Halliford School
SHEPPERTON

# Behaviour Policy

# June 2026

*Approved by the Governing Body June 2026*
*To be reviewed June 2027*

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## Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high-quality teaching and learning, outstanding pastoral care and first-class sporting, cultural and co-curricular opportunities.

## Introduction

### Key Principles

Three principles are central to the moral code and idea of good citizenship which Halliford seeks to encourage. These principles should be kept in mind when dealing with any discipline and behavioural issues. They are:

- Showing respect for other people
- Being honest in all one's dealings with others
- Taking responsibility for one's own actions

We take a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

### Aims

Most discipline and behavioural issues at Halliford are usually of a minor nature and can be dealt with by individual teachers as part of their normal duties. Occasionally, this ceases to be the case. The two main purposes of the procedures outlined below are to provide:

- A supportive framework for the consistent management of behaviour
- Guidance to staff when faced with behaviour and discipline issues

### Scale

The issue or incident ceases to be of a minor nature when it is either clearly more serious or when a student, despite attempts to get the student to moderate their behaviour, persists in behaving in a disruptive and/or inappropriate manner. If in doubt as to how serious an incident is, the member of staff concerned should consult with the Deputy Head Pastoral.

### Rationale

Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our warm-hearted school environment. We also believe that this is what parents want from our school.

At Halliford, we work together with our parents, students and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.

To this end, we have an ethos of setting high expectations of achievement for all students with consistently applied support. We expect our staff, parents and students to understand and respect the rules of the school and the expectations and responsibilities laid out in this policy. We expect both staff and parents to model positive behaviour at all times so that our students can benefit fully from their experiences in school.

It is important that our staff follow the Behaviour Management Policy at all times to ensure that we all implement our policy consistently and effectively. We understand that this ensures that our students feel they have been treated fairly compared to others.

We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's wellbeing, during any activity, whether on or off the school premises, under any circumstances.

Should any child display severe emotional, behavioural and social difficulties, it is still our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

Children who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong; and
- Resolve (face) problems and setbacks and learn from them.

Where severe problems occur, we will support the child in school at an early stage through the use of our counsellor or our dedicated Emotional Literacy Support Assistants (ELSA) but may also explore the possibility of the child receiving external support if necessary. This may be through Early Help processes, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual students might be suffering from a diagnosable mental health problem and involve their parents and the student in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support students, using evidence-based approaches.

Staff work closely with the Special Educational Needs Coordinator (SENCO) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the National Health Service and voluntary organisations.

## Statement of Behaviour Principles

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students. Our school provides:

- A committed Senior Management Team that sets a culture within the school that values all students; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way.
- Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges.
- Staff who take a zero-tolerance approach to abuse, knowing it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- Staff who understand that abuse can take place both face to face and online.
- Staff who recognise that it is more likely that girls will be victims of child on child abuse and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously.
- An effective strategic role for the Special Educational Needs Coordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including students whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets students' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary. It is also recognised that additional barriers can exist when recognising abuse and neglect in relation to children with SEND, disabilities or certain health conditions.
- Working with parents and carers as well as with the students themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them.
- Continuous professional development for staff informs them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem.
- Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND policy.
- Working with others to provide interventions for students with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the student's needs; a plan to set out how the student will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary.
- A healthy school approach to promoting the health and wellbeing of all students in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn students whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every student well and can spot changing patterns and early signs. The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff. We will support students with medical needs and be fully aware of any medication that children are taking, including supporting the Individual Health Care Plan.

The following principles underpin our approach towards behaviour and discipline:

- School staff and students should all show respect for one another.
- Good behaviour should be rewarded, and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence.
- A zero-tolerance approach to abuse is taken, it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students, such as those with special educational needs.
- Students whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported.
- All students should be listened and responded to.
- All students are entitled to learn in a safe and secure environment.
- Students should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school.
- All school staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills.
- All members of the school community should understand and accept the principles on which the Behaviour Management Policy is grounded.
- Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

## General Principles

The key principles to bear in mind when dealing with student discipline and behaviour are:

- To deal with an incident using the school's policy
- To not feel the need to work in isolation and use the support available
- To be fair and consistent
- To liaise with other relevant members of staff at the earliest opportunity
- To keep a record (with copy on file) of incidents and how they were dealt with
- To involve parents and get their support where appropriate

## Positive Reinforcement

Crucial to the development of civilised behaviour in young people is the use of 'positive reinforcement' whenever possible. The rewarding and encouraging of good behaviour is more likely to result in a change for the better and in steady improvement than endless criticism. This does not mean that bad behaviour should not be confronted but that on its own it is not enough. The overwhelming majority of people respond positively to praise and recognition. It is often those whose behaviour is the most difficult who respond best to positive reinforcement. Staff are encouraged to find and praise the positive in all students but especially in those where it is least evident. Formally this is done through a clear Rewards process (please see below). Staff should adopt a firm, yet caring approach to classroom management, that builds positive relationships, looking to pre-empt challenges and conflict wherever possible.

## Standard Procedures

The following procedures, while not intended to be rigidly prescriptive, are those which are expected to have been gone through before a problem is referred to the Deputy Heads and/or Headmaster. However, if in the judgement of the individual teacher, the problem is so serious and/or so immediate as to require the involvement of the Deputy Heads, they should not feel constrained from making an immediate referral.

a. Deal with minor offences using the sanctions available (see below). In most cases there is little need to go beyond this.

b. If unclear as to why a student is behaving badly or not working consult the Form Tutor. He/she will have some background knowledge which may assist in solving the problem.

c. If despite actions taken, the behaviour continues the **parents should be informed**. A telephone call may be the best method, write an email or arrange to see them. This will normally be done, after consultation with the HoD and/or HoH.

d. If a student persists in not working or in behaving badly it is sometimes useful to run a **teacher detention** whereby the student is kept behind at break, lunchtime or after school at the behest of and under the supervision of the teacher concerned. Equally, a student may be placed in a centralised lunchtime detention, and recorded on the school system, if efforts made by the subject teacher have not yielded a positive response.

e. If a student is being so disruptive in class that the whole lesson is being undermined they should be **sent out of the class and placed in the Departmental Office with another colleague;** they

**must not** be left in a corridor. Failing this, a message must be sent to the Deputy Heads who will then deal with the situation. This should be an email, call, or as a last resort, message with another student.

f. The teacher concerned should see or inform the Deputy Head Pastoral at the earliest opportunity in order to give them the full background and to decide on the way ahead. The Form Tutor and HoD should also be consulted. The way ahead will depend upon whether the incident is isolated or part of a wider pattern.

g. In cases of repeated inadequate work or misbehaviour the Form Tutor may place the student concerned on a Tutor's Report card. The card will indicate whether it is for academic work or behaviour. It is the responsibility of the Tutor to inform the parents. They are required to sign the card.

h. If deemed appropriate by the Head of House the student will be placed into school detention.

i. If the students's conduct does not improve, they may be placed in a Deputy Head's detention or will be placed in a Headmaster's Saturday morning detention.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. The school is clear about its approach and in which category any action falls, ensuring that the action complies with the law.

Halliford also considers whether the misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping Children Safe in Education, school staff should follow the school's Child Protection Policy and liaise with the Designated Safeguarding Lead.

They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. Alternative arrangements for sanctions can be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

## Types of Offence

Offences can be divided into minor and serious offences. The lists below do not pretend to be complete. They merely aim to provide helpful guidance. Minor offences can become serious when they persist and become part of a disruptive and/or negative pattern of behaviour.

**Minor Offences:** Set out below is a list of minor offences:

- Late, incomplete or not attempted work
- Absence and unpunctuality
- Low level misbehaviour in class
- Low level dishonesty
- Unkindness to peers
- Teasing or poor behaviour towards fellow students
- Chewing gum
- Improperly dressed
- Failure to attend lessons with the correct books and equipment
- Displaying bad manners to a member of staff or other students
- Rowdiness in the corridors, classrooms or playground
- Littering
- One off misuse of the IT systems

**Serious Offences:** Set out below is a list of serious offences:

- Child on Child abuse as defined below
- Harmful sexual behaviour
- Prejudice-based discrimination
- Serious classroom disruption
- Disrespectful behaviour and rudeness to a member of staff
- Generally disruptive and anti-social behaviour
- Malicious damage to school or individual property
- Substance abuse of any kind including vaping
- Being in the presence of those using any form of substance or vaping
- Any behaviour either online, or in person that could be defined as discriminatory, prejudiced or phobic
- Refusal to follow instructions
- Fighting and/or being in possession of any offensive weapon
- Stealing
- Theft
- Blackmail
- Physical violence or threatening behaviour
- Illegal substance abuse
- Intimidation
- Bullying, including cyber bullying
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Damage to property, vandalism, graffiti
- Use of discriminatory language
- Cheating, including plagiarism
- Persistent lying

- Persistent misuse of the school IT systems
- Any behaviour that could be defined as bullying
- Internet, Email or mobile telephone abuse
- Persistent behaviour that shows students do not accept the values and standard of the school and do not value the school community
- Criminal Acts
- Wilful acts calculated to cause damage to the school, it's community or any of it's members

**Child on Child Abuse**

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between children;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Halliford School adopts a zero-tolerance approach to misogyny, misandry, sexism and gender-based harassment. Behaviour which demeans, intimidates or discriminates against individuals on the basis of sex or gender will be treated seriously and may be addressed through both safeguarding and disciplinary procedures.

Halliford is clear in every aspect of its culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. All staff understand the importance of challenging all inappropriate language and behaviour between students.

The Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable is a valuable resource: https://educateagainsthate.com/resources/respectful-school-communities-self-review-signposting-tool-2/

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside the school should not be downplayed and should be treated equally seriously. A victim should

never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

## Online Behaviour

Halliford is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the Child Protection Policy and speaking to the Designated Safeguarding Lead when an incident raises a safeguarding concern.

Students will be educated about online harms, including misinformation, disinformation, deepfake content, extremist material, harmful online influencers and AI-generated content.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the Designated Safeguarding Lead as the most appropriate person to advise on the school's response.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Halliford has the confidence to sanction students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### Use of Mobile Devices

The school site is a mobile free environment. All students are expected to turn their mobile phones off as they enter the school gate each day. Phones must not be turned back on again until students have left the school grounds at the end of the day.

In Years 7 – 11 students are required to store their mobile phones in their lockers for the duration of the school day. For students arriving on site before 8.15am when school buildings open, mobile phones must be kept turned off and in their bags until they access their lockers. Mobile phones should only be retrieved from lockers before the student leaves the school site, i.e. at 3.45pm if the student does not have an after-school activity or after the activity at 5pm if students are remaining on site.

In the Sixth Form, students are allowed to keep their mobile phones on their person during the school day, but phones must remain switched off at all times when outside the Sixth Form Centre and must not be visible at any time.

Sixth Form students may only use mobile phones in certain locations at specific times. In the Sixth Form Common Room, students may use their mobile phones discreetly during morning break and lunchtime, but they should not be used during study periods. In the Sixth Form Café, mobile phones may not be used during morning break or at lunchtime but may be used by members of the Upper Sixth Form during study periods. Mobile phones are not to be used by the Sixth Form in other parts of the school including the LRC, the corridor outside of the Sixth Form Common Room or in tutor rooms.

This will be explained to all Sixth Form students at the start of term and it is important that they follow the guidelines and ensure they are positive role-models to all younger students.

Any student found to be misusing a mobile device can expect to have the device confiscated by a member of staff. The device will be taken to reception, where the student can collect the device at the end of the school day. A behaviour point will be recorded on iSAMS and a log will be kept. If a student is found to misuse a mobile device for a second time during a term, they will have their device confiscated and a two-hour Deputy Headmaster's Detention will be issued for the forthcoming Friday after school. If a student is found to misuse a mobile device for a further time during a term, parents will be invited to school to discuss the issue with the Deputy Head Pastoral.

Full details regarding the use of mobile devices are contained within the Mobile Device Policy which is available on the school website. Students are taken through these arrangements at induction and again on an annual basis.

## Sanctions

### Minor Sanctions

The minor sanctions available to all staff are as follows:

- Work, Behaviour and Uniform Points
- Teacher detention
- Daily lunchtime detention 12.35-1.05 daily
- Email home to parents/guardians
- School Detention 4.00-5.00pm
- Handing mobile phone in to Reception
- Form Tutor's Report Card – these are held by the Heads of House
- Head of House Report Card

### Major Sanctions

The major sanctions for use in the event of serious misbehaviour are only available to the Headmaster/Deputy Heads or the Headmaster alone. All are accompanied by communication with parents/guardians including a letter home.

They are as follows:

- Deputy Head's Report Card (Pastoral support plan)
- Headmaster's Report Card
- Deputy Head's Detention
- Headmaster's Detention
- Exclusion from lessons for the rest of the day
- Internal Suspension where a student is removed from lessons and break times
- External Suspension from School for a fixed term
- Removal from the School
- Expulsion from the School

### Support Offered to Students

A variety of support is offered to students whose conduct regularly falls short of that expected at Halliford School.

- Mentoring with Form Tutor
- A targeted discussion with the student to ensure they understand what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- Peer mentoring with Sixth Form students
- Letters and tasks to engender reflection in School Detentions
- Enquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in school

- Enquiries into circumstances outside school, including at home, conducted by the Designated Safeguarding Lead or a Deputy
- Restorative practices where appropriate
- Lunchtime Prep during breaks and after school
- Counselling or ELSA support
- Reflective discussions with trusted adults
- Pastoral Support Plan

## Points and Merits

A particularly effective way of recognising a student's good performance or conduct is not only for the teacher concerned to congratulate the student personally but also to mention this to a relevant member of staff (Form Tutor, Head of House, Head of Department, etc.) who can then also congratulate the student. This creates a positive climate in which students feel their efforts are known and appreciated. Verbal praise and written praise are given for good work and examples of students' work are displayed in classrooms and around the School and reflected in Merits.

### Merits

Merits are given in reward for positive efforts and work attitudes, as well as for good behaviour and for being helpful which reflects the School's philosophy towards the nurturing of a happy and hard-working community.

Merits are also given for non-academic reasons.

Merits are recorded on ISAMS with students able to view awards on the Student Portal with alerts also sent via email. These are monitored regularly by the Form Tutor and weekly by the Pastoral Team.

Merit milestones are celebrated with certificates and rewards including a meeting with the Deputy Head Academic (Bronze), the Deputy Head Pastoral (Silver) and Headmaster (Gold).

| | Year 7-9 | Year 10 | Year 11-U6th |
|---|---|---|---|
| Bronze | 100 | 75 | 25 |
| Silver | 150 | 100 | 40 |
| Gold | 200 | 150 | 50 |

### Benes

Benes are awarded for an outstanding piece of work and are presented by the Headmaster in assembly.

### Behaviour Points

These are given for minor or first offences using ISAMS. These are monitored weekly by the Pastoral Team and will trigger a School detention when considered appropriate.

### Work points

These are given for minor or first offences using ISAMS – such as not handing in homework or poor effort.

These are monitored weekly by the Pastoral Team and Heads of Department and will trigger a School detention when considered appropriate.

## Exclusion from Lessons

Students may be excluded from lessons when their behaviour is such that it is disrupting the teaching of the class. In the first instance, a teacher should seek support from an available colleague / Head of Department in the classroom area and if necessary ask them to supervise the student or to take them to see the Deputy Heads who may then return them back to the class. At no point should a student or class be left unsuprvised. Telephones are available in offices throughout the teaching area to summon support if required. Alternatively staff may e-mail members of Senior Management Team to summon assistance if this is easier.

Should such disruptive behaviour persist the Deputy Head may decide on a subsequent occasion to exclude the student from the remainder of the day's lessons. In this instance, the student will be placed under supervision with work to do that is academic or reflective in nature. Should the behaviour be limited to a particular class but continue to persist the option of excluding the student from those classes for a fixed period of time might be invoked. Should this be the case the decision would be taken by the Headmaster and the parents would be invited to a meeting. If a student is removed from lessons for a period of time, parents will be informed as soon as possible on that day. All such events are recorded and analysed by the Deputy Head Pastoral to identify patterns and appropriate interventions.

## Internal Suspension

Suspension is only used for a serious or persistent misbehaviour. It can only be issued by the Headmaster or in his absence by the Deputy Heads. The following procedures will be used when an internal suspension is issued:

- Parents will be fully informed of the reasons for the suspension by phone and letter
- Parents will be told of the length of the suspension & re-admission arrangements
- The student will be kept in isolation under the supervision of a member of staff
- Work will be provided for the student to complete during the internal suspension
- The student will be required to write letters of apology when appropriate
- Students may be set other tasks by the Deputy Heads, including community service related tasks.
- The student will see the Headmaster or the Deputy before returning to class
- Students will also complete a support plan for students returning to school with the appropriate pastoral lead but usually the tutor

## External Suspension

Suspension is only used for a serious or persistent misbehaviour. It can only be issued by the Headmaster or in his absence by the Deputy Heads. The following procedures will be used when an external suspension is issued:

- Parents will be contacted to ensure someone can collect/receive the student
- Parents will be fully informed of the reasons for the suspension by phone and letter
- Parents will be told of the length of the suspension & re-admission arrangements
- For a suspension lasting longer than two days, work will be set and sent home
- The student will be required to write letters of apology when appropriate

- For a suspension longer than two days the student will be required to return with a set of targets they would like to achieve and an essay on how they intend to improve
- Students may be set other tasks by the Headmaster and the Deputy Head Pastoral
- On return the student will see the Headmaster or the Deputy before returning to class
- Students will also complete a support plan for students returning to school with the appropriate pastoral lead but usually the tutor

**Any student subject to a suspension longer than two days will usually receive a written warning as to their future conduct. In some cases this may be a final warning as to their position in the school.**

## Written Warning

Written communication is provided to parents when the behaviour of their child is such that they are likely either to be suspended or, in exceptional cases, is jeopardising their continued presence in the School.

a. In the event of a student behaving in a way which makes a suspension likely or receiving a first brief suspension parents and guardians will usually be sent a letter warning them that if their child continues to behave badly he/she will be suspended or, in the case of a brief suspension, be suspended for a longer period. Any such written warning will be time limited and contain advice on how the student can help put matters right. When a warning is issued there would be a meeting with the parents/guardians concerned to plan the best way forward.

b. In exceptional cases where all efforts to moderate and improve the behaviour of a student seem to be making no headway it may become necessary to issue a final warning i.e. should their behaviour fail to improve they would be required to leave the school. Such a warning would also be time limited and would always involve a formal meeting with the parents/guardians concerned to plan the best way ahead.

## Removal or Expulsion from the school

In cases of very serious or grave breaches of discipline the Headmaster may require a student to be removed from the school or may expel a student directly. In either occasion this will be after consultation with the Chair of Governors and a full investigation of the circumstances. The detailed policy and procedures are set out in the Expulsion, Removal and Governors' Review Policy.

a. **Removal from the School:** The requirement to remove a student from the school will be for a very serious breach of school discipline such that their continued position in the school has become untenable because their presence is a threat to the education or wellbeing of others or because their behaviour has shown that they do not accept the values and standards of the School and do not value the school community. Should the parents and guardians refuse to do so the Headmaster will be within his rights to move to expulsion.

b. **Expulsion:** Expulsion will be used for a grave breach of discipline when the behaviour of a student is either criminal or a wilful act calculated to cause damage to the school, its community or any of its members. Theft and the bringing onto, possession of, supply of, or use of illegal drugs on school premises or during a school activity will be regarded as a grave breach of discipline and usually result in expulsion following investigation of the individual circumstances.

In all cases where a sanction at suspension level or above is issued – the decision to sanction a student will be lawful if it is made on the school premises or elsewhere at a time when the student is under the control or charge of a member of staff of the school.

## Record Keeping

Staff **MUST** keep records of all punishments issued and the details of all incident. This will enable patterns of behaviour to be identified as well as providing evidence in the case of persistent offenders. The Pastoral Team will record behaviour incidents and investigations on CPOMS. The Deputy Head Pastoral oversees a Bullying log, Racism log, Harmful Sexual Behaviour log and E-safety log. Records will include the concern, actions taken, decisions reached, rationale for decisions and final outcomes. These are monitored regularly and triangulated with other factors such as location, SEND, type of incident. The school keeps a central record of serious sanctions imposed for serious disciplinary offences. The record is kept by the Headmaster's PA.

## Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at Halliford School undertake to uphold the school's policies. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Staff will liaise with parents where concerns are identified.

### The Role of Parents

The school strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child, both inside and outside the school.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We work in partnership with parents to address recurring unacceptable behaviour, using records to help us to understand the cause and to decide jointly how to respond appropriately.

By working collaboratively with parents, students receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school.

It is also an offence under Section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in private. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order.

All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

### Involvement of Students

Our experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, form time and via the School Council which meets regularly.

We aim to create an atmosphere where students behave with courtesy, consideration and respect for other people and their property and the environment and where students are able to strive for and give of their best:

- Students' good behaviour is a whole school responsibility
- Students are clear about the guidelines and standards expected of them. This is explained in The School Rules and through PSHE.
- Good communication verbal and written.
- The Form Tutor is key and parents need to be fully involved in an active dialogue with them.

The school enables improvement: to support students to understand and meet the behaviour expectations of the school and engage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students are supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. This may take the form of restorative approaches, reflective conversations with trusted figures, report cards and parental involvement.

## Consistency

To enable students and staff to be clear about the scope of this policy staff will receive training at induction and thereafter. Students will be told the principles of the policy each academic year, usually in assembly.

Key behaviour guidelines:

In all circumstances, staff will expect all students to:

- behave with courtesy and consideration for other people – all staff, other students, parents and visitors.
- respect other people's property as well as their general environment and the fabric of the buildings
- take responsibility for their own actions. This includes refraining from using offensive or foul language and behaving in an anti-social manner
- respond co-operatively to instructions from staff and prefects
- dress according to the uniform policy and to be smart and well-presented at all times
- walk sensibly and quietly in the buildings
- put rubbish and litter into the bins
- only to have food and drink in the appropriate areas of the school
- refrain from chewing gum or spitting
- use social media and the internet in accordance with the terms of the school's Digital Safety Policy and Acceptable Use Policy

In addition, in lessons staff will expect all students to:

- be punctual and enter classrooms sensibly
- bring the appropriate books, equipment or games kit to every lesson
- listen, follow instructions and remain quiet when asked
- contribute to the lesson positively
- respect the right of other students to learn and teachers to teach
- complete classwork and homework to the best of their ability

### Involvement of Prefects

Prefects, who are appointed in part to help the staff run the school, are a part of its discipline structure. Prefects do not impose sanctions but may require students to take certain actions (which include requiring students to see a member of staff in order for a disciplinary matter to be dealt with). Students are expected to comply.

## Duties under the Equality Act 2010 and supporting students with Special Educational Needs and / or Disabilities (SEND)

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and SEND. In particular we take account of SEND when considering behaviour, discipline and sanctions.

Adjustments will be made according to the children's specific individual needs, where required. Particular consideration will be given to those students with Special Educational Needs or Disability when considering behaviour, discipline and sanctions including exclusion.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's SEND policy. Furthermore, there will be no discrimination on the basis of Special Educational Needs or disability, gender, race, religion, belief, culture, sexual or LGBTQIA+ orientation. The school will always take account of any special educational needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. We will pay particular attention as well to the needs of Looked After Children. Steps could include differentiation in the school's Behaviour Management Policy, behaviour modification strategies and requesting external help with the student.

Halliford will always consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, the school will refer to the Equality Act 2010 and schools' guidance to ascertain whether the student understood the rule or instruction and whether the student was unable to act differently at this time as a result of their SEND.

Halliford will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

## Liaison with External Agencies

The school has strong links with outside agencies including resources such as counselling and specialist behavioural management consultants. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. The school also has access to Educational Psychologists and the education behavioural services.

The school has a good working relationship with the local authority and complies with their safeguarding procedures.

## Suspension of an investigation

It may be necessary to suspend an investigation, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from an appropriate external agency and will be subject to periodic review.

## Behaviour Outside School

Students' behaviour outside school on educational visits and sports fixtures is subject to the school's Behaviour Management Policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before students attend residential visits that acknowledge, in cases of serious bad behaviour, they will collect their child from the venue.

The Headmaster will not allow students to participate in an educational visit (including residential visits) if their behaviour at school indicates that the student's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the parents having to collect their student from the venue at their own expense.

Any student found to show misbehaviour or bullying outside the school gates (including students travelling to/from school, on an educational visit, wearing school uniform externally, or where a student can be identified such as through an email, etc.) that is witnessed by a staff member or is reported to the Headmaster will be subject to proportionate disciplinary measures.

External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another student or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Major Sanctions process mentioned above and could lead to a requirement to remove the student from the school.

## Disciplinary action against students who are found to have made a malicious accusation against a member of staff

Malicious accusations against our staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the student concerned is in need of services or support. The matter will also be dealt with by the school under its disciplinary procedures for serious misconduct.

## Staff Training

The training of staff is essential to the provision of a positive environment. Non-teaching and teaching staff are included in all staff INSET where there is a relevance to the Behaviour Management Policy. The induction of new staff is regarded as vital, with the induction programme providing opportunities to discuss the Behaviour Management Policy. All staff, especially Newly Qualified Teachers are observed every half term (or more regularly if needed) and provision made to develop behaviour management techniques as appropriate.

## Restrictive Interventions and Reasonable Force

Any use of force by staff must be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance - Restrictive interventions, including use of reasonable force, in schools (April 2026).

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. All members of school staff have legal power to use a restrictive intervention – including reasonable force – in certain circumstances to prevent or stop a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students at the school, whether during a teaching session or otherwise

Halliford also adopts the policy, in line with **Restrictive interventions, including use of reasonable force, in schools (DfE 2026)** whereby whereby restrictive interventions, including reasonable force, are used only where necessary, proportionate and lawful. All staff receive training on de-escalation techniques, behaviour management and the circumstances in which reasonable force may lawfully be used. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. It is also made clear that they should not threaten the use of physical force. The use of seclusion is governed by the school's Restrictive Intervention Policy and may only be used as a non-disciplinary safety measure where lawful, necessary and proportionate. Staff who are likely to need to use restrictive interventions receive additional training on using reasonable force safely and lawfully. Training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- **If it's necessary**: there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further
- **If it's proportionate**: staff should use the least restrictive intervention for the least amount of time and consider the individual circumstances of the student such as their age, size, medical conditions, SEND and any other relevant vulnerabilities.
- **The student's welfare**: staff should consider the impact that the use of force or restrictive interventions can have on a student, for example for students who have experienced adverse life events. They should also seek to maintain respect for their dignity. Staff must never use restraint techniques that affect a student's breathing, airway or circulation.

All staff involved in an incident involving restraint, seclusion or the use of force must inform the Headmaster or Deputy Head Pastoral/DSL as soon as possible. The school will follow statutory guidance requiring schools to record significant uses of force and all incidents involving restraint or seclusion. The School will report significant uses of force and all incidents involving restraint or seclusion to parents in accordance with statutory requirements, normally as soon as practicable and ideally no later than the same day. Parents will then be invited to the school, so that we can, if necessary, agree plans for managing that individual student's behaviour. This should be done as soon as is reasonably practicable.

## Searching, Screening and Confiscation

While students have the right to expect a reasonable level of privacy, the Headmaster and staff at Halliford School have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item or may cause harm to themselves or others. (Searching, Screening and Confiscation, July 2023)

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

The Headmaster and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Halliford these items are:

- Vapes, e-cigarettes, nicotine or tobacco pouches or any related paraphernalia such as vape fluid.

If a member of staff suspects that a student is carrying any of the above items then they will inform the Deputy Heads / Headmaster. At this point the Deputy Heads / Headmaster will convene a group of staff and the decision to search a student will be decided should it be deemed necessary and is justified. Searches are to be conducted by two members of staff authorised by the Headmaster, one of which will be the same sex as the student, ideally with the consent of the student. A search may be conducted without consent if the Headmaster deems it is necessary and reasonable to do so. A student being found to be in possession of certain prohibited items may raise concerns that the student is, or is at risk of, being involved in criminal behaviour/gang involvement, invoking the school's Safeguarding and Child Protection Policy and procedures as well.

## Searching with consent, Schools' common law powers to search:

School staff can search students with their consent for any item, however, the student must understand the reason for the search and how it will be conducted so that their agreement is informed.

- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's possessions including their bag or locker and for the student to agree.
- Schools should make clear in their school Behaviour Management Policy and in communications to parents and students what items are banned – see above.
- If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out his or her pockets or bag.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty as set out in the school's Behaviour Management Policy.
- If a student does not co-operate, the staff member will then need to assess whether it is appropriate to use reasonable force to conduct the search. It is made explicitly clear that reasonable force can only be used to search for items prohibited by law, not items banned by the school in its Behaviour Management Policy.

## Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

## Extent of the search – clothes, possessions, desks and lockers

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present.
- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.
- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

## Electronic Devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, as defined if there is good reason to do so. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead as the most appropriate person to advise on the school's response.

## Prohibited or Illegal Items

If a staff member conducting a search finds a prohibited or illegal item, they must exercise their professional judgement.

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the drugs.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful. Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

## Strip Searching

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times.

Before calling police into school, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the student(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not

acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place.

Further guidance on searches, screening and confiscations can be found in Searchng, Screening and Confiscation.pdf

## Monitoring and Evaluation

The Governing Body will review this policy annually and monitor its effective implementation and the record keeping of serious sanctions.

This policy is reviewed annually and whenever legislative advice is issued by the Department for Education and Independent Schools Inspectorate. It is reviewed annually in the Summer Term by members of the Safeguarding Committee under the guidance of the governor responsible for Safeguarding.

Pastoral oversight and implementation of the policy across the school is maintained by the Deputy Heads, Senior Management Team and the Pastoral Team. The use of rewards and sanctions is regularly discussed at School Council and Student Voice sessions. Their ideas are fed back to the Senior Management Team, and their ideas are incorporated into the policy to improve both the nature and awarding of the rewards and sanctions used. Heads of Department are responsible for the academic monitoring of this policy. The Deputy Head Pastoral, along with the support of the Heads of House monitor and analyse behavioural patterns across the school. The Deputy Head Pastoral maintains various behavioural logs that are hot-spotted for location, incidence, SEND, and the nature of actions.