaviour Prep School-Award 3 minus points	Red level behaviour must be referred to the Deputy Head Pastoral. This may lead to: 1.Parents being informed 2.Detention with Head of Year Staff to log minus points on CPOMS within 24 hours
	Senior School-Award 3 De-merits	

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		Form Teacher notified
Accumulation of three minus points in a half-term	Head of Year Detention	Parents to be notified by a Head of Year or Head of Middle School. Recorded on CPOMS by the above. Detention takes place at lunch break taken by Head of Year or Assistant Head Lower School. In Pre-Prep: the loss of part or (in extreme circumstances) all of Golden Time
Accumulation of six minus points in one half term or eight across a term	Deputy Head's Detention	Parents to be notified by a Deputy Head and recorded on ISAMS Detention takes place at 4.45-5.45 on Friday taken by a Deputy Head.
Accumulation of ten minus points in one half term or twelve across a term.	Headmaster's Detention	Parents to be notified by Headmaster and recorded on ISAMS. To be taken by the Headmaster.
Consecutive weeks of accumulating five points or longer period of poor behaviour	On Work or Behaviour Report	HM and Parents to be informed. Pupil will have report signed at the end of each lesson and/or break time.
Continued poor behaviour after a period on Report	Personal Behavioural Plan	Headmaster and DHP to meet pupil and parents. PBP will be drawn up together with pupil
Continued poor behaviour following Personal Behaviour Plan Extreme incident of poor behaviour (physical, verbal or otherwise)	Fixed or Permanent Exclusion	To be decided only by the HM in consultation with the Chairman of Governors (See 'Exclusion' section)

Boarding

The House Parents reinforce the ethos and underlying principles of the Behaviour Policy. Refer to the Boarding handbooks for specific information about behaviour management in boarding.

External Agencies

The school may seek the advice of external specialists to help inform any behavioural plans. This might include seeking an assessment or ongoing support from an educational

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psychologist to discover if there are any underlying issues which might be impacting on behaviour, such as specific learning difficulties. An undiscovered specific difficulty can frequently lead to low self-esteem and thus to behavioural problems. We also may ask educational psychologists to help us identify if there are social or emotional problems such as attachment issues or difficulties with relationships, especially for pupils whose parents may have separated or divorced. For example, these specialists can be asked to help a child to build up a toolbox of strategies to call on in tricky circumstances, to help pre-empt problems occurring. In addition to educational psychologists, we have a school counsellor. In rare cases, we also might need to support the work in school being done by social services. In all situations of consulting specialists, we would seek to work in partnership with the parents and only with their prior permission to do so.

Use of Reasonable Force

Restraint (reasonable force) is to be used as a preventative measure to control or restrain pupils and the school follows the guidance set out in [DfE advice template](#). All members of staff have the legal power to use reasonable force in the following circumstances:

- remove a disruptive pupil from a classroom where they have refused an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- restrain a pupil at risk of harming themselves through physical outbursts.
- prevent the pupil attacking a member of staff or another pupil, or to stop a fight.
- prevent a pupil leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent serious damage to property.

The use of restraint by the teacher must be:

- reasonable
- non-injurious to the pupil
- for the minimum amount of time necessary

Training of positive handling is given to all staff who are in a supervisory role of the children.

Any physical restraint is only permissible when a child is in imminent danger of inflicting harm on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. The use of force as a punishment is unlawful and should never be used. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded (on CPOMS) and reported immediately to the DSL and Headmaster. Parents should be informed the same day or as soon as reasonably practicable afterwards. Where this relates to the school's EYFS

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setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Alcohol

It is forbidden for any pupil to consume or supply any alcohol at any time whilst pupils are in school or engaged in any school related activities. Any pupil consuming or supplying alcohol will face a serious sanction, usually a fixed or permanent exclusion. A pupil may also be guided towards sessions of counselling (at the parent's expense) or additional sessions of re-education with members of the pastoral team. Pupils in Year 7-11 will receive education around alcohol consumption through, for example, PSHE, assemblies, tutor sessions and visiting speakers.

Smoking & E-Cigarettes (Vaping)

Vaping and e-cigarettes come under the same law as smoking. It is illegal to sell any tobacco products including e-cigarettes (vapes) to someone under 18. The law exists to prevent young people from getting addicted to nicotine and to protect their health. PSHE and Science lessons, tutor time and assemblies form the basis of the education. It is forbidden for any pupil to have in their possession, inhale or consume any form of nicotine or tobacco related products (including e-cigarettes). If a pupil is found to be in possession of, or thought to have inhaled or consumed, nicotine or tobacco related products (including e-cigarettes) a full investigation will be carried out. Where necessary, a key part of the outcomes of the investigation will focus on re-education of the pupil/s involved.

Action in Response to Incidents or Suspicion of Possession of Illegal Drugs

Should an instance of substance abuse be uncovered it will be reported to the Deputy Head Pastoral and Designated Safeguarding Lead, immediately. Each case will be dealt with on its own merits and with consideration of the particular circumstances. Appropriate support will be given to the pupil from the DSL or other pastoral leader.

The Deputy Head Pastoral, in conjunction with the DSL, will conduct an investigation into the nature and seriousness of any incident, in order to determine an appropriate response.

The Deputy Head Pastoral, in conjunction with the DSL, will inform the police of the possession, consumption or supplying of illegal drugs, since each constitutes a criminal offence.

Education Issues surrounding substance misuse are raised in the PSHE programme and part of Science lessons in a manner appropriate to a pupil's age and understanding (refer to PSHE Policy for further guidance). Pupils also have access to a varied assembly programme and range of visiting speakers to further support their education around any form of substance misuse.

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Pupils can discuss their individual worries with their Form Teacher, Head of Year, trusted adult, or any other member of staff. They can also refer themselves to the Medical Centre for individual guidance.

Exclusion (see separate exclusion policy)

The Headmaster may temporarily exclude a pupil for failure to adhere to the school's code of conduct. On the first occasion where exclusion is required, a one-day suspension will apply. If such a sanction is required again then another day's exclusion may be warranted, or a week's exclusion from school will apply. If after this, unacceptably poor behaviour continues then, in consultation with the Chairman of Governors, the Headmaster will have to resort to permanent exclusion from school.

When help in a lesson is required

If a situation arises in a lesson when a teacher is not confident about managing the behaviour of a child, then help should be sought. If behaviour is unacceptable, then the sanction system should be used as above. Where a pupil places himself or the class in any danger, or where the disruption caused is so significant the lesson has to stop, then the teacher should send the pupil (or another) to the staffroom and a staff member will contact one of the following: Head of Year, Assistant Head Lower School, Deputy Heads, Headmaster. This person will then come to the immediate assistance of the teacher requiring help.

Searches and Confiscation

The school may search pupils, their possessions and school property in accordance with statutory guidance and the school's Searches, Screening and Confiscation Policy. Searches will be carried out lawfully, proportionately, safely and with regard to safeguarding responsibilities. Where a search identifies safeguarding concerns, these will be referred immediately to the Designated Safeguarding Lead (DSL) and recorded in accordance with the school's safeguarding procedures. Parents will be informed as appropriate. The school has the power to confiscate, retain or dispose of items where permitted by law and current Department for Education guidance.

Corporal punishment

There is no form of corporal punishment, nor is it ever used as a threat.

Policy Name	Behaviour for Learning Policy
Policy Number	SHS B05
Owner	Deputy Head Pastoral
Date of Review	August 23, 24, May 24, July 24, 25, 26
Date of Issue	Sep 26
Date of next review	July 27