Behaviour Policy

2026-2027

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Ponteland High School
Callerton Lane, Ponteland, Newcastle Upon Tyne, NE20 9EG

Ponteland High School Behaviour Policy (2026-27)

The powers within this policy are at the discretion of the Headteacher

Overview

Our two ‘school Rules’ within school are:

1. **Always do as you are asked by a member of staff**
2. **Listen attentively, in silence, when a member of staff is talking**

These are displayed in every classroom within school and regularly reinforced by staff in lessons and assemblies.

Our approach to behaviour

Ponteland High School is committed to creating a calm, safe and supportive environment in which all students can learn and thrive. We maintain high expectations of behaviour for all students while recognising that some students will require additional support or reasonable adjustments to meet those expectations.

Our approach combines clear expectations and predictable consequences with appropriate pastoral support. Where concerns about a student's behaviour persist, the school will seek to understand the factors contributing to that behaviour and use a graduated **Plan–Do–Review** approach to identify, implement and evaluate appropriate support.

In applying this policy, the school will have regard to its duties under the Equality Act 2010 and the Children and Families Act 2014 and to the SEND Code of Practice.

Behaviour Policy sections:

1. A consistent approach to behaviour management, teaching and learning
2. School leadership
3. Classroom management, learning and teaching
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Student support systems
8. Liaison with parents and other agencies
9. Organisation and facilities
10. Student's conduct outside the school gates
    a. School will implement sanctions where student behaviour outside the school gates effects the school's reputation or behaviour within school
11. The use of detention
    a. Detention is used in our school and will be carried out in line with current government guidelines
12. Confiscation of inappropriate items
    a. School has the power to search and confiscate banned items and will confiscate them in line with the procedures set out in this policy
13. Power to use reasonable force
    a. Reasonable force will be used where students are at risk of:
        i. students are at risk of injuring themselves
        ii. students are at risk of injuring other students
        iii. students are at risk of damaging school property
        iv. they consistently refuse to follow staff instructions thereby infringing the right of other students to learn.
14. School Uniform Policy

NB: This policy will be reviewed by the Senior Leadership Team/Pastoral Leaders every July; and agreed with governors, in time for the next academic year.

Section 1: A consistent approach to behaviour management, teaching and learning

Behaviour is best managed by a staged process (see Responsibilities and Routes of Referral document)

The core business of school is to focus on high-quality teaching and learning ensuring that students flourish and make strong progress. Poor behaviour inhibits this therefore it is essential that we deal with it in an effective manner.

Graduated response to behaviour – Plan, Do, Review
Where a student displays persistent, repeated or escalating behaviours, or where existing strategies are not resulting in sustained improvement, the school will use a graduated **Plan–Do–Review** approach.

Plan: staff will identify the behaviour of concern, consider its context and possible underlying causes or triggers, review relevant information and agree clear strategies, targets and support. The student and parents/carers will normally be involved in this process.

Do: agreed strategies and interventions will be implemented consistently by relevant staff. These may include changes to classroom strategies, targeted pastoral intervention, mentoring, behaviour reports, reasonable adjustments, SEND support, external agency involvement or other appropriate provision.

Review: the impact of the plan will be reviewed after an appropriate period using available behaviour, attendance, pastoral and academic information together with the views of the student, parents/carers and staff. Strategies will be continued, amended or escalated according to their impact.

Where a student has, or may have, SEND, behaviour will be considered in the context of those needs. All individual behaviour plans will explicitly consider and record any SEND needs, reasonable adjustments, known triggers, preventative strategies and additional support required to enable the student to meet the school's behaviour expectations. The SENCO or appropriate SEND staff will be involved where necessary.

The existence of SEND does not mean that a student cannot be sanctioned. However, before applying a sanction, staff should consider whether SEND or disability contributed to the behaviour, whether the proposed sanction is lawful and proportionate, and whether reasonable adjustments to the school's response are required.

Section 2: School Leadership

Effective leadership in school is central when creating a climate of security and good order that supports students in managing their behaviour. The Senior Leadership Team and governors have a critical role in identifying and developing values and expectations that are shared with and accepted by students, parents and staff.

The Senior Leadership Team has a responsibility to promote high expectations of student behaviour, however, this responsibility must be shared across the whole staff, including RALS, RADs, RACs, Pastoral Leaders & Managers, classroom teachers, and all support staff.

Parents have a responsibility to support the high expectations of the school and the governors play a pivotal role in monitoring and supporting the policies adopted.

As a school we will:

- Set high expectations for students and staff in all aspects of the school's life and show they are met.
- By: having clear classroom expectations (see school Rules)
    - giving students guidance on how to improve their work and behaviour
    - having a clear uniform policy which is applied consistently and fairly, while making reasonable adjustments where required by law
- ensure Senior Leadership Team and Pastoral Leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around school
- ensure Senior and Middle Leaders model the behaviour and social skills they want students and staff to use
- clearly identify the responsibilities and roles of pastoral staff for behaviour improvement

Section 3: Classroom management, learning and teaching

At Ponteland High School we have developed an appropriate curriculum, which is accessible to students of all abilities and aptitudes. Through regular communication and professional development opportunities, we have identified high quality and effective teaching and learning strategies designed to engage, challenge and stretch our students. We have also identified classroom management strategies to be followed by all staff.

We believe that this approach, when supported by high-quality assessment, assists students to learn and teachers to teach.

As a school we will:

- Staff will maintain high expectations for all students while making appropriate reasonable adjustments for students with SEND or disabilities. Adjustments may include adaptations to routines, communication, seating, movement or sensory needs, methods of giving instructions and other aspects of classroom practice where these are reasonable and necessary.
- use commonly agreed classroom management and behaviour strategies such as a formal way to start lessons. In our school, this should include: students being greeted as they enter the classroom, and being asked to sit in a specific chair in line with the seating plan
- offer students the opportunity to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class
- offer students the opportunity to engage in self and peer assessment activities to develop their skills of analysis and feedback.

Section 4: Rewards and sanctions

Our aim is to provide a range of opportunities within the school that enable students to excel and be rewarded for their efforts. In addition, offer a practical set of sanctions that deal appropriately with poor behaviour. In schools with good standards of behaviour there is a balance between the use of rewards and sanctions. Praise is used to motivate and encourage whilst at the same time students are aware of sanctions that will be applied for poor behaviour.

As a school we will:

- recognise students' efforts and achievements, both for activities within and out with the school
- have a wide range of appropriate rewards and sanctions and ensure they are applied fairly by all staff

List of common rewards

- verbal praise and recognition
- telephone call home
- letter home
- attendance certificates
- student of the month letters
- track it light points
- achievement certificates
- Celebration of Achievement awards

Section 5: Behaviour strategies and the teaching of good behaviour

Understanding how to behave well can be taught and this is supported as good behaviour is modelled by adults in their interactions with students. Our school adopts procedures and practices that promote good behaviour and help students learn how to behave appropriately. We recognise that children learn respect by receiving it. We expect our staff to act professionally at all times and speak respectfully to students. We expect our staff to make effective use of praise and encouragement for good effort, achievement and behaviour.

As a school we will:

- use consistently, appropriate behaviour management strategies to promote good behaviour and use student tracking systems to identify positive and negative behaviour. We recognise that effective policy and practice is based on accurate information
- ensure all staff joining the school are given clear guidance on expectations and use the school systems appropriately

Sanctions will be reasonable and proportionate in the circumstances. When determining an appropriate sanction, staff will consider relevant individual circumstances including the student's age, SEND or disability, religious requirements and any other relevant circumstances. Where appropriate, consideration will be given to whether SEND contributed to the behaviour and whether a reasonable adjustment to the sanction or the way in which it is implemented is required.

A sanction should not ordinarily be considered the end of the school's response. Where appropriate, staff will consider what intervention or support may help the student understand what went wrong, repair relationships and reduce the likelihood of the behaviour recurring. Repeated sanctions will therefore trigger consideration of whether additional or alternative support is required.

List of common sanctions:

1. Detention (break, lunchtime or after school)
2. Behaviour report
    a. Form Tutor
    b. Subject report
    c. Pastoral Leader report
    d. SLT report
    e. HT report
3. On-Call system
    a. This involves removal from a lesson by a member of SLT to enable the lesson to continue without disruption

4. On-tow (internal isolation)
    a. We will, from time to time, place a student 'on tow' with a member of the senior leadership team.
5. Suspension
    a. Removal from school for a clearly defined fixed period
6. Permanent exclusion
    a. Permanent removal from the school roll

On-tow/internal isolation
Removal from a classroom is a serious sanction and will normally be used where other classroom strategies have been attempted without success, unless the behaviour is sufficiently serious or persistent enough to warrant immediate removal.

Removal may be used to:

- maintain the safety of students and staff and restore stability following serious disruption;
- enable education to continue in a supervised and managed environment;
- or provide an appropriate environment in which a student can regain calm.

Students who are removed will continue to receive meaningful education. Parents/carers will be informed on the same day where a student has been removed from lessons as a disciplinary measure.

Removal used as a disciplinary sanction is distinct from a student accessing an agreed sensory, regulation, SEND or pastoral space as part of an individual support plan.

Suspension and Permanent Exclusions
Only the Headteacher, or the person formally acting as Headteacher, can suspend or permanently exclude a student on disciplinary grounds.

Suspension and permanent exclusion may be used in response to serious incidents or persistent poor behaviour which has not improved following appropriate sanctions and interventions. Decisions will be made on the individual circumstances of each case and in accordance with current statutory DfE guidance.

In establishing the facts, the Headteacher will apply the civil standard of proof – **the balance of probabilities**. Decisions will be lawful, reasonable, fair and proportionate. Where appropriate, the student's views will be sought and considered before a decision is made.

A student may be suspended for one or more fixed periods up to a maximum of **45 school days in a single academic year**. Where suspensions become recurrent, the school will consider whether suspension alone is effective and whether further intervention or support is required.

During the first five school days of a suspension, the school will take reasonable steps to set and mark work. The school's duties towards students with SEND or disabilities, including the duty to make reasonable adjustments, continue during suspension.

A decision to permanently exclude a student will only be taken:

• in response to a serious breach or persistent breaches of the school's behaviour policy; and
• where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In considering suspension or permanent exclusion, the Headteacher will take account of relevant contributing factors and the school's duties in relation to SEND, disability, safeguarding and equality. A student will not be suspended or permanently excluded simply because they have SEND or a disability that the school considers it cannot meet.

Reintegration meetings
Following suspension, the school will support the student to reintegrate successfully into school and provide a fresh start. A reintegration strategy will normally be discussed at a meeting before or at the beginning of the student's return.

The meeting will seek to help the student understand the impact of their behaviour, re-establish expectations, identify any support or adjustments required and reduce the likelihood of recurrence. Parents/carers will be invited to participate wherever possible.

A student's return to normal education will not be delayed or made conditional upon a parent/carer attending a reintegration meeting.

Where appropriate, the reintegration strategy will form part of the school's Plan–Do–Review process and may include personalised targets, pastoral support, SEND provision, reasonable adjustments, mentoring, behaviour monitoring or external agency support as part of a broader pastoral support plan. The strategy will be reviewed and adapted where necessary.

Source: Department for Education, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – statutory guidance effective from 26 July 2026.

Section 6: Staff development and support

As a school we know that all staff should be equipped with the skills necessary to understand and manage student behaviour effectively. Training and support are both vital elements of a high-quality professional development programme.

As a school we will:

- provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour
- monitor the effectiveness of the behaviour management strategies used by the school
- ensure that all staff joining the school receive induction training. This will apply equally to newly qualified teachers, and experienced teachers/middle or senior managers transferring from other schools whose needs are often neglected

Section 7: Student support systems

We believe it is important for schools to have an effective pastoral support system

As a school we will:

1. Recognise that a good pastoral system involves teachers and support staff
    a. Ensure that staff allocated with specific pastoral responsibilities have appropriate time to carry out their task
    b. are appropriately trained
    c. have adequate admin support
2. Recognise that student support is not just about behaviour. We believe the best pastoral support is concerned with:
    a. supporting strong academic attainment
    b. developing students' ability to become good citizens
    c. supporting students in maintaining at least 95% attendance in school
3. Ensure that pastoral staff understand and are responsive to the needs of particular groups within school
4. Ensure that students are helped to identify as belonging to a community by sharing a common uniform, which is consistently applied in accordance with the school's Uniform Policy, including consideration of reasonable adjustments where appropriate.

Where behaviour concerns may indicate an unmet educational, pastoral, safeguarding, mental health or SEND need, the school will consider whether further assessment or support is required. Where SEND is identified, the school's graduated approach will be followed and the SENCO will be involved as appropriate.

Behaviour data will not be considered in isolation. Patterns across behaviour, attendance, academic progress and pastoral information will be considered where this may help identify an unmet need or appropriate intervention.

Section 8: Liaison with parents and other agencies

We believe in working in partnership with parents on all aspects of a student's education including their behaviour. We accept that good liaison takes time, is demanding and requires resources. We aim to be active in establishing these links and forging positive relationships. We reflect on our contact with parents in order to build upon good practice identified and amend our practices as appropriate.

As a school we will

- ensure that reception and other support staff and teacher are trained, so that they are welcoming and have the skills to deal with difficult parental conversations
- have clear and well-understood procedures in place for dealing with distressed and angry parents
- ensure that parents and carers hear from school when their children are doing well so that the first contact is positive. There is a greater willingness to work with the school when parents or carers believe the school has the student's best interests at heart
- take advantage of varied approaches such as emails, weekly bulletins, and the school website to improve regular communications with parents and carers
- contact parents regularly through
    - Weekly Bulletin for Parents (emailed for the week ahead)
    - SchoolComms (email) notices
    - Regular subject updates
    - Student of the Month letters
- Remind parents that where they have an issue they wish to raise, they should contact the appropriate member of staff, depending on the seriousness of the concern. This may be:
    - Form Tutor/individual subject teacher
    - Pastoral Leader/Manager or subject Raising Achievement Leader
    - Senior Leader
    - Headteacher

- If a parent is dissatisfied by the response of the school and has exhausted all avenues they can pursue the matter through the school Complaints Procedure available on the school website and upon request.

As a school, we work with other agencies including the children's services and the Police, and at times may refer our students and families to access support from such agencies. We will always support families when this happens.

Section 9: Organisation and facilities

We are aware that the school ethos is communicated in actions as well as words. Students' attitudes can be positively or negatively influenced by the ambience of the school's physical elements as well as the personal interactions with staff.

As a school we will

- recognise that good behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment and therefore ensure we keep repairs and maintenance up to date
- ensure that when graffiti/mess occurs it is cleaned up as soon as possible
- ensure that when windows/furniture and fittings are broken they are fixed/replaced as soon as possible
- ensure that toilets and corridors are cleaned throughout the day
- ensure that social areas in the school are supervised during break and lunch times
- create a welcoming and comfortable reception area where parents can be received

Section 10: Student behaviour outside the school gates

Teachers have statutory power to deal with students misbehaving outside the school premises. This extends to, but not exclusively, the journey to and from school. This entails dealing with:

- any misbehaviour when the student is:
    - taking part in any school organised or school-related activity
    - travelling to or from school
    - obviously identifiable as a Ponteland High School student by wearing their school uniform
    - in some other way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions apply, that:
    - could have repercussions for the orderly running of the school
    - poses a threat to another pupil or member of the public

- could adversely affect the reputation of the school

This includes online behaviour where it poses a threat or causes harm to another student, has repercussions for the orderly running of the school, adversely affects the school's reputation, or otherwise impacts upon members of the school community.

Should any disciplinary action need to be taken it will be carried out in accordance with the sanctions laid out in this policy.

Section 11: The use of detention

Detentions are an important part of ensuring good order and discipline and by choosing to send a child to our school, parents are agreeing with the use of detention as a sanction.

Detention is used within our staged sanctions.

Detention in our school can be given by all staff (teaching and professional support staff). We encourage teachers to cooperate and support each other by picking up/dropping off/escorting students to ensure detentions take place at the first time of asking. Detention can be given **within the school day**, e.g. break time/lunchtimes, or **outside of the school day**, e.g. after school, at weekends.

We are **not required** to give 24 hour's notice for detention but would always endeavour to do so by contacting home. The school will give consideration when deciding the timing of the detention and will:

- consider whether suitable travel arrangements can be made by the parent for the student if the detention is to be held outside of school hours. It does not consider if making these arrangements is an inconvenience to the parent.
- ensure students have a reasonable time for their lunch and use of the toilet where lunchtime detentions are used

Failure to attend detention

Detention is a school sanction and does not require parental consent.

Where a student refuses to attend, remain for, or complete a detention without an agreed and reasonable justification, this will be treated as a further breach of the school's Behaviour Policy and an appropriate additional sanction will be applied. Where such refusal forms part of persistent non-compliance with school expectations, sanctions may be escalated through the school's staged behaviour procedures and may ultimately include suspension.

Persistent breaches of the Behaviour Policy may, in the most serious circumstances, contribute to a decision to permanently exclude, where the statutory threshold for permanent exclusion is met.

Section 12: Confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out below. They can be searched on the school premises or elsewhere, where a member of staff has lawful control or charge of the student, e.g. on a school trip.

Another member of staff should witness any search.

If a member of staff suspects a student has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the teacher shall apply an appropriate sanction in line with the stages already described.

If the student refuses to be searched, the Headteacher or other Senior Leader can still carry out the search in line with the following guidelines:

The item is a prohibited or banned item.

1. knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; and
2. any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property.

In addition, the school may identify other items in its school rules as banned items for which a search may be undertaken. This includes e-cigarettes/vapes where these are expressly identified within the school's rules.

3. Ensure the member of staff has reasonable grounds for suspicion
4. A search of a student must normally be conducted by a member of staff of the same sex as the student and in the presence of another member of staff as a witness. The witness should also be of the same sex where practicable.
   The limited statutory exception will only be used where the member of staff reasonably believes that there is a risk that serious harm will be caused if the search is not carried out urgently and it is not reasonably practicable to summon an appropriate same-sex member of staff and/or witness.
5. The person conducting the search may not require the student to remove any clothing other than outer clothing.
   a. A jumper/ sweatshirt would be included where the student had a shirt on underneath
6. The person conducting the search may search any of the student's possessions including bags and pockets.

After the search, the school will confiscate the item and dispose of it in the following way:

Items banned in the school rules after confiscation
mobile phones found outside of the Yondr Pouch if students are caught using a mobile phone - phone removed, student placed on ‘tow’ and parents collect on the phone.
Cigarettes/e-cigarettes/vapes destroyed.
lighter/matches destroyed
Energy/ fizzy soft drinks held until the end of the day and then returned to the student.

Prohibited items
knives and other weapons passed to the police
Prescription drugs returned to parents
Alcohol returned to parents
Fireworks or other explosive ordnance returned to parents
Stolen items either returned to the owner or passed to the police
Substances not thought to be controlled drugs passed to the police

Any search for a statutory prohibited item, and any search undertaken by police, will be recorded on the school's safeguarding system CPOMS whether or not an item is found. The DSL or deputy will be informed where appropriate and consideration will be given to whether the circumstances surrounding the search indicate a safeguarding or pastoral need.

Smoking or Vaping (use of e-cigarettes)

NB: For the purpose of this section, smoking includes vaping, that is the use of e-cigarettes. Students are not allowed to smoke or vape on or near the school and are not allowed to bring cigarettes, e-cigarettes, vapes or lighters/matches to school.

Students who are caught smoking or vaping in buildings will be placed in an after school detention and parents will be contacted. The offending items will be confiscated in line with this policy.

Repeated instances of smoking or vaping on school site may result in:

- On-tow
- Suspension
- Permanent exclusion

Mobile Phones
Mobile phones and smart watches are not to be used or seen during school.

Every student who brings a phone and/or smart watch to school will switch it off and then secure the phone in their own Yondr pouch when they arrive at school.

Students must 'pouch' their mobile phone and/or smart watch by placing inside the pouch and locking it.

It is each student's responsibility to bring their pouch with them to school every day.
Students will maintain possession of their phones in Yondr pouches and will not use them until their pouches are opened at the end of the school day.
If students do not wish to have a pouch, their mobile phones must be left at home.

Adaptations are made for students who have a medical health care plan and need their phone for medical purposes, e.g. to check insulin levels. These students will use a specialised pouch enabling them to access their phone when needed.

Emergency Situations: In an emergency, students may be allowed to use their phones under staff supervision.

Consequences and sanctions:
If a student's phone is seen, used, or heard during the school day, the following will apply:

1.The mobile device will be confiscated and locked in one of the secure boxes in school.
2.The student will be referred to the 'on tow room'.
3.Negative behaviour points will be issued.
4.The mobile phone will need to be collected by the parent

We will conduct regular checks of pouches, and any student found to be hiding a phone in in order to avoid using their pouch will face sanctions in line with this policy. Sanctions will escalate for repeat offences.

If a student refuses to hand over their phone or other connectable device, or refuses to go to the Isolation room, this is treated as defiance and in line with our behaviour policy the student will be issued with a suspension.

The school will also implement consequences for not adhering to the policy, including but not limited to, issues such as pouch damage, lost pouch, using a dummy item in the pouch, having a second mobile phone.

Damaged pouch:
The pouches are robust but the pouch is not a protective case. Damage consists of any signs that the physical integrity of the pouch has been compromised, whether intentional or unintentional, as determined by the school.

Examples of damage include, ripped fabric, cut or torn fabric, bent or cut pin, signs of force to the locking button.

This will need to be replaced at a cost of £18 the student will need to leave their phone at home

Personalising/vandalising Pouches
The pouch remains the property of the school. Students are borrowing the pouch and must not doodle, write or draw on it in any way.

Staff will check pouches, and any that have been vandalised will result in a sanction in line with the behaviour policy with the cost for the damaged pouch being recharged to parents/carers.

Forgotten pouch:
If a student forgets their pouch, they must alert duty staff on the gate on arrival. Their mobile phone will be collected and securely stored for the school day and school staff will email / text home to remind the parent / carer of the policy.

The phone will be returned to the student at the end of the school day and this will be recorded.

If a student consistently forgets their pouch, it will be considered lost and a new one will need to be purchased.

Imitation Unlocking Magnets
If a pupil is found in possession of an unlocking magnet, or a similar strength magnet used to unlock the pouches, this will be considered a serious issue and could lead to a suspension.

Ongoing failure to follow the policy will result in escalation in line with the school's behaviour policy.

Regular Mobile Device and Pouch Checks
Mobile phones are a prohibited item in school, unless they are in a pouch. Checks of pouches will be conducted daily. The school's search procedures outlined later in this policy will apply, including the use of a metal detecting wand. If a prohibited device is found, the behaviour policy will apply.

Where an electronic device has been confiscated, staff will act in accordance with DfE searching and confiscation guidance and the school's safeguarding procedures. Where material on a device may constitute evidence of a safeguarding concern or criminal offence, staff must not routinely delete that material and should seek advice from the DSL and, where appropriate, the police.

Source: DfE guidance 'Searching, Screening and Confiscation Advice for school

Section 13: Restrictive interventions and the use of reasonable force

Ponteland High School seeks to minimise the need for reasonable force or other restrictive interventions through positive relationships, effective behaviour management, prevention and de-escalation.

All members of school staff have a legal power to use reasonable force in certain circumstances. Reasonable force may be used where necessary to prevent or stop a student:

- causing injury to themselves or another person;
- committing a criminal offence;
- damaging property; or
- causing disorder among students at school.

Any use of force must be **necessary, reasonable and proportionate**. Staff should use the least restrictive intervention and the minimum amount of force necessary for the shortest period required to manage the immediate risk.

Wherever circumstances allow, staff should attempt preventative and de-escalation strategies before using force. Staff must consider the individual circumstances and welfare of the student, including age, SEND, disability, medical needs, communication difficulties, known trauma or other vulnerabilities.

Where a student is known to present an increased risk of behaviour that may require restrictive intervention, the school will seek to identify triggers and preventative strategies through its Plan–Do–Review process. Where appropriate, a behaviour support plan and risk assessment will be developed with the student, parents/carers, SEND staff and relevant professionals.

The use of reasonable force must never be used as a punishment.
Staff who are likely to need to use reasonable force or other restrictive interventions will receive appropriate training according to the needs and context of the school.
Following a significant incident involving the use of force, appropriate consideration will be given to the welfare of the student and staff involved, including opportunities for debrief, reflection and support.

Recording and reporting
The school will maintain a procedure for recording every significant incident in which force is used on a student. Such incidents will be recorded in writing as soon as practicable, normally on the same day.

Parents/carers will be informed in writing of a significant use of force as soon as practicable and, wherever possible, on the same day, subject to the limited safeguarding exceptions contained within statutory guidance.

Records will include the circumstances and known triggers leading to the incident, preventative and de-escalation strategies attempted, the intervention used and why it was considered necessary, any injury or adverse impact, and the post-incident support provided.

Section 14: Uniform code

We want all of our students to feel that they are part of our school community and our uniform supports this aim. All students in years 7-11 must adhere to this uniform code. Schools can refuse entry to students who are not conforming to this policy.

The school uniform that students must wear each day is:

- Black polishable shoes (not trainers, plimsolls or boots above the ankle)
- Black trousers with (not jeans/leggings/flared leggings) for boys or girls
- Black knee-length school badged skirt with the badge visible at an appropriate length (to be determined by the head teacher)
- White shirt with a collar that is buttoned and tucked in to the trousers or skirt
- Grey school jumper (must be worn at all times in lessons, unless staff give permission for it to be removed. This item of uniform is optional in the final half term)
- School tie (regular or clip-on) (the tip should touch the trouser waist when worn without a blazer)
- Grey school blazer (must be worn at all times in school and can be removed in lessons)
- School bag to hold essentials and mobile phone pouch

Students must have the items above each day and may be sent home if any item is not present. In addition, students may also be sent home if:

- They have facial piercings other than one set of stud earrings (ear lobe)
- Extreme makeup or extreme hair styling

Persistent infringements of the uniform policy may result in suspension.

Reviewed and Revised	July 2026
Reviser	Will Close-Ash

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy;
- SEND Policy;
- Anti-Bullying Policy;
- Uniform Policy;
- Attendance Policy;
- Complaints Policy; and
- relevant procedures for supporting students with medical conditions.

The school has regard to current Department for Education guidance including *Behaviour in Schools*, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, *Searching, Screening and Confiscation*, *Restrictive interventions, including the use of reasonable force, in schools*, *Keeping Children Safe in Education* and the *SEND Code of Practice: 0–25 years*.