



Highams Park Academy Trust

Policy and Procedure for Behaviour

This policy applies to all teaching and support staff

Date of Review	SLMT Lead	Trustee Approval
29 January 2019	Tom Capewell	29 January 2019
18 March 2021	Tom Capewell	18 March 2021
20 September 2022	Tom Capewell	20 September 2022 / Updated May 2023
5 October 2023	Neil Tobias / Jaz Syed	5 October 2023
3 October 2024	A Osman / J Syed	3 October 2024
2 October 2025	A Osman / J Syed	2 October 2025
1 October 2-26	A Osman / J Syed	1 October 2026

Date of next review: October 2027 or as required

Circulated to staff and parents

Contents

1. Introduction
2. Roles and Responsibilities
 - 2.1. The Board of Trustees
 - 2.2. The Principal
 - 2.3. School staff
 - 2.4. Parents
3. Learning to behave
 - 3.1. Staff
 - 3.2. School Rules
 - 3.3. Rules for uniform
 - 3.4. Code of Conduct in the Classroom and School Buildings
 - 3.5. Device-Free Site: Mobile Phones and Personal Smart Devices
4. Rewards
5. Sanctions when expectations are not met
6. Bullying and Anti-Bullying Statement
7. Searching, confiscation and screening
8. The use of reasonable force at Highams Park School

1. Introduction

Highams Park School is a happy, harmonious learning community where staff and students should feel safe and secure. School life is characterised by a calm, purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour. The culture we want to maintain is a school where children can learn and teachers can teach. Teachers should give clear, reasonable instructions in a non-confrontational but firm and insistent way that students should accept without questioning or challenging the authority of the teacher. We are a fully inclusive school, where all students are valued as equal individuals. Our staff provide regular and consistent opportunities for praise and rewards. We have a bespoke KS3 and KS4 rewards policy that ensures that positive behaviour is consistently recognised and rewarded.

2. Roles and Responsibilities

2.1. The Board of Trustees

The Board of Trustees has the responsibility for determining the behaviour policy of the school and for reviewing its effectiveness. The Principal has the day-to-day authority to implement the school's policy on behaviour and discipline. The Trustees will support the Principal in implementing this policy.

2.2. The Principal

It is the responsibility of the Principal to implement the school's behaviour policy consistently throughout the school and to report to Trustees, when requested, on the effectiveness of the policy. The Principal supports the staff by implementing the policy through rules and disciplinary penalties, by setting the standards for behaviour, and by supporting staff in their implementation of the policy. The Principal has the power to impose a variety of sanctions and punishments for unacceptable behaviour including suspension and permanent exclusions.

2.3. School staff and Students

Each member of staff has a responsibility to

- 2.3.1. Care for students in their tutor group and teaching groups;
- 2.3.2. Ensure that there is a fair and consistent approach towards dealing with indiscipline;
- 2.3.3. Implement school rules on uniform and behaviour;
- 2.3.4. Ensure equality of opportunity for all;
- 2.3.5. Report progress, achievements and concerns to parents;
- 2.3.6. Meet parents to ensure the best possible education and welfare;
- 2.3.7. Challenge students to achieve higher standards academically and to develop greater involvement in extra-curricular activities within school and the wider community.

Students

All students should:

- 2.3.8. Behave properly at all times;
- 2.3.9. Treat other people with respect;
- 2.3.10. Speak politely to other people;
- 2.3.11. Have self-confidence and high self-esteem;

- 2.3.12. Aim for 100% attendance and punctuality;
- 2.3.13. Take care of all school equipment and buildings.

2.4. Parents

Our staff will ensure the parents are regularly informed of academic progress and any behavioural issues causing concern for each student. For the best outcomes, a positive partnership between home and school is essential. We expect parents:

- 2.4.1. To ensure their child attends regularly and punctually as required by law;
- 2.4.2. To ensure their child is sent to school prepared for the school day with all necessary books and equipment and correctly dressed in full school uniform;
- 2.4.3. To support the school rules, especially uniform rules, and the behaviour policy and reinforce punishments given by the school for misbehaviour;
- 2.4.4. To keep the school informed of anything which they believe might affect their child's progress in school especially absence, illness, change of family situation;
- 2.4.5. To read and sign the student's planner, check comments and make contact with staff where appropriate;
- 2.4.6. To take an interest in their child's school work and look at their exercise books regularly;
- 2.4.7. To attend Parents' Evenings to meet their child's teachers;
- 2.4.8. Not to take holidays in school time;
- 2.4.9. Where possible to provide a quiet place at home to encourage completion of homework;
- 2.4.10. To ensure their child gets adequate sleep before a school day.
- 2.4.11. To support the school's device-free site expectations, including ensuring that their child understands and follows the rules for mobile phones and personal smart devices. During the school day, parents should contact the school office where an urgent message needs to be passed to their child rather than contacting the child's personal device.

3. Learning to behave

The school aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour.

3.1. Staff

In order to encourage and promote good behaviour amongst student's staff will:

- 3.1.1. Model exemplary behaviour;
- 3.1.2. Treat all children and adults with respect;
- 3.1.3. Speak politely to each other;
- 3.1.4. Build student confidence and self-esteem through positive reinforcement;
- 3.1.5. Avoid using sarcastic language;
- 3.1.6. Recognise student effort and achievements on a regular basis and celebrate

success;

3.1.7. Keep parents informed about success, efforts and achievements;

3.1.8. Challenge unacceptable behaviour;

3.1.9. Work in partnership with parents through regular contact to help improve

behaviour. As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs impact behaviour. Behaviour management also forms part of continuing professional development.

3.2. School Rules

School rules are clearly defined and are shown on the school website. They are supplied to each parent on the admission of their son/daughter. The rules are concerned with reinforcing general patterns of sensible and considerate behaviour. It is the aim of the school to provide a safe environment appropriate for learning. School staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider school culture. All pupils at the school are re-inducted into the school expectations through a year group assembly and extended for time at the start of each academic year. Pupils are taught how to be good citizens as part of our behaviour curriculum within citizenship lessons, form time and assemblies. As part of this behaviour curriculum, students in Years 7 and 8 follow a structured programme under the headings Respect, Responsibility and Resilience. The programme explicitly teaches and reinforces the behaviours, attitudes and habits expected at Highams Park School, helping students understand what these values look like in lessons, around the school and within the wider community.

3.3. Rules for uniform

3.3.1. It is part of the discipline structure of the school that all students in Years 7 to 11 wear full school uniform correctly. Full school uniform must be worn correctly on the way to school, throughout the day and on the journey home. Students in the 6th form should follow the dress code set for them;

3.3.2. The school rules on uniform are very clear and are explained in detail before and when students join the school. They are published in a number of places including the school website. They are not negotiable or optional. Parents and students choose to come to Highams Park School in the clear and full knowledge of the uniform requirements; it is not acceptable to seek to challenge those rules by wearing the uniform incorrectly once a place has been gained;

3.3.3. All students must wear the uniform correctly or risk punishments and we expect parents to support the school rules and make sure their children comply.

3.4. Code of Conduct in the Classroom and School Buildings

We also share with students a Code of Conduct in the Classroom and School Buildings that is shown in students' planners and on the school website. This is intended to be more explicit about our expectations of student behaviour in classrooms and around the school.

3.5. Device-Free Site: Mobile Phones and Personal Smart Devices

Highams Park School is a mobile phone-free environment by default. Mobile phones, smart watches and other personal smart or communication devices must not be seen, heard, used or accessed on the school site during the school day. The school applies age-appropriate arrangements across different year groups, including limited permitted use for Sixth Form students in designated areas. Where a device is seen, heard or used contrary to these expectations, it will be confiscated and dealt with in accordance with the school's published smart device procedures and behaviour system. Refusal to hand over a device when instructed by a member of staff will be treated as a separate and more serious breach of the Behaviour Policy and

may result in an escalated sanction. Parents/carers should contact the school office if they need to communicate an urgent message to a student during the school day.

The school will consider and make reasonable adjustments where access to a mobile phone or smart device is necessary because of a student's disability, special educational need, medical condition, health technology, assistive technology or another individual circumstance requiring an adjustment. Any agreed exception will be specific, proportionate and communicated to relevant staff. Staff will enforce the device-free expectations consistently and should model appropriate use of personal devices during the school day.

Examinations on the school site

During examinations, students should leave mobile phones, smart watches and other personal smart or communication devices at home. Students must not bring such devices into an examination room or other area being used for an examination. The school will not provide a collection or storage service for these devices and cannot accept responsibility for keeping them safe during examinations. Students and parents/carers are therefore responsible for making appropriate arrangements before arriving at school. Any student who brings a prohibited device onto the school site during an examination period must follow the instructions of examination and school staff. The school's examination rules and any applicable examination-board regulations will apply in addition to this Behaviour Policy.

4. Rewards

Schools should be among the most ordered and disciplined institutions we have in society. This is because most students are responsible and show good self-discipline. Students at Highams Park School are no exception to this.

The successful management of behaviour and rewards is central to the school's ethos of providing an environment within which children and adults can develop good relationships, showing respect, taking responsibility and demonstrating resilience in all aspects of their lives, within the school and the community. Our approach to rewards is set out below. It encourages and rewards students who apply themselves and behave in a commendable way to support the ethos of the school. These students are role models and work hard to develop their own potential. Good behaviour should be, and for most students generally is, the everyday norm at the school. However, where behaviour needs to be improved the school believes that sanctions alone will not always be successful. Some students need to be encouraged to behave appropriately and recognise that there are advantages to behaving well. Thus good behaviour should become their normal behaviour as they mature. The school has a variety of ways of rewarding correct behaviour, some of which are used to reward students who have met or exceeded our expectations.

4.1. Reward Points and Exemplary Action or Attitude points.

These are awarded by school staff, usually teachers, for individual or collective achievement and are the main method of rewarding positive student behaviour. Reward points and Exemplary Action or Attitude points are recorded on Arbor and are available for students and parents to be able to see. An accumulation of reward points results in a certificate, or other award, being awarded to students. There is a "points win prizes" system at the school, this allows pupils to trade in their points on a termly basis for a reward. Reward points also count as house points, so contribute to the overall house total.

4.2. Other rewards

There is a wide range of other rewards employed by the school. We are always looking for new ways to reward students for demonstrating the correct approach to school. Some of these might be introduced during the course of an academic year, therefore the list below is neither definitive nor exhaustive.

4.2.1. Teacher praise;

4.2.2. Positive comments written in books;

4.2.3. Student of the week;

- 4.2.4. Citizen of the week;
- 4.2.5. Gold cards;
- 4.2.6. Letters of commendation;
- 4.2.7. Jack Petchey monthly achievement award;
- 4.2.8. Form of the week;
- 4.2.9. Departmental awards.

4.3. Awards Presentation Evening

Individual Student awards are presented for outstanding achievement, endeavour, or special service to the school at our annual Awards Presentation Evenings. These are held for each year group in the School Hall at the end of the summer term to recognise the superb achievements of our student body. Normally around 80 students per year group receive a prize or certificate. There are also a number of special awards given such as;

- 4.3.1. The Victor Ludorum that is awarded to the boy who has shown a high level of performance and commitment to extra-curricular sport and teams;
- 4.3.2. The Victrex Ludorum that is awarded to the girl who has shown a high level of performance and commitment to extra-curricular sport and teams;
- 4.3.3. Form of the Year. Form with the highest number of house points in the year;
- 4.3.4. The Gavin Andrews Memorial Prize. Awarded to highest performing Student from Year 11 particularly in mathematics and the sciences;
- 4.3.5. The Principal's Award for the most outstanding student across the last academic year.

5. Sanctions when expectations are not met

Teachers have a duty to discipline students whose behaviour is unacceptable, disrupts learning or causes alarm or distress to others, or those who break school rules or fail to follow a reasonable instruction. This duty also applies to all paid staff with responsibility for students. The implementation of any sanction is taken very seriously by all staff at the school. All punishments will be fair, reasonable, and proportionate and not breach any legislation such as disability, SEND and equality. We work hard to ensure that our response to inappropriate behaviour is consistent and proportionate. Sanctions will almost certainly be applied when inappropriate behaviour is encountered. Teachers will discipline students whose conduct falls below the standard which could be reasonably expected of them. This means that if a student misbehaves, disrupts learning, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment or other sanction. Students can be disciplined at any time in school or elsewhere under the charge of the school e.g. on educational visits. Students can and will be disciplined for misbehaviour outside of school, especially if it brings the school into disrepute. The responsibility for dealing with behavioural issues initially lies with the individual member of staff. Escalation to other colleagues in school will take place as and when appropriate. Poor behaviour must be addressed and all staff have a professional obligation to highlight what is wrong and help students improve their behaviour. Discipline should be administered calmly and without anger. Discipline works best when it is applied thoughtfully, consistently and a distinction is drawn between the poor behaviour and the individual: it is the behaviour not the individual that we are addressing. A student who perceives animosity or lack of respect from a teacher is more likely to react adversely. The school acknowledges that inappropriate behaviour may in some circumstances be an indicator of other issues. For example, our staff are trained to consider whether the behaviour is a potential indicator that a child is suffering or likely to suffer significant harm. Where misbehaviour is considered an indicator that a child is suffering or likely to suffer significant harm, the school safeguarding policy will be followed. Additionally, we will consider whether the behaviour is the

result of unmet educational or other needs, and at this stage we will consider whether multi-agency assessment is necessary.

5.1. Unacceptable behaviour

Examples of unacceptable student behaviour and/or failure to comply with school rules (This list is neither exhaustive nor defines every possible type of unacceptable behaviour and is not in any particular order of importance / priority):

- 5.1.1. Disrupting the learning of others;
- 5.1.2. Rude or inappropriate language;
- 5.1.3. Acts of aggression or any kind of physical violence;
- 5.1.4. Bullying or intimidation (verbal, physical, sexual or online);
- 5.1.5. Racist, sexist or homophobic comments;
- 5.1.6. Vandalism;
- 5.1.7. Punctuality to school and to lessons;
- 5.1.8. Leaving school premises during school hours without permission;
- 5.1.9. Sexual misconduct;
- 5.1.10. Making false malicious accusations against teachers, members of staff, volunteers or students
- 5.1.11. Inciting others into inappropriate behaviour.
- 5.1.12. Using, accessing, displaying or failing to hand over a mobile phone or personal smart device contrary to section 3.5 of this policy, including using another person's device or attempting to circumvent the school's device-free arrangements.

5.2. Members of staff

If unacceptable behaviour occurs, members of staff will:

- 5.2.1. Challenge the behaviour;
- 5.2.2. Tell the child what we find unacceptable and why;
- 5.2.3. Explain how they could have behaved differently, getting the child to reflect on their behaviour or possibly modelling what they could have done or said;
- 5.2.4. Try to find out why the child is behaving this way;
- 5.2.5. If the poor behaviour is repeated, or if it is judged to be serious, escalate the incident to more senior staff in school.

5.3. Sanctions

Students who behave inappropriately will most likely face one of a variety of sanctions. For serious cases of unacceptable behaviour students may be excluded from the school. Sanctions may be implemented for poor behaviour within school, outside of school, or online. Sanctions which the school may choose to implement are listed below (This list is neither exhaustive nor defines every possible type of sanction employed):

- 5.3.1. Verbal reprimand;
- 5.3.2. Making contact with the parent(s);
- 5.3.3. Detentions (see below);
- 5.3.4. Extra work or repeating unsatisfactory work until it reflects the required level of

effort;

5.3.5. Other impositions including litter duty or canteen duty;

5.3.6. Loss of privileges;

5.3.7. Removal from lesson;

5.3.8. Placing a Student on an appropriate 'report';

5.3.9. Time spent working away from other students with extra support in the Reflection

Zone;

5.3.10. Time spent working away from other students with extra support in the

Reintegration Room;

5.3.11. Time spent working away from other students with extra support on respite in a partner school;

5.3.12. Suspension from the school;

5.3.13. Permanent exclusion from the school.

5.3.14. Confiscation of a mobile phone or personal smart device in accordance with sections 3.5 and 7.6. Repeated, deliberate or refusal-related breaches may result in escalating sanctions.

5.4. SEND, Reasonable adjustments and Support Systems for Students

Some students need extra support and help to correct their behaviour beyond the use of the sanctions mentioned above. We employ a number of support strategies in these circumstances and they are shown below. Often the support strategies are deployed alongside the sanctions

mentioned above in order to help the student improve their behaviour before more serious sanctions are necessary.

5.4.1. Support from the form tutor and/or Head of Year;

5.4.2. Support from the pastoral team, including behaviour support officers and learning mentors;

5.4.3. Tutor report;

5.4.4. Head of Year report;

5.4.5. Principal's report;

5.4.6. Pastoral Support Plans;

5.4.7. Peer mentoring and peer mediation;

5.4.8. Restorative intervention via the pastoral team;

5.4.9. Counselling;

5.4.10. Department report;

5.4.11. Time spent working away from classmates with extra support in the Student Services Area

5.4.12. Support from other external agencies where necessary.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising 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 and in discussion with the school SENDCO.

Alternative arrangements for sanctions can be considered for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The Principal will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Much of the extra support provided to students takes place in our Student Services Area (SSA). The Student Services Area is located in the 'P' Block. It represents the 'hub' of Student pastoral care at Highams Park School and accommodates the Heads of Year, the wider pastoral support team, external counselling services, the medical welfare officer and the pastoral secretary. The area provides offices and rooms for various meetings. The Student Services Area also provides places for students who need to work apart from their normal class for a period of time in comfortable, supervised conditions. The reasons students spend time here are varied, however all students are supported in order that they are ready to return to their normal classes as soon as it is appropriate to do so. Part of our Student Services Area is our Reintegration Room. The Reintegration Room exists to accommodate students temporarily (normally, but not always, for a period of one school day) when they have seriously misbehaved and that behaviour is either being investigated, or does not meet

the threshold for suspension. Students working in the Reintegration Room will do so in silence and will spend breaks and lunchtimes in that room.

5.5. Detentions

Detentions are one of the main sanctions employed by the school to correct poor behaviour. Teachers have the legal power to impose detention in and outside of school hours; this is defined as after any school day when the student is present, weekends and INSET days. Parental consent is not required for detention. All teachers in the school have the authority to issue detentions.

5.5.1. Students must attend detentions given. All detentions must be completed and there can be no exceptions to this rule;

5.5.2. We endeavour to inform parents about all detentions in advance. Normally this would be done via email but it might also be communicated over the phone;

5.5.3. However, in some cases it might not be possible to inform parents in advance for short detentions of 20 minutes;

5.6. Suspension or Exclusion from school

The Principal (or the deputy principal in his absence) has the power to impose a suspension or permanent exclusion from the school. The Principal does not welcome excluding children from school however sometimes it is necessary and the Principal will not shirk from this duty if circumstances demand. No suspension or exclusion will be made without careful consideration and an investigation of the incident or incidents leading to it. When considering a suspension or permanent exclusion, the Principal will have regard to the Department for Education statutory guidance "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement", updated July 2026 and effective from 26 July 2026. The Principal will permanently exclude a student:

5.6.1. In response to a serious breach, or persistent breaches, of the school's behaviour policy by a student; and

5.6.2. Where allowing the student to remain in school would seriously harm the education or welfare of the individual or other students at the school. Examples of behaviours that will result in a permanent exclusion include, but are not limited to, the following 5.6.3 Possession of Drugs whilst in the

care of the school 5.6.4 Use of or being under the influence of Drugs/Illegal substances/Alcohol whilst in the care of the school 5.6.5 Possession of a Weapon 5.6.6 Use of Weapon (including the use of an object as a weapon) 5.6.7 Endangering the health and safety of themselves or others. 5.6.8 Repeated and persistent breaches of the school rules and this behaviour policy. 5.6.9 Persistent bullying, including persistent bullying of another student or member of staff. 5.6.10 The use of excessive or disproportionate force against another student or member of staff.

Suspensions are also imposed for serious misdemeanours that are not of the severity to warrant a permanent exclusion. Suspensions are not viewed lightly by the school and should not be viewed lightly by students or parents. Upon return to school following a suspension, the student and their parents are required to meet with a senior leader to reflect on the behaviour that led to the suspension and establish ways to improve the student's behaviour in the future. In order to support

with this reflection, all students are expected to attend a "back to school" meeting after a suspension accompanied by a parent. A student accumulating numerous suspensions runs the risk of being permanently excluded from the school in due course. Examples of behaviour which may result in suspension include, but are not limited to, the following: 5.6.11 Refusal to follow the reasonable instructions of a teacher or other member of the school staff; 5.6.12 Defying teachers or other members of the school staff; 5.6.13 Violence, or the threat of violence, towards another student or member of staff; 5.6.14 Bullying; 5.6.15 Sexual misconduct; 5.6.16 Theft; 5.6.17 Vandalism; 5.6.18 Behaviour considered dangerous.

Due to the potential severity of all the behaviours listed above, the final decision will be made by the Principal as to whether the behaviour displayed will result in a permanent exclusion or suspension. The Principal will apply the two-fold test described in 5.6.1 and 5.6.2 to determine if the behaviour displayed has met the threshold for permanent exclusion. If they have been met then a permanent exclusion will be issued. In cases where the Principal believes that 5.6.1 and 5.6.2 have not been met then a suspension will be issued.

5.7. Conduct outside of Highams Park School

5.7.1. Students of Highams Park School are representatives of the school at all times. They have a responsibility to act in an appropriate manner outside of the school as well as during school hours, particularly on the journey to school and from school. Standards of behaviour outside of school should be just as high as those expected inside of school. The standards of respect, courtesy and politeness acceptable within school should be shown to members of the public outside school by students at all times, but particularly when they are clearly identifiable as members of Highams Park School. We are legally entitled to, and will, discipline students for inappropriate behaviour occurring outside of the school premises;

5.7.2. Any inappropriate behaviour which occurs during school-organised or school-related activities, whilst travelling to or from school, whilst wearing school uniform or whilst in some other way identifiable as a student of Highams Park School, are likely to incur the sanctions listed above;

5.7.3. Additionally, any inappropriate behaviour at any other time which could have repercussions for the orderly running of the school, which poses a threat to another student or member of the public, or which could adversely affect the reputation of the school, may result in sanctions being taken against the student.

6. Bullying and Anti-Bullying Statement

6.1. Definitions of bullying

Bullying has been defined by the Department for Education as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally". There are many definitions and features of bullying, but most consider it to be:

- 6.1.1. Deliberately hurtful (including aggression);
- 6.1.2. Repeated, often over a period of time;
- 6.1.3. Where there is an imbalance of power, which makes it hard for those being bullied to defend themselves.

6.2. Types of bullying

Bullying can take many forms, but four main types are:

- 6.2.1. Physical – hitting, kicking, taking possessions;
- 6.2.2. Verbal – name calling, insulting, making offensive remarks. This may be because of individual characteristics, but students might be called names or insulted because of their ethnic origin, nationality or colour, sexual orientation, appearance, health conditions, home circumstances, or some form of disability. None of these are acceptable and none will be tolerated;
- 6.2.3. Indirect – spreading hurtful or unpleasant stories about someone, exclusion from social groups, being made the subject of malicious e-mails or messages on mobile phones;
- 6.2.4. Cyber-bullying – the use of any technologies such as text, instant messaging, email and social networks to directly or indirectly bully individuals.

6.3. Anti-Bullying Statement

It would be naïve and disingenuous to pretend that bullying never occurs in schools. What is important is how the school reacts and deals with incidents of bullying when they arise.

- 6.3.1. In Highams Park School bullying is always taken seriously because of its potential impact upon young people;
- 6.3.2. Many of the outward signs of bullying can be the same as other indicators of abuse such as self-harm, self-abuse, low self-esteem, unhappiness, fear, distress or anxiety;
- 6.3.3. If unchecked, others may come to see bullying behaviour as acceptable within the school;
- 6.3.4. Victims can become bullies of younger or more vulnerable students;
- 6.3.5. Bullying can have long term effects on victims which may stretch into their adult lives.

The school evaluates the extent and range of bullying that takes place in two ways and takes appropriate action when/if necessary.

- 6.3.6. Student questionnaires and discussions in tutor time, in Citizenship, or online;
- 6.3.7. Analyses of bullying incidents.

Bullying in Highams Park School is not accepted or tolerated and we constantly strive to build a culture where students are encouraged to, and do, report incidents of bullying that happen to themselves or others. Our stance against bullying is given a high priority and students see their complaints are taken seriously and addressed. Students are aware of the process by which bullying should be reported. Advice for students on bullying issues is contained in the school planner, is available on Firefly and is shown on posters displayed around school. The school takes a proactive stance to further raise awareness about bullying. This is done through a range of strategies including staff training, assemblies, Citizenship lessons, peer mentoring and high staff presence and visibility during lesson change over, break, lunch time and after school. Sanctions against students found to be bullying others are to be found in this Behaviour Policy. Bullying is a D4 or above, depending on the severity, on our Debt and Reward structure. Alternative strategies are also used to help the “victim” and the “bully”. These include individual and group counselling, peer group monitoring, circle time, restorative justice and home school agreements.

Positive approaches to improve behaviour are also used. Parents must help us to ensure we have a culture of tolerance and respect at school by promoting this at home. We urge parents to contact their child's tutor or Head of Year as soon as possible should they have a concern about bullying.

6.4. When bullying does occur

6.4.1. Minor incidents or disagreements do not necessarily constitute bullying and should be addressed by form tutors or subject teachers. However, any suspicions of bullying must always be reported to the appropriate Head of Year as soon as possible;

6.4.2. All allegations of bullying by students must be referred to the Head of Year promptly;

6.4.3. The Head of Year will investigate the concern or allegation to clarify the facts through a thorough investigation, taking statements from the alleged bully, victims and witnesses;

6.4.4. Careful consideration of all circumstances will be made before sanctions or next actions are decided. This will, in the vast majority of cases, involve parents/carers of both alleged bully and victim being informed at the earliest opportunity;

6.4.5. A range of approaches will be used to support the victim and help them build resilience; □ The member of staff might offer coaching and problem solving strategies to enable the victim to tackle what has happened; this builds their resilience and confidence, nurturing lifelong learning in resolving problems. This approach is suitable for lower level problems and where the victim wants to regain some control; □ The member of staff may work alongside the victim to resolve the problems actively through a restorative justice model; this will involve problem solving meetings facilitated by the member of staff, sometimes with parents present; □ In serious incidents such as where safeguarding is at risk, there has been violence, the threat of weapons, or sustained serious bullying, members of staff will oversee the process and deal with the issue. In some cases, the matter may be referred to the police.

7. Searching, confiscation and screening

The school has an obligation to manage the health and safety of staff, students and visitors and to maintain school discipline. The Principal and members of staff authorised by the Principal have a statutory power to search students or their possessions without consent where there are reasonable grounds to suspect that a student may have a prohibited item, or an item identified in the school rules as an item for which a search may be made. In Highams Park School all teachers are authorised to search students, although in practice searches are normally carried out by senior staff. Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening. The school is not required to seek parental consent before a lawful search. Parents will be informed of any search for a prohibited item and of the outcome, including any resulting disciplinary action or police involvement, in accordance with Department for Education guidance.

7.1. Searching with consent

7.1.1. School staff can search students with their consent for any item.

7.1.2. 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 bag or locker and for the student to agree.

7.1.3. If a member of staff suspects a student has a prohibited item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

7.1.4. 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. If the member of staff suspects that a student has a prohibited item in their possession that could pose a danger to other members of the school community, then that member of staff is likely to involve the police.

7.2. Searching without consent

7.2.1. If a member of staff has reasonable grounds to suspect that a student is in possession of a prohibited item, a student can be instructed to undergo a search without consent.

7.2.2. A student refusing to co-operate with a search will be subject to disciplinary measures by the school. If the member of staff suspects that a student has a prohibited item in their possession that could pose a danger to other members of the school community, then that member of staff is likely to involve the police.

7.3. What can be searched for?

7.3.1. Knives or weapons, alcohol, illegal drugs and stolen items; and

7.3.2. Tobacco and cigarette papers, fireworks and pornographic images; and

7.3.3. 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 property; and

7.3.4. Any item banned by the school rules.

7.4. Conducting searches

7.4.1. Searching should normally be carried out by a member of staff who is the same sex as the student. There should be member of staff present during the search to act as a witness who should also be the same sex as the student. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teacher (s) wishing to conduct a search must do so.

7.4.2. 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. 'Outer clothing' includes coats, blazers, hats, shoes, gloves and scarves.

7.4.3. '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.

7.4.4. 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 not listed above but which are banned under the school rules.

7.5. Following a search

7.5.1. Following a search, the school will ensure that the student subjected to the search is debriefed by one of the staff members who carried out the search. If the student(s) appears anxious, or further support is required following the search an additional follow up meeting will be conducted by a member of staff, preferably by the Head of Year, a member of the Behaviour Support Team, or a member of Senior Management. This would allow an opportunity for the student to discuss their thoughts and

feelings following the search. It would also enable reasonable supportive measures to be put in place to further safeguard the wellbeing of the student.

7.6. Confiscation

7.6.1. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

7.6.2. Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

7.6.3. A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

7.6.4. Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.

7.6.5. Where they find controlled drugs, these must be delivered to the police as soon as possible, but may be disposed of if the person thinks there is a good reason to do so.

7.6.6. Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

7.6.7. Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

7.6.8. Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the school can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.

7.6.9. Fireworks found as a result of a search may be retained or disposed of but must not be returned to the student.

7.6.10. Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police. It may also be retained or disposed of.

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

7.6.12. Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

7.6.13. If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

7.6.14. Where the person conducting the search finds an electronic device they may

examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

7.6.15. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

7.6.16. If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

7.7. Screening

7.7.1. Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

7.7.2. Schools' statutory power to make rules on student behaviour, and their duty as an employer to manage the safety of staff, students and visitors, enables them to impose a requirement that students undergo screening.

7.7.3. Any member of school staff can screen students.

7.7.4. If a student refuses to be screened, the school may refuse to have the student on the premises. Health and Safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

7.7.5. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.

7.7.6. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

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

7.8.1. 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.

7.8.2. 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.

8. Restrictive interventions, including the use of reasonable force

This section should be read in accordance with the Department for Education guidance "Restrictive interventions, including use of reasonable force, in schools", effective from 1 April 2026. The school seeks proactively to minimise the need for restrictive interventions through early support, prevention and de-escalation. Reasonable force means using no more force than is necessary for the least amount of time, taking account of the individual circumstances and the pupil's welfare, including any SEND, medical needs or other vulnerabilities.

All members of school staff have a legal power to use reasonable force in limited circumstances, including to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils. Any decision to use reasonable force must be necessary and proportionate. Staff should consider whether there are effective, less restrictive alternatives and should use prevention and de-escalation wherever practicable. Staff who are likely to need to use reasonable force or other restrictive interventions should receive appropriate training in safe and lawful practice and preventative strategies.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

8.1. Reasonable force and restrictive interventions

Schools can use reasonable force to:

8.1.1. Remove disruptive children from the classroom where they have refused to follow an instruction to do so;

8.1.2. Prevent a student behaving in a way that disrupts a school event or a school trip or visit;

8.1.3. Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

8.1.4. Prevent a student from attacking a member of staff or another student, or to stop a fight; and

8.1.5. Restrain a student at risk of harming themselves through physical outbursts.

8.1.6. The school will never use force as a punishment for inappropriate behaviour. We will never use force beyond that which is reasonable and proportionate to the situation, and reasonable adjustments will be made where necessary for students with SEND.

8.1.7. Each significant incident in which a member of staff uses force on a pupil must be recorded in writing as soon as practicable after the incident, in accordance with the statutory recording requirements that apply from 1 April 2026. The school will endeavour for the staff member(s) involved to make the record no later than the same day.

8.1.8. Each significant use of force must be reported to the pupil's parent(s) as soon as practicable after the incident, and the school should endeavour to do so no later than the same day, subject to the limited statutory exceptions. Incidents involving seclusion must also be recorded and reported in accordance with the applicable requirements. The school will provide appropriate post-incident support and review incidents to identify learning, patterns and opportunities to reduce the need for restrictive interventions in future.

8.1.9. Any complaint or allegation relating to the use of force or another restrictive intervention will be considered under the school's complaints and safeguarding procedures as appropriate. The school will respond fairly and promptly, taking account of the circumstances, the evidence available and the Department for Education guidance.

8.2. Other physical contact with pupils

8.2.1. Schools should not operate a "no contact" policy. There are circumstances in which appropriate physical contact with a pupil does not amount to the use of reasonable force. Whether contact is appropriate will depend on the circumstances and staff should exercise professional judgement, having



regard to safeguarding, the pupil's age, SEND or other vulnerabilities, and whether alternative strategies are available. Examples of appropriate contact may include:

- giving first aid;
- guiding or escorting a pupil appropriately;
- comforting a distressed pupil;
- congratulating or praising a pupil;
- demonstrating how to use a musical instrument; and
- demonstrating exercises or techniques during PE lessons or sports coaching.

