

HAYDON SCHOOL

Behaviour for Learning Policy

2026-2027

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all **Students** have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all **Students** and build effective relationships between students and adults.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline the student code of conduct.

2. Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour and discipline in schools
- Searching, Screening and Confiscation: Advice for Schools (2022)
- The Equality Act (2010)
- Keeping Children Safe in Education
- Suspension and Permanent Exclusion from Maintained Schools, Academies and student Referral Units in England, including student Movement
- Use of Reasonable Force in Schools
- Supporting **Students** with Medical Conditions at School
- Mental Health and \behaviour in schools
- Special Educational Needs and Disability (SEND) Code of Practice

- This complies with DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Truancy / significant lateness
- Non-malicious inappropriate physical conduct (e.g. play fighting)
- Failure to follow classroom expectations
- Playfighting
- Failure to follow the Code of Conduct

Possession of any of the banned items, these are:

Paracetamol or other pain killer medication
Laser pens
Chewing gum
Energy drinks
Aerosols
False eyelashes
Excessive make up
Long fake nails

Serious misbehaviour is defined as:

Repeated breaches of the school rules

- Any form of bullying
- Failure to follow rules regarding mobile phones
- Language considered to be abusive in communication with another
- Sexual violence, such as rape, assault by penetration, or sexual assault or intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature and/or comments perceived as sexual, including sexual jokes, banter or taunting
- Maliciously setting off the fire alarm
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are

computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- Vandalism
- Theft
- Physical aggression towards another
- Smoking
- Racist, sexist, homophobic, transphobic, xenophobic, ableist or discriminatory behaviour of any kind
- Possession of any prohibited or banned items. These are:
  - Knives, weapons or objects which could be considered weapons
  - Alcohol
  - Illegal drugs
  - drug paraphernalia
  - substances considered as 'legal high'
  - Stolen items
  - Tobacco and tobacco based products
  - Matches or lighters
  - E-cigarettes, vapes, vape paraphernalia or snus
  - Fireworks including poppers
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause injury or damage

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobia ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and Responsibilities

This section summarises the roles and responsibilities of staff in different roles in the school community with regards to behaviour management and relationships.

5.1 The Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

5.2 The Headteacher is responsible for:

- Ensuring the school environment promotes positive relationships and behaviour
- To ensure consistent and fair application of rewards and consequences
- To be visible and active in managing behaviour and promoting the Haydon values
- To ensure staff respond appropriately and effectively to poor behaviour
- To monitor how staff implement the behaviour policy

5.3 Senior and Middle Leaders are responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring staff deal effectively with poor behaviour
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
- Support staff in responding to behaviour incidents
- Monitor behavioural escalations including alternative provision and exclusions
- Liaise with external agencies

5.4 Curriculum Leaders

Curriculum Leaders are responsible for ensuring teachers in their subjects create and maintain a positive climate for learning within the classroom.

They will:

- Ensure staff in their department follow strategies for effective classroom management
- Monitor classroom practice through regular learning walks
- Support teachers to use the behaviour policy and follow up incidents of behaviour and punctuality through restorative conversations and parental meetings
- Support in the behavioural professional development needs of staff

5.5 Year Leaders

They will:

- Monitor the quality of form times through the quality assurance processes
- Share good practice in providing high quality pastoral care through regular meetings and training with form tutors.
- Use data on achievement and behaviour to monitor student behaviour and implement appropriate interventions
- Hold engaging assemblies linked to Haydon Values
- Contact parents/carers with strategies for improving behaviour, attendance and punctuality
- Put students on pastoral reports with clear targets in line with the code of conduct and review the progress towards these targets
- Celebrate students for positive behaviour, attitudes and work in line with Haydon Values
- Meet with parent/carers to agree pastoral support plans

5.6 Form Tutors

They will:

- Create a cohesive group and a positive ethos
- Rewards positive behaviour and take action to improve behaviour that doesn't meet the Haydon values
- Monitor and support students wellbeing and behaviour
- Communicate regularly with parents regarding attendance, punctuality and behaviour
- Have the highest standards for uniform

5.7 Staff (Teachers and Support Staff) are all responsible for:

- Creating a calm and safe environment for **Students**
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy and student code of conduct consistently
- Contacting home for students who are late to their lessons
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with **Students**
- Modelling expected behaviour and positive relationships
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and following up on behaviour incidents in line with school procedures
- Challenging **Students** to meet the school's expectations
- Liaising with parents/carers regarding student behaviour
- Clear and consistent use of Chance, Choice and Consequence
- Providing pastoral care for students

5.8 Students are expected to:

- Adhere to the student code of conduct
- Treat all members of the school community with respect
- Take responsibility for their own actions
- Engage positively in their learning
- Follow instructions from staff

5.9 Parents/Carers are encouraged to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions and meeting school staff)
- 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.

6. School Behaviour Curriculum

The below code of conduct is designed to support students with demonstrating the Haydon Values; Excellence, Perseverance, Kindness, Community, and Respect.

This code of conduct should be:

- Displayed in all classrooms
- Linked to positive behaviour points
- Referenced in assemblies throughout the year
- Reinforced through restorative and instructive practice by staff when working with students

6.1 Student Code of Conduct

1. Show respect to members of staff and each other and follow staff instructions
2. Have excellent attendance and punctuality by attending all lessons on time 3. Be excellent learners by having all equipment and books for the day 4. Wear the correct uniform (and smart business dress in the Sixth Form) to show respect to yourself and pride in the school community
4. Walk around the school in a quiet and calm manner and ensure others can do the same
5. Enter classrooms in a calm and polite manner
6. In class, respect each other and make it possible for all students to learn 8. Not to use a mobile phone in school
7. Treat the school buildings and school property with respect 10. Refrain from behaving in a way that brings the school into disrepute, including when in the local community

The expectation that students follow the student code of conduct also applies during break and lunch times, on the way to and from school, when out of school in uniform, on a trip, and in any other circumstance that could adversely affect the reputation of the school, have repercussions for the orderly running of the school, and/or pose a threat to another student in the school.

In addition, other students will face consequences if they choose to associate with students who are not behaving in line with the student code of conduct.

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

6.2 Mobile Phones

Haydon School uses a pouch system for students to securely lock their phone away and turn them off during the school day. This provides many benefits to student wellbeing and ability to progress in the way they should.

Students who do not adhere to the procedure regarding mobile phone pouches may be subject to any of the sanctions listed in Section 7.4, including suspension from school.

Senior leaders will undertake regular spot checks of classes to ensure students are following the rules set out around mobile phones.

Mobile phones found in students' possession where the procedure has not been followed will be confiscated, in line with Section 7.6 of this policy.

If students choose to bring a mobile phone or other electronic device into school, they do this at their own risk, and should ensure that they have adequate personal insurance for accidental damage and/or loss. The school is not responsible for the financial implications of repairing or replacing phones or personal devices, and does not have the authority to recoup money from other parents or third parties.

In addition to this Smart watches are allowed at Haydon school. This will enhance students' ability to solely concentrate on their studies by avoiding distractions.

7. Responding to Behaviour

7.1 Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages **Students** to be engaged, following the Haydon Habits
- Display the Code of Conduct and Classroom Expectations
- Develop a positive relationship with **Students**, which includes:

    - Greeting **Students** at the start of lessons at the door and correcting uniform

- Establishing clear routines including Do Now Task
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Dismissing in a calm manor ready for their next lesson
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption following behaviour policy
- Using positive reinforcement
- Engaging with restorative conversations with **Students** and parents
- No whole class sanctions

7.2 Safeguarding.

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a **Students** 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.

7.3 Responding to Good Behaviour

When a **Students** behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's values, culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise - Recognising students who are displaying the Haydon values
- Positive communication home- Phone calls, letters or emails sharing students excellent demonstration of Haydon values
- Special recognition- Including but not exclusively certificates, badges, rewards trips and prize ceremonies or special assemblies
- Jack Petchey award- Nominated by departments
- Positions of responsibility- Such as student leadership or being entrusted with a particular decision or project
- Rewards trips- Including House competition attendance
- Attendance and punctuality rewards- Including free desert or free meal from canteen
- Achievement points- Positive commendations for any of the Haydon values
- Headteacher treat- Hot Chocolate / Ice Cream with the Headteacher
- Headteacher commendations- A letter home for outstanding achievement or behaviour

7.4 Responding to Misbehaviour

When **Students** behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

Staff will follow the Chance, Choice Consequence model in the classroom.

- A chance is a first warning and is given for any disruption to learning.
- A choice is a second warning. The student may be asked to move seats and staff conducting learning walks will have a positive conversation about the better choices they are going to make to be successful in the lesson.
- A consequence will result in the student being removed from the lesson for persistent disruption to their own and others' learning.

De-escalation techniques from CPD sessions should be used to help prevent further behaviour issues arising.

All **Students** will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour or reflection activities
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of responsibility or taking part in extracurricular activities
- School-based community service, such as tidying a classroom or litter picking
- Restorative meetings
- Letter or phone call home to parents/carers

- Agreeing a pastoral support plan
- Putting a student 'on report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances
- Confiscation of banned items, including mobile phones where procedures have not been followed

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

7.4.1 Punctuality

The school day starts at 8.40am. Students are expected to be seated in their form class at 8.40am. All staff will challenge students who are in the corridors and therefore late to lessons. Students have a 5 minutes buffer to P1, P2 and P4. For all other lessons, students will be expected to be seated and ready to learn at the start of the period.

- The class teacher will make contact home for students who are late to their lesson.
- One late- Students sit 20 minute detention
- Two lates- Students sit 30 minute detention
- More than two lates- Students sit SLT detention
- If students miss the detention it will be escalated i.e 30 minute detention to SLT detention
- Students will be placed on a punctuality report if this trend continues.

7.4.2 Truancy

Students who intentionally miss learning within the school day or truant for a significant period will be sanctioned in line with section 7.4.

7.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with **Students**, or preventing them from leaving a place of safety.

All members of staff can use reasonable force in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and carers

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

7.6 Searching, Screening and Confiscation

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

7.6.1 Confiscation

- Any prohibited items (listed in Section 3) found in a **Students** possession as a result of a search will be confiscated. These items will not be returned to the student.
- We will also confiscate any item that is harmful or detrimental to school discipline including items of clothing not in line with school policy. These items may be returned to **Students** at the end of the school day or after discussion with senior leaders and parents/carers,
- Students found in possession of a mobile phone where they have not followed school procedures will have them confiscated.
- The Education and Inspections Act 2006 Section 91 gives schools the right to do this.
- Where mobile phones have been confiscated, they will be returned to parents/carers agreed by the school depending on the length of confiscation
- The school will not be accountable for damage if possessions are damaged

7.6.2 Searching a student

- Searches will only be carried out by a member of staff authorised 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 student, and there will be

another member of staff present as a witness to the search.

- If a search is not urgent, the member of staff will seek advice from the Headteacher, Deputy Headteacher, Designated Safeguarding Lead (or deputy), or pastoral staff, who may hold relevant information about the student.
- During this time, the student will be supervised and kept away from other **Students**.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting the student is in possession of a

prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

- An appropriate location for the search will be used—ideally away from other **Students**.
- Searches must take place on school premises or where staff have lawful control (e.g. school trips).
- Unless there is an urgent need e.g. Medical, emergency staff should not make physical contact with students when conducting a search or ask them to 'pull up' clothing.

Before conducting a search, the authorised staff member will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other **Students** or staff at risk
- Consider whether the search would pose a safeguarding risk to the

student

- Explain to the student why they are being searched
- Explain what the search entails (e.g. "I will ask you to turn out your pockets and remove your scarf")
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the students co-operation
- If the student refuses to agree to a search the quill be isolated and supervised whilst parents are called in to support the search. SLT will be informed
- Staff may use a metal detector to assist with the search.
- An authorised member of staff may search outer clothing, pockets, possessions, or lockers.

Call the police if necessary

- The parents needs to be called before Police are involved

Once police are on site:

- Staff will advocate for the safety and wellbeing of the student, which may involve challenging the police in order to advocate for the child.
- The school retains a duty of care and will protect the student throughout the process

'Outer clothing' includes:

- Any item not worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

7.6.3 Searching **Students**' Possessions

Possessions include:

- Lockers
- Bags
- Any items the student has or appears to have control of
- Staff can search possessions with consent for any item.

Staff can use screening such as wands or walk through detectors to support searches for banned items

- Staff may search without consent for prohibited items or those identified in the school rules.
- A second staff member should be present at all times.

7.6.4 Support After a Search

- Give the relevant pastoral support to the student after being searched
- If so, staff will follow the Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL).
- The DSL may consider pastoral support, Early Help, or referral to Children's Social Care.

Record searches on Bromcom and CPOMs and inform parents

7.6.6 Communication and Record-Keeping

- Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one parent/carer before a strip search, or police search, to inform them and invite them to act as the **Students** appropriate adult.
- If contact isn't possible or the parent/carer cannot attend, a staff member may act as the appropriate adult.
- Parents/carers will always be informed by a staff member if a strip search has taken place.
- The school will keep records of strip searches conducted on school premises and monitor them for trends.

7.7 Off-Site Misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

▪ Taking part in any school-organised or school-related activity (e.g. school trips) ▪ Travelling to or from school
▪ Wearing school uniform or recognised as a member of the school
▪ In any other way identifiable as a student of our school

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

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

Incidents during non-term time / weekends can be investigated. However, the sanction will not be applied until school resumes.

7.8 Online Misbehaviour

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

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

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

Incidents during non-term time / weekends can be investigated. However, the sanction will not be applied until school resumes.

As of Spring 2027, students under the age of 16 will not be allowed social media in the United Kingdom. From this time, we as a school may not investigate any incidents as it becomes a police matter due to the social media ban.

7.9 Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police or continue to offer learning on site.

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, a member of the Senior Leadership Team, or the Designated Safeguarding Lead (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 DSL will make a tandem report to Children's Social Care, if appropriate.

7.10 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

  – 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.

7.11 Malicious Allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in
need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate. The school will also consider the pastoral needs of staff and **Students** accused of misconduct. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other **Students**.

8. Serious Sanctions

8.1 Detention

All staff have the authority of the Headteacher to issue daily detentions. Senior and middle leaders can issue Senior Leadership Team (SLT) detentions.

Students can be issued with detentions during breaks and after school in line with the *Behaviour in Schools DfE Guidance*. Parents/carers will be informed of detentions via the school's MIS system or by a member of staff. When imposing

a detention, the school will consider whether doing so would:

- Compromise the **Students** safety
- Conflict with a medical or other urgent appointment
- Prevent the **Students** from getting home safely
- Interrupt the **Students** caring responsibilities

8.2 Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time due to disruption to learning.

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove **Students** from the classroom once other behavioural strategies have been attempted, unless the behaviour is persistent enough to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all **Students**
- Allow the rest of the class to continue their learning in a managed environment
- Allow the disruptive studentl to regain calm in a safe space

Students who have been removed from the classroom are supervised by staff in the removal room. **Students** will not be removed from classrooms for prolonged periods of time without the explicit agreement of a member of the Senior Leadership Team.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents/carers will be informed on the same day that their child is removed from the classroom, and they will be asked to attend a restorative meeting with the teacher and student before the child can return to the lesson.

The school will consider an alternative approach to behaviour management for **Students** who are frequently removed from class, such as:

- Meetings with pastoral mentors

- Use of teaching assistants
- Short-term behaviour report cards
- Pastoral support plans
- student support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in line with school procedures.

The behaviour escalations can be found here.

8.3 Suspension and Permanent Exclusion

Grounds for Suspension - The school can use suspension in response to serious incidents or in response to persistent poor behaviour which has not improved following in school sanctions and interventions. Any behaviour that is deemed, in the judgement of the Head teacher, to undermine the authority of a member of staff, will warrant a suspension. This would normally be up to 5 days, depending on the severity of the offence, but in exceptional circumstances could be up to 45 days in any one school year.

Parents will be expected to bring the student back to school to be formally readmitted once the suspension period has ended, and before the child can return to school.
Examples of behaviour which can lead to suspension include:

- Any form of threatening behaviour towards staff or students, acts of violence.
- Deliberate disobedience or defiance, including the use of inappropriate language towards a member of staff.
- Any form of bullying, including physical, verbal, homophobic, racist, or misogynistic bullying.
- Sexual Misconduct and Harassment including Sexual violence or sexual assault, unwanted advances of a sexual nature; sexual comments, jokes or taunting; physical behaviour such as interfering with clothes.
- Online harassment including sexual harassment, such as sharing nude/semi-nude images or unwanted explicit content via social media on online platforms.
- Repeated disruption to the learning process.
- Distributing banded item e.g. a vape, whilst on the school site, representing the school or in the vicinity of the school including travel to and from school.
- Behaviour deemed to undermine the good order of the school, including acts of vandalism, violence, deliberate disobedience at any time.
- Taking or distributing images of any member of the school community, without explicit consent.
- Uploading inappropriate material on social media
- Misbehaviour at any time, whether or not the conditions above apply that could have

repercussions for the orderly running of the school or pose an actual or perceived threat to another student, member of staff or member of the public or could adversely affect the reputation of the school

- Misbehaviour while traveling to or from school, taking part in any school-organised or school-related activity, or any action that could adversely affect the reputation of the school. This includes any misbehaviour when the student is in some other way identifiable as a student at the school or behaviour at any time that could have repercussions for the orderly running of the school or poses a threat to another student or member of the public.

While a member of the Senior Leadership Team may authorise an internal exclusion, an external suspension can only be authorised by the Headteacher and remains a formal sanction recorded on the student's record.

Grounds for Permanent Exclusion -The Headteacher may decide that permanent exclusion is necessary in response to serious one-off incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. These may include, but are not limited to:

- As a final resort when all other steps to encourage the student to obey the school rules have failed and allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school community.
- Persistent and defiant behaviour: This encompasses persistent poor or abusive behaviour including bullying, disruption of the orderly running of the school and learning environment.
- Serious actual or threatened violence against students, staff, or members of the school community.
- The supply of an illegal drug or the misuse of an illegal drug (please refer to the Substance Abuse Policy for further guidance).
- Serious incidents or misconduct of a sexual nature.
- Maliciously activating the fire alarm, which puts the entire school community at risk.
- Carrying an offensive weapon or being in possession of a prohibited item. In line with DfE guidance, prohibited items include:
  - Knives and weapons, including bladed items (e.g., craft/kitchen knives, Swiss army knives) and weapons (e.g., BB guns, tasers, improvised items).
  - Any alcoholic beverage.
  - Controlled substances.
  - Stolen items
  - Tobacco and related items: Cigarettes, cigarette papers, and vapes.
  - Fireworks: Including sparklers.
  - Pornographic images: Any, regardless of age-appropriateness.
  - Articles for offence/injury: Any item suspected of being used to commit an

offence, cause personal injury, or damage property.

The decision to externally suspend or permanently exclude a student is made solely by the Headteacher. Permanent exclusion is only used as a last resort in response to a "serious breach" of the school's behaviour policy.

9. Responding to Misbehaviour from Students with SEND

9.1 Recognising the Impact of SEND on Behaviour

The school recognises that **Students**' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from **Students** with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of **Students** with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Our approach includes strategies such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long, including time ins and time outs
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema

- Training for staff in understanding conditions such as autism and ASD
- Use of separation or safe spaces where **Students** can regulate their emotions during a moment of sensory overload

9.2 Adapting Sanctions for **Students** with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

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

9.3 Considering Whether a student Displaying Challenging Behaviour May Have Unidentified SEND

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

9.4 **Students** with an Education, Health and Care (EHC) Plan
The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

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

10. Supporting Students Following a Sanction

The school is committed to helping **Students** reflect on their behaviour and successfully reintegrate into the school community after a sanction. Our approach is designed to restore relationships, rebuild trust, and support **Students** in meeting the expectations of the school.

Supportive strategies include:

- Reintegration Meeting – held with parents/carers, staff, and the student to review the incident and agree on next steps

- Personalised Report Card – focused behaviour goals tailored to the **Students** needs and monitored regularly

- Pastoral Support Plans - Agreed targets and support from school and home which are reviewed

- Restorative conversations with staff

- Short-Term Modified Curriculum – temporary adjustments to subjects or timetables to ease transition and promote success

- Mentoring, Counselling or Coaching – one-to-one support aimed at improving self-regulation, confidence and resilience

- Academic Interventions – targeted input to bridge gaps in learning caused by missed curriculum time

We believe that every student deserves space to grow and the chance to make a fresh start. These strategies work in partnership with families and staff to help **Students** take ownership of their actions and make lasting improvements.

11. student Transition

11.1 Inducting Incoming **Students**

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

12. Training

The school is committed to equipping all staff with the knowledge, tools, and confidence to foster high standards of behaviour across the school community. Behaviour management is a key focus of both induction and ongoing professional development.

12.1 Induction Training

As part of their induction, all staff receive training in:

- Managing Behaviour Effectively – strategies for creating positive classroom environments
- Understanding student Needs – including how SEND and mental health needs may affect behaviour
- The Behaviour Handbook – outlines consistent expectations, responses, and procedures

12.2 Ongoing CPD and Targeted Support

Behaviour management forms a core strand of our Continuing Professional Development (CPD) offer, which includes:

- Whole-Staff CPD Sessions – focused on current behaviour priorities, restorative practices, and inclusive strategies
- Bespoke CPD – driven by data, performance outcomes, and appraisal discussions, ensuring personalised development
- Modelling & Observation Opportunities – where staff observe peers and leaders demonstrating effective practice
- Coaching and Mentoring – especially for ECTs and those in new roles providing regular reflection and growth
- Focused Interventions – in response to observed needs, including curriculum adaptations or classroom support strategies

Staff are encouraged to engage in reflective practice, seek feedback, and use professional learning communities to share approaches that help **Students** succeed. Our approach builds not just competence, but confidence and collective responsibility.

13. Monitoring Arrangements

13.1 Monitoring and Evaluating Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, exclusions and suspensions
- Use of student support units and off-site directions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff student, governors, and other stakeholders (via anonymous surveys)

The data will be analysed regularly by SLT and middle leaders to inform practice and interventions. Analysis will be viewed through multiple lenses, including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

● By curriculum area

The school will use the results of this analysis to ensure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of **Students** are identified, the school will review its policies to address and correct them.

The school will use the results of this analysis to ensure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of **Students** are identified, the school will review its policies to address and correct them.

13.2 Monitoring This Policy
This Behaviour Policy will be reviewed by the Headteacher and Governing Board at least annually, or more frequently if needed, to respond to findings from regular monitoring of behaviour data (as outlined in Section 13.1).

14. Links with Other Policies

This Behaviour Policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- Exclusions Policy
- Searching and Screening Policy
- Uniform Policy
- Learning Outside the Classroom Policy
- Substance Abuse Policy

Date	Status	Comments
September 2021	New	To student committee 27.06.19 Approved to FGB for ratification 11.07.19. Approved
June 2022	Updated	To the student committee 28.06.22. Approved by FGB on 20.07.22
January 2023	Updated	Changes made to wording
August 2023	Updated	Changes made regarding processes to parking and some wording.
June 2024	Updated	Reviewed July 24- Approved FGB 22.07.24

July 2025	New	Approved by FGB on 21/07/25
February 2026	Updated	Approved by FGB on 02/02/26
November 2027	New	Approved by FGB on 10/11/26

Appendix 1

Interventions	Actions	Recording	Outcome
Chance	Remind the student of classroom expectations and what consists of a 'Chance' with the poster that is displayed in the classroom. Staff will try to understand the behaviour and adapt the lesson if need be.	Not recorded	If student adjusts their behaviour there isn't a need for a further warning
Choice	Clear verbal warning to remind the student of expectations and warn them about the consequence of persistent disruption with regards to their own and others learning. This may result in them being removed from the class. Staff may ask student to move seat to enable them to be successful in the lesson Staff completing learning walks will ask the student to step outside so they can explain the better choices they are going to make.	Not recorded	If student adjusts their behaviour there isn't a need for further action

Consequence	Request On Call to collect the student and take them to the reflection room. Students are expected to complete the remainder of the work	Recorded on Bromcom	Staff to contact home for a conversation or to schedule a meeting before the student can return to lesson. This needs to be done urgently so students don't miss learning.. Students will receive a 20 minute detention. A restorative conversation will take place.

Appendix 2

Behaviour escalations

Detentions

Students are expected to attend a detention if they receive one. If there is a genuine reason the detention cannot be served that day students and parents must communicate this in advance and the detention can be rearranged.

In a detention the expectation for students are;

- Arrive on time
- Stay in silence for the whole time
- Avoid distractions
- Read a book or complete homework
- Correct use of laptop if completing homework on the device

If any of the above are not adhered to this may result in the student failing the detention. Students who fail the detention will have to resit it at the next opportunity. Students may be told that their detention has been escalated i.e daily detention (30 minutes) to SLT detention (1 hour).

Removal from lesson

- If a student is removed from a lesson for persistent disruption they will sit a 20 minute detention
- If a student is removed for three lessons in a half term they will receive an SLT detention and be placed on report to form tutor
- If a student is removed from five lessons in a half term they will receive an internal exclusion in the reflection room and be placed on report to Head of Year
- If a student has more than five removals in a half term they will receive a suspension from school and be placed on report to SLT. A pastoral support plan will be agreed in the reintegration meeting with parents

Removals from a specific lesson

One removal- If a student is removed from a lesson the class teacher must contact home via phone and have a restorative conversation with the student to ensure the student is able to attend their next lesson.
Second removal- If a student is removed from a second lesson the class teacher must contact home to arrange a video call or face to face meeting to ensure the student is able to attend their next lesson. The student will be placed on subject report and a restorative conversation with the class teacher and student will take place.
Third removal- If a student is removed from a third lesson the class teacher must contact home to arrange a face to face meeting with class teacher, parent and head of faculty present to ensure the student is able to attend their next lesson. The student will continue on report. A restorative conversation will be held with the class teacher, student and head of faculty.
If behaviour continues it will be escalated to an internal exclusion process.
This will be reset each half term.

Internal exclusion

Students who receive an internal exclusion will spend that time in the reflection room. During this time the expectation is they follow their usual curriculum and can access the work on their laptop. Work will also be provided if necessary.

Students who fail to meet the expectations of the reflection room will receive a suspension from school and will resit the day in the reflection room on their return.

Suspension

Students who receive a suspension from school are expected to complete the work that is set for them. This will be sent in a pack and also set by teachers on their Google classroom.

Students will also be expected to complete a reflection sheet that they bring to the reintegration meeting. This is evidence that students have taken responsibility for their actions and reflected on the effect it has had on theirs and other's learning. If this isn't brought to the meeting then students will be asked to complete this in the reflection room before they can return to lessons.

Appendix 3

Mobile Phone Policy 2026-27

Haydon School uses a pouch system for students to securely lock their phone away and turn them off during the school day. Along with banning Smart watches, this enables students to avoid distractions and concentrate fully on making the academic progress they are capable of.

If a student loses their pouch, they must buy a replacement on Bromcom. If a student forgets their pouch, they will be given a spare to use for the day or have the phone stored in a safe place. Forgetting their pouch will result in a 20 minute detention for 'lack of equipment'

Members of the senior leadership team will complete regular spot checks ensuring they adhere to the section 7.6 of the behaviour policy.

Students found to have their phone on them and not in a pouch will follow the below escalation procedure

- First offence- The phone will be confiscated for one week and parents will have to collect the phone and sign a phone agreement with the school.
- Second offence- The phone will be confiscated for 3 weeks and parents will have to collect the phone. A meeting will be arranged to discuss the agreement that was signed previously.
- Third offence- The phone will be confiscated until the end of half term/term, whichever exceeds 3 weeks and parents will have to collect the phone. This will result in a suspension from school and regular checks each morning.

Students will need to lock their phone in their pouches for school trips. Staff will allow them to unlock their phones for parts of the day if this contributes to their learning or cultural capital

If students choose to bring a mobile phone or other electronic device into school, they do this at their own risk, and should ensure that they have adequate personal insurance for accidental damage and/or loss. The school is not responsible for the financial implications of repairing or replacing phones or personal devices, and does not have the authority to recoup money from other parents or third parties.

Suspension Work

You should aim to complete at least two sides of work for each period from the websites linked below.

Watch the lesson video, make notes and answer the quiz. You should also check Bromcom/Googleclassroom for additional work set by your teachers.

One of the periods will be your reflection task which can be found on the other side of this sheet. For your reflection task the first question is compulsory, and you must then select one other question to also complete. The reflection task should be well planned and completed to a high standard. The task should be brought back into school when you return.

One of the periods should be silently reading a book of your choice. A draft outline to help you structure your day is below

	KS3	KS4
Period 1	Silent reading	Silent reading
Period 2	Maths	Maths
Break		
Period 3	English	English
Period 4	Science	Science
Lunch		
Period 5	PSHE	PSHE

Reflection Task

Here are some questions that we would like you to consider and respond to. Take the time to carefully consider and plan your response. The first question is compulsory. You may then select another question to answer. Response must be handwritten on lined paper.

COMPULSORY

1. Reflect on the events that led you to receive this sanction and imagine it was someone else who engaged in the behaviour you displayed. What advice would you give them about how they could have handled this situation better and why?

CHOOSE ONE OF THE FOLLOWING

2. Imagine that you are writing your biography – and you are writing the introduction. Include the five best achievements that you have had in your life. Focus on what positive impact you have had on others.

3. There are some people in the world that will have had a massive impact on you. Pick three of your biggest role models and describe what impact you think they have had and why. This could be anyone from a friend, family member or celebrity that you look up to.

4. Pick at least one of our school values, and describe in detail why you think this value is important. - Respect, Equality for All, Support & Safety, Aspiration, Responsibility

5. List 7 characteristics of people that you aspire to be like, what skills do you think are most important and why?

6. State 5 things that you have done for other people this year. If you cannot think of 5, list 5 things that you are going to do for other people. Explain in detail what impact you think this will have.

7. Why do you think positive and healthy relationships are important? 8. Why do you think having high aspirations for yourself is important?

Parental Meeting

Key Information			
Name:		Year & Form:	
Date:		Staff initials:	
SEND Status:		% Attendance:	
Pupil Premium:		Number of Late marks:	
		Number of Positives:	
LAC/Social worker:		Number of Negatives:	

Meeting notes: Purpose of meeting

Targets/ actions: (No more than 3, and should be SMART - Specific, Measurable, Attainable, Relevant, Timely)

1	
2	
3	

Review date:	

Pastoral Support Plan (PSP)

The purpose of a Pastoral Support Plan (PSP) is to support a learner to address conduct or behaviours which are having a negative impact on their learning and / or social inclusion. A PSP is introduced following continued behaviour concerns or in response to a one off serious behavioural incident. If the student fails to complete or engage in the PSP process it may result in an extension of the plan or further sanctions.

Interventions to date	Exclusions	Internals

External Agency involvement

How you feel about School and your learning?

What do you think about your behaviour in:	Excellent	Good	Average	Poor	Very Poor
Classroom (lessons)					
Corridors (Lesson change over)					
Assembly					
Break time					
Lunch					
Outside School					
How do you feel you generally behave?					

What do you think we can do to help your child at school?

What do you think you can do to help your child at home?
Is there anything else we should know about?

This plan will start on _____ for the duration of _____weeks

The PSP will be reviewed on _____(date)

Please confirm your agreement with the strategies and targets set out in this plan.

Signed _____ (Parent / Carer) Date:

Signed _____ (Student) Date:

Signed _____ (Staff) Date:

A copy of this plan will be placed on linked documents on BromCom and shared with the Parent / Carer.

Review

Section 1-Student Details		
Student's Name		
Year Group		
Form Group		
Section 2-PSP Details		
Start Date		
Review Date		
Was the PSP successful?		
Next Steps		
Section 3 - Data	**Start**	**End**
Positive behaviour points		
Negative behaviour points		
% Attendance		
Number of Lates		
Section 4 - Review		
Comments:		

(Appendix 3) Targets

Excellence - Complete/submit class/homework in a timely manner to expected standard - Dress appropriately according to school standards (eg.tie, make-up, blazer/jumper and footwear) - Demonstrate behaviour that meets the Haydons school Behaviour Policy - Demonstrate self-controlled behaviour and maturity at all times - Remain in your seat in class unless instructed to carry out a task by the teacher - Arrive at school and lessons on-time with the correct equipment for learning. - Ready – enter the classroom calmly, sit in the seating plan and get out equipment promptly - Take on a leadership role at Haydon School	Perseverance - Raise their hand and wait to be called on before talking aloud in group settings or asking for help - Do not leave the classroom without teacher permission - Sit in assigned seat requested by teacher - Do not put your head on the desk in lessons or exams - Ignore distractions in class by continuing to remain focused - Accept consequences of wrong doing without excessive complaining - Respond appropriately to others inappropriate behaviours/inform adult - Engage in productive activity while waiting for teacher assistance
Respect - To not shout out or disrupt other's learning - Voluntarily accept responsibility for own behaviour without making excuses - To leave the classroom when requested to by senior staff - To use positive language around all staff and students - Respect the environment by putting litter in the bins and not damaging school property - Respond to staff instructions in a timely manner and - Respect classroom rules and school values - To speak respectfully to everyone	Community - Resolve conflicts without physical contact/unkind language - Respect the local area by keeping noise to a minimum when travelling to and from school - Accept feedback appropriately from staff/peers - Move directly to next location without disruptions - Demonstrate correct use of class/school equipment - Demonstrate appropriate social skills by complying with school rules. - Refrain from physical aggression across all environments in school - To contribute to the wider life of Haydon school e.g extra curricular activities
Kindness - Use appropriate voice tone/words during interaction with adults/peers - Participate cooperatively in group activities - Wait quietly and respectfully while others are speaking - Act respectfully toward an individual with different qualities/characteristics - Refrain from interrupting adults/peers in conversation - Refrain from joining in/laughing/commenting on others inappropriate behaviours - Support younger students around school if they get lost or look like they need help - Do not talk over or laugh when other students are presenting their work in class	

Appendix 4

Uniform policy 2026-2027