

UNIVERSITY ACADEMY
HOLBEACH



University Academy Holbeach

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Behaviour and Anti-Bullying Policy (including Banned Items)

Adopted by University Academy Holbeach Academy Governing
Committee: September 2025

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Contents

1. Aims	1
2. Legislation, statutory requirements and statutory guidance	2
3. Definitions	2
4. Bullying	3
5. Roles and responsibilities	6
6. School behaviour ethos	7
7. Responding to behaviour	8
7.3 Special Educational Needs and Disabilities (SEND)	9
8. Serious sanctions	19
10. Supporting pupils following a sanction	20
11. Pupil transition	20
12. Training	21
13. Monitoring arrangements	21
14. Links with other policies	21

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Written statement of behaviour principles:

University Academy Holbeach works on the principle that:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in Permanent Exclusions and Suspensions ➤ Pupils are helped to take responsibility for their actions.
- Families receive communication regarding behaviour incidents, in order to foster good relationships between the school and pupils' home life.

- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for Principals and school staff, 2016
- Behaviour in schools: advice for Principals and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
 - Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member 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 pupil)

4. Bullying

Bullying is intentional and harmful behaviour, usually repeated, that is meant to hurt, intimidate, or humiliate another person, either physically, verbally, emotionally, or online. It involves an imbalance of power, where the person bullying uses their strength, status or influence to cause harm to someone who is less able to defend themselves.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include (this is not and exhaustive list):

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including all Protected Characteristics.	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic. The Protected Characteristics, as defined by the Equality Act 2010: <ul style="list-style-type: none">• Race• Religion• Sex• Sexual Orientation• Gender Reassignment• Disability• Age• Marriage and Civil Partnership• Pregnancy and Maternity
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal/social	Name-calling, sarcasm, spreading rumours, teasing, excluding someone or encouraging others to isolate them
Online bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.5 Signs of bullying might include:

- Unwillingness to come to school; poor attendance record;
- Withdrawn, isolated behaviour, an unwillingness to participate in curriculum activities;
- Complaining about missing possessions;
- Refusal to talk about the problem;
- Being easily distressed or aggressive behaviour;
- Poor performance in academic work
- Damaged or incomplete work.

4.6 The Academy aims:

- To make students aware that they should report any bullying to any adult employed by the Academy;
- To emphasise that any student who is bullied or witnesses bullying should report the matter;
- To make it clear that bullying will not be tolerated and that all incidents will be taken very seriously;
- To investigate all bullying incidents thoroughly and to involve both the bully and the bullied;
- To provide protection, support and reassurance for victims;
- To help the bully to recognise their unsociable behaviour and to offer support to modify that behaviour;
- To develop the self-confidence and self-esteem of all students;
- To promote an anti-bullying ethos amongst the whole Academy community. This might happen in assembly but is also part of our everyday existence within the school community.

4.7 Bullying Flowline

1. Incidents

- Reported (by victim, witness, parent/guardian, member of staff etc.);
- Incident investigated by the Head of Year (HoY) or Assistant Head of Year or (AHoY), where necessary member of the Senior Leadership Team (SLT);
- Pupil supported and mentored by HoY/AHoY or other appropriate member of staff (including staff with Emotional Literacy training);
- Sanction decided and given;
- Parent/guardian of victim and perpetrator contacted with outcome by phone;
- Meeting with parents/guardians of either victim or perpetrator to be held where necessary;

Where a parent/guardian suspects bullying, they must contact the school as soon as they are aware and should ask to speak to the HoY for their child's year group. Where necessary, if a member of staff is not available, a message will be taken and passed to the appropriate person. Parents must not assume that the issue has been reported to staff. After a period of review, a follow-up conversation may take place with parent(s)/carer(s)/pupil(s) and the case in question will be confirmed as ongoing or closed.

2. If Incidents Continue:

- Parents/guardians of victim and perpetrator may be invited to meet with in to meet with HoY/AHoY
- Strategy developed with consent of both sets of Parents/guardians
- Victim and bully monitored
- Further sanction issued to perpetrator
- Further support provided for victim

3. If Incidents Persist:

- Parents/guardians asked in to see member of SMT and Learning Coordinator/ Assistant LC.
- Further support provided for victim
- Further sanctions issues for the perpetrator.
- Programme of behaviour support may be implemented

4.8 If Incidents Still Continue:

- Exclusion procedures may begin

4.7 Sanctions

Sanctions may include the following:

- Break detention
- Lunch detention
- After school detention
- Internal Exclusion
- Suspension

The sanction will be determined by the act committed and an act of bullying may result in a quicker escalation towards more serious a disciplinary measure; for example, a pupil's behaviour may be deemed serious enough to result in an immediate Suspension. Upon reflection and examination of the evidence and circumstances, school strategies such as class changes and restorative meetings may be deployed and, if deemed necessary and appropriate, the sanction may be increased up to and including permanent exclusion.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

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

- Raise any concerns about the management of behaviour with the school directly, whilst attending and engaging with UAH Reducing the Risk of Exclusion Scaling meetings (Scaling System), Pastoral Support Plan meetings and Early Help Assessment meetings
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
 - The school's key rules and routines
 - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour ethos

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

- Whilst the Governors give permission for phones to be brought to school, responsibility for the phone rests with the student and, as with all valuable items that pupils may decide to bring to school, the Academy will take no financial responsibility for loss or damage. The school bears no responsibility for confiscated items.
- Pupils must not use phones during the school day, this includes break-times and lunchtimes. or between lessons. Phones must not be used for making calls, checking the time, texting or used as a

calculator. Phones (and other electronic such as airpods and headphones) must not be visible during or between lessons; they must be switched off and stored in the pupil's bag. On occasions, where planned into the lesson, the use of phones may be specially permitted for educational purposes only, by a member of staff.

- Headphones, airpods (or any other electronic devices of a similar nature) must not be worn during or between lessons
- Pupils must not use phones or other devices to broadcast music.
- If a mobile phone (or any other electronic device mentioned) is seen or heard whilst in a pupil's possession in the classroom, or in social and communal areas, this will be confiscated immediately. When phones or other electronic devices mentioned are confiscated, they will be returned to pupils at the end of the school day. If pupils dispute this, or there are repeat incidents, parents/carers may be asked to collect the phone from reception and further sanctions may be issued in line with the behaviour policy.
- If there is an emergency which requires communication with home, pupils should seek support at Pupil Reception
- Parents/carers must not contact their child via their child's mobile phone during the school day. This can be disruptive and will likely result in their child being reprimanded. Should parents/carers wish to speak to their child(ren) they should phone the school reception and messages will be relayed.
- Mobile phones cannot under any circumstances be used in examination rooms. A breach of this rule will lead to invalidation of that examination and potentially other examinations.
- Mobile phones, if brought into the examination hall must be switched off and handed in to invigilators as per the examination guidelines.

7. Responding to behaviour

7.1 Classroom management

The UAH Behaviour for Learning Consequence System allows for a greater consistency of approach across the school, whilst promoting the highest expectations of behaviour within the classroom. The steps used by teachers (although these may be subject to discretion where required) are as follows:

- Reminder of Ready To Learn behaviour and attitude expectations. Staff should make specific reference to the UAH Ready To learn and Ready To Achieve steps shown in our school poster in each classroom.
- Students are given a C1. This involves their name being written on the board, a C1 behaviour incident is entered in EduLink One and a notification sent to parent(s)/carer(s).
- Students are given a C2. This involves their name being written on the board and being removed outside the classroom with work, where they are spoken to by a member of the Senior Management Team (SMT). C2 behaviour incident is entered into EduLink One and a notification is sent to parent(s)/carer(s)
- Students are given a C3. This involves their name being written on the board and being removed outside the classroom with work. A member of SMT will collect and take the pupil to the Removal Room. C3 behaviour incident is entered into EduLink One and a notification sent to parent(s)/carer(s). This also results in an C3 Lunchtime Detention on the same day, or the next school day if the C3 is given during Period 4 or Period 5. The subject teacher/Head of Department should speak to the pupil during their detention time and this may be accompanied by subject specific sanctions/actions such as a call home to parent(s)/carer(s), meeting with parent(s)/carer(s), seating changes in the classroom or a Subject Behaviour Report.

Two C3s within a week will result an Internal Exclusion, in the Internal Exclusion Centre (IEC). Further incidents of unacceptable behaviour could lead to a Suspension.

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [UAH - Child Protection and Safeguarding Policy](#)

7.3 Special Educational Needs and Disabilities (SEND)

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- The Academy may use a combination of approaches to deal with and manage the possible triggers of misbehaviour. This could include:
 - Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
 - Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
 - Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
 - Training for staff in understanding diagnosed conditions
 - Use of separation/safe spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

Where necessary, support and advice will also be sought from medical practitioners and/or other external agencies, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request a meeting with the SEND caseworker(s) and parent(s)/carer(s).

7.4 Responding to good behaviour

The UAH Behaviour for Learning Praise System provide staff an opportunity to recognise and reward positive behaviour, including attitude and achievement. Pupils benefit from a visible and timely acknowledgement of their good behaviour and this further promotes the highest expectations of behaviour within the classroom. The steps used by teachers (although these may be subject to discretion where required) are as follows:

- Students are given a P1, as a reward for excellence in attitude and/or achievement. This involves their name being written on the board, an achievement point being added on EduLink One and a notification sent to parent(s)/carer(s).
- Students are given a P2 as a reward for further examples of positive behaviour or as an immediate consequence of an exceptional example of behaviour or effort. This involves their name being written on the board, a further achievement point being added on EduLink One and a notification sent to parent(s)/carer(s).
- Students are given a P3 as a reward for even further examples of positive behaviour or as a consequence of an exceptional example of behaviour or effort. This involves their name being written on the board, a further achievement point (or three achievement points) being added on EduLinkOne and a notification sent to parent(s)/carer(s). Pupils will also receive a Praise Stamp in their Planner. When pupils have collected a specific number of stamps, they can exchange these for a prize at the Prize Stall.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

- Whole-class or year group rewards, such as a popular activity

7.5 Responding to misbehaviour

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

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

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

When issuing behaviour sanctions, staff will also consider the support that could be offered to a pupil to help them to meet behaviour expectations in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour, in line with the Behaviour Stages outlined below:

Stage	Type of Behaviour (List not exhaustive)	Nature of Sanctions may include:
1	<ul style="list-style-type: none"> • Low level disruption despite a reminder of expectations • Lack of concentration • Failure to complete classwork • Disruptive behaviour and or defiance/non-compliance • Inappropriate behaviour in and around the school during free time or transition times • Inappropriate behaviour in a lesson or tutor time • Mobile phone/ Apple Watch/ Ipod/ Digital device misuse • Uniform breach • Accumulation of negative points on SIMs/ EduLink One • Lateness to Lesson(s) 	<p>Informing parent(s)/carer(s)</p> <p>A verbal reprimand and reminder of the expectations of behaviour</p> <p>Setting of written tasks such as an account of their behaviour</p> <p>Expecting work to be completed at home, or at break or lunchtime</p> <p>Loss of privileges – for instance, the loss of a prized responsibility</p> <p>School-based community service</p> <p>Break time detention</p> <p>Lunch time detention</p> <p>After School Detention</p> <p>Item confiscation</p> <p>Removal to HOD</p> <p>Uniform Detention</p> <p>Behaviour ‘Scaling’ meeting</p> <p>Restorative Approaches Booklet Work</p>
2	<ul style="list-style-type: none"> • Repeated poor behaviour despite a warning • Disruptive behaviour and/or defiance/non-compliance • Inappropriate use of language (non-directed) • Removal from lesson by SMT on call • Failure to attend an After School Detention • Repeated uniform breaches • Truancy from lesson • Persistent lateness to lessons • Persistent failure to complete homework • Behaviour/Language of a discriminatory nature (depending upon severity) • Minor damage to property • Theft (discretion as to severity) • Vandalism (depending upon severity) • One-off incidents of unkind behaviour towards another pupil • Displaying dangerous behaviour (eg. climbing fence, putting self at risk) • Fighting (first incident and depending upon severity) • Inappropriate/Unacceptable behaviour travelling to and from school • Sexting / online harm / inappropriate use of social media 	<p>Informing parent(s)/carer(s)</p> <p>Removal from lesson to the Removal Room</p> <p>After School Detention</p> <p>Loss of privileges – for instance, the loss of a prized responsibility</p> <p>School-based community service</p> <p>1-3 day Internal Exclusion / Scaling meeting and subsequent scale point to be decided/ re-integration meeting</p> <p>Lunch time detention</p> <p>Referral to HOD/HOY</p> <p>Stage 1 or 2 Behaviour Report</p> <p>Stage 1 or 2 Punctuality Report</p> <p>Department/Subject Report</p> <p>Planned reflection period</p> <p>Behaviour ‘Scaling’ meeting</p> <p>Restorative Work/Booklet</p>

3	<ul style="list-style-type: none"> • • Serious, unacceptable behaviour in a lesson/transition/social time 	Informing parent(s)/carer(s)
	<ul style="list-style-type: none"> • • Persistent disruptive behaviour and/or defiance/non-compliance • • Failure to comply with expectations and standards whilst in internal exclusion • • Verbal abuse (e.g swearing) towards/at a member of staff • • Inappropriate behaviour of a sexualised nature (dependent upon severity) • • Theft (depending upon severity) • • Vandalism (depending upon severity) • Repetitive incidents of bullying • Behaviour/Language of a discriminatory nature (depending upon severity) • Inappropriate use of language (directed) • Serious, threatening behaviour towards another pupil • Repeat incident of fighting and/or fighting that leads to physical harm • Dangerous behaviour/putting self or others at risk (depending upon severity) • Bringing the schools name into disrepute (dependent on severity of incident) • Theft (discretion as to severity) • Vandalism (first incident and depending upon severity) • Inappropriate/Unacceptable behaviour travelling to and from school • Sexting / online harm / inappropriate use of social media • Child on child abuse 	<p>2-3 day Internal Exclusion /</p> <p>Scaling meeting and subsequent scale point to be decided</p> <p>Loss of privileges – for instance, the loss of a prized responsibility</p> <p>Behaviour Contract</p> <p>Suspension from school</p> <p>Permanent exclusion</p> <p>Planned reflection period</p> <p>UAH reflection booklet</p> <p>Behaviour 'Scaling' meeting</p> <p>Restorative Approaches Booklet Work</p> <p>Pastoral Support Plan</p> <p>Behaviour Outreach Support referral</p> <p>Police involvement</p>
4	<ul style="list-style-type: none"> • • Verbal abuse directed at a staff member (repeated incident) • Persistent disruptive behaviour and/or defiance/non-compliance Sexual Harassment/ Inappropriate behaviour of a sexualised nature (depending upon severity) Setting off the school fire alarm system • • Behaviour/Language of a discriminatory nature (depending upon severity) • Physical assault of a student/severe bullying of a student • Dangerous behaviour (putting self or others at risk) • Use, possession of, distribution of Drugs in school (including arriving under the influence of) • • Alcohol consumption or possession/distribution (including arriving under the influence of) Offensive weapon in school • • Theft (depending upon severity) • Vandalism (depending upon severity) • Arson • Any one-off incident deemed so serious that the inclusion of the student as part of the school is not compatible with good order and discipline • Bringing the schools name into disrepute (dependent on severity of incident) • Repeat inappropriate/Unacceptable behaviour travelling to and from school • Repeat sexting / online harm / inappropriate use of social media • Child on child abuse 	<p>Informing parent(s)/carer(s)</p> <p>Behaviour Report</p> <p>Loss of privileges – for instance, the loss of a prized responsibility</p> <p>Scale 8-16</p> <p>Restorative Approaches Booklet Work</p> <p>Suspension</p> <p>Permanent Exclusion</p> <p>Pastoral Support Plan</p> <p>Behaviour Outreach Support Referral</p> <p>We are With You Referral</p> <p>Police involvement</p> <p>Referral to any other relevant external agencies</p>

7.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

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

7.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept via the school safeguarding recording system (CPOMS)

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including (this is not an exhaustive list:

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

If the police decide that a strip search is deemed necessary, UAH will follow guidance provided by the Police and ensure that any relevant support required for the pupil is put in place.

7.8 Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.9 Online misbehaviour

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

- It poses a threat or causes harm to another pupil ➤ the behaviour is deemed to be of a bullying nature
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal, Safeguarding team member or Pastoral leader will make the report. This decision is always shared with the Designated Safeguarding Lead and logged using CPOMS.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information [UAH - Child Protection and Safeguarding Policy](#)

7.12 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or child on child sexual harassment.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, lunch or after school during term time. These detentions could be issued by classroom teachers, Senior Leaders, Support staff and any other member of staff authorised to do so by the Principal.

The school will decide whether it is necessary to inform the pupil's parents.

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

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In line with pupils being given a C3 or serious breaches of the behaviour expectations within the classroom, the school may remove the pupil from the timetabled lesson for a limited time.

Pupils who have been removed may be returned to the classroom after a period of reflection or will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the Senior Management Team and will be removed for a period of time determined on a case-by-case basis.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standard of behaviour.

Parents will be informed on the same day that their child is removed from the classroom through an EduLink One notification and, in some cases, a text message home too. Staff may also follow-up these modes of communication, with a phone call home to the parent(s)/carer(s).

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

- Meetings with Head of Department / Head of Year / SMT member that include including scaling on the UAH Reducing the Risk of Exclusion Scaling System
- Use of teaching assistants
- Stage 1 or 2 reports
- Long term behaviour plans such as a Pastoral Support Plan
- Reflection periods in the school's Removal Room or Internal Exclusion Centre ➤ Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Internal Exclusion

Internal Exclusion may be used as a sanction for other serious breaches of the school behaviour expectations or persistent disruptive behaviour. In some cases, Internal Exclusion is used as a means to prevent a further escalation of behaviour towards a Suspension and, in this case, parents may be expected to attend a reintegration meeting, particularly where pupils are in Internal Exclusion for more than one school day. Pupils that are placed in Internal Exclusion will continue to receive education that is meaningful, under the supervision of a member of staff, but it may differ from the mainstream curriculum.

8.4 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

Please refer to our exclusions policy for more information [UAH - Exclusions Policy](#).

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. At University Academy Holbeach we endeavour to provide pupils with the necessary education required to avoid a repeat of incidents and restore their character.

- This could include measures such as:
- Reintegration meetings
- Daily contact with the pastoral lead
- A Stage 1 or 2 report with personalised targets
-

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, **in line** with their specific roles, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, suspensions and permanent exclusions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal and Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Principal and Governors.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and Safeguarding Policy
- Exclusion Policy
- Physical Intervention Policy
- Mobile phone policy

Ratified by: _____(Chair of Governors)

Signed:_____

Date: