



Including local arrangements in annexes for:

HAMILTON SCHOOL

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1: RATIONALE AND AIMS

Maiden Erlegh Trust has high expectations of the behaviour and attitudes of its pupils/students in all schools across the Trust. This includes whilst at school, on school trips/fixtures, and when representing the school and/or the Trust in any capacity, including walking to and from school, and on the internet.

How each school will respond when expectations are not met will vary according to individual school dynamics. School-specific approaches and information are annexed to this document.

This policy covers our shared values and principles, as well as confirming our approaches to any statutory situations.

Every member of The Trust and each school (pupils/students, staff, members of the School Advisory Board) has the right:

- To be able to work and learn to the best of their ability and without disruption.
- To work and learn in a healthy, safe, and pleasant environment.
- To experience success and fulfil their potential.
- To feel valued
- To feel supported
- To be treated with respect and good manners
- To be treated fairly

Every visitor has the right to feel welcomed and to be treated politely and with respect. Every member of the public who meets pupils/students outside school has the right to be treated politely and with respect.

Every pupil/student is expected to do their very best to meet the Trust's high expectations, to take responsibility for, and accept the consequences of any mistakes or lapses in judgement, and to work constructively with any support put in place to help them to do so.

Every member of staff has a responsibility for upholding the school's culture and ethos, modelling positive conduct and communication, and ensuring that this policy is implemented. It is never someone else's job - the standards that you walk past are the standards you accept.

Parents and carers are expected to support the Trust and its schools in their work to maintain positive and safe environments, including in their application of this and other relevant policies.

Definitions

Conduct

Poor conduct undermines the culture and climate of schools, for example by damaging: the orderly running of the school, the safety and well-being of others, the working/learning environment, the Trust/school's reputation.

Behaviour for Learning

Pupils/students who display good behaviour for learning display a positive attitude e.g., they: listen and participate in lessons positively, manage and organise their learning well, welcome and respond positively to feedback, support others in their work and learning.

Unless specified, the term “behaviour” will refer both to conduct and behaviour for learning.

Bullying

This is any act carried out by a group or individual, repeatedly over time against a target who cannot defend themselves, that intentionally causes harm, either physically or emotionally.

Harassment

This is unwanted behaviour which you find offensive, or which makes you feel intimidated or humiliated. You do not need to have previously objected to something for it to be unwanted.

Proof

When establishing the facts in relation to a behaviour incident the School/Trust will apply the civil standard of proof, i.e., ‘on the balance of probabilities’ (it is more likely than not that a fact is true) rather than the criminal standard of ‘beyond reasonable doubt’.

The Maiden Erlegh Trust Code of Conduct

All pupils/students are expected to behave in a manner which promotes the best that they can be and the best interests of their school community and the Trust community. They must:

- Treat everyone in the school community with kindness and respect.
- Move around the school and classrooms in a safe and responsible manner.
- Respect the school environment and the property of others.
- Be attentive and polite in lessons and contribute positively.
- Work hard and do their best in class and on homework/independent study.
- Attend school regularly and arrive at school and lessons on time.
- Take responsibility for managing their own learning.
- Listen to members of staff and follow all reasonable instructions.
- Use digital/smart technology and the internet safely and positively.
- Dress smartly and appropriately at all times and ensure their appearance is in line with expectations.

This applies to all learners in all settings.

2: CONDUCT AND BEHAVIOUR FOR LEARNING

Each school in the Trust will have a range of support strategies in place to prevent, support and respond to poor behaviour (including to prevent incidents escalating and thus to prevent the need for sanctions). We acknowledge that we must strike the right balance between prevention, support, and response.

Prevention

When pupils/students join a school, and at the start of each academic year, all pupils/students are reminded of the behaviour expected of them in classrooms, around school, when representing their school and when using Information Technology.

It is each headteacher's responsibility to ensure that these expectations are clear to all stakeholders (this will include education, publication on website, and reminders through bulletins and other ad-hoc communications).

Rewards

Each school will develop its own reward structure appropriate for its context. See Annex 4.

Children will be rewarded not only for academic effort and performance but also for aspects related to their Character Education: their attitudes, skills, and behaviours – such as self-control, confidence, social skills, motivation, and resilience aligning with our Trust values of Aim High, Be Inclusive and Work Together. These values underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations.

Support

Each school will develop its own menu of support, appropriate for its context. See Annex 3.

We will always consider if there is an unidentified or undiagnosed need causing or exacerbating poor behaviour and if additional support is necessary.

Response

This policy's effectiveness is based on consistent, assertive, and positive school-wide behaviour management. All staff are responsible for managing behaviour, and the implementation of this policy, in each Trust school. The response to any poor behaviour aims to preserve the positive environment and dignity for everyone involved. We:

- see every child/young person as an individual worthy of respect and kindness
- do not punish the majority for the errors of a few
- praise more than we chastise
- praise in public and reprimand in private
- never make personal comments
- do not shout or sanction in anger

The person imposing any prevention/support strategies, or sanctions must inform the pupil/student and their parents in a timely way and explain the reasons for them.

Staff training

All staff are required to read and implement the Behaviour Policy before starting school and behaviour management strategies are covered with all members of staff at induction and refreshed during the year. In addition, all staff receive reminders of their school's local procedures in the relevant handbook.

Trainee teachers and Early Career Teachers (ECTs) receive bespoke sessions on behaviour management, and we provide coaches and mentors for colleagues who need support in this area.

Whole school training sessions cover a range of professional development sessions linked to behaviour management e.g., on Behaviour for Learning, working with SEND pupils/students, de-escalation techniques. In some schools we also provide training on advanced specialist strategies such as physical intervention and youth mental health first aid training is available to all staff.

3: SANCTIONS AND CONSEQUENCES

The law allows schools to impose sanctions upon pupils/students for disciplinary reasons only. This includes breaches of the Behaviour Policy and in respect of those who fail to follow instructions. Sanctions can be imposed for misbehaviour in and out of school to such an extent as is reasonable.

When imposing a sanction, the following conditions must be satisfied:

- The sanction must be imposed by a member of staff authorised by the Headteacher.
- The decision to impose the sanction must be made on school premises or while the pupils/student is under the charge of the member of staff imposing the sanction.
- The imposition of the sanction must not breach any other legislation (for example, the Special Educational Needs Code of Practice or the Equality Act 2010).
- The sanction must be reasonable and proportionate, taking into account the pupils/student's age, special educational needs, disability, or religious requirements

A pupil/student with a Special Educational Need or Disability is not exempt from school consequences or sanctions. However, their needs will be fully considered during any investigation, and any sanction will be applied in line with the school's legal duties under the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice, taking into account all appropriate reasonable adjustments.

Possible Sanctions

The majority of incidents will be resolved immediately, with a pupil/student responding to a reminder of the expectations. If the pupil/student fails to respond positively and fails to modify their behaviour, one or more of the following sanctions may be imposed:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as sanction
- Loss of privileges – for instance the loss of a responsibility or not being able to participate in a non-uniform day

- Detention including during break-time, lunchtime, after school or on INSET day.
- A same day disciplinary detention
- School based community service
- A report card

When a pupil/student, having been sanctioned in this way, either refuses to comply or fails to modify their conduct/behaviour for learning, or when a pupil's/student's behaviour has become more serious, they will be referred to a school leader who may impose one or more of the following sanctions:

- A longer disciplinary detention
- Multiple disciplinary detentions
- Multiple same day disciplinary detentions
- Extended days
- Withdrawal of free time at break, lunch, free period privileges in school
- A temporary or permanent ban from representing the school on trips, visits, or public activities
- A temporary or permanent ban from taking part in school social activities
- Withdrawal of an allocated place on a school trip, visit or other activity (forfeiting any monies paid for such activities)
- Imposed awareness and reflection work
- Confiscation of property (for which we reserve the right to search the pupil's/student's belongings)
- Withdrawal to work in another classroom, with another class
- Alternative Learning Provision (ALP) in school (pupil/student is withdrawn from lessons for a day or more)
- A Fixed Term Transfer (FTT) – a short transfer (usually one or two days) to another school to avoid a suspension
- A Suspension
- A Permanent Exclusion (PEX)

The Trust's approach to poor behaviour will endeavour to be positive and constructive at all times, with any form of alternative learning, suspension or exclusion being used as a last resort, or if a situation has arisen which demands strong and immediate action.

Parents will not be involved in either the process or decision to sanction a pupil/student who is not their child, even where their child was a victim of that pupil's/student's misbehaviour.

Parents wishing to complain about any disciplinary sanction imposed on their child are able to do so under the Trust's published Complaints Policy.

For all sanctions resulting in a pupil/student being withdrawn from their usual timetable as part of a formal sanction (not including the investigation period) due consideration will be given to a pupil's/student's needs, protected characteristic features, safeguarding issues, and prior record, before making a final decision. The decision-making process and its conclusions will be recorded on the Trust "Sanction Consideration Form" and filed with the evidence of the investigation.

See Annex 2 for school specific stages of response to poor conduct and/or behaviour for learning.

4: DETENTION

Schools have the power to impose detention (including outside school sessions) upon any pupil/student under the age of eighteen years as a disciplinary penalty. All detentions will be recorded electronically on the pupil's/student's file.

Permitted Day

The detention can be on a "permitted day", which is any school day, any Saturday or Sunday (excluding the Saturday and Sunday immediately before or after a school holiday) or any INSET day except if it falls, on a day which precedes the first day of term, or after the last school day of the term.

Notice

Parents are not legally entitled to notice of a detention imposed upon their child before it can take place, although a school will usually notify the parents of any detention imposed outside normal school sessions, except in relation to detentions which take place immediately after school.

Parental Consent

Parental consent to a detention is not required. If parents want to raise an objection to a detention, they may do so under the Trust's published Complaints Policy. In those circumstances, the detention may be postponed until after the complaint has been considered. This is not guaranteed, however.

Travelling Arrangements

In addition to the normal rules regarding the imposition of sanctions, a school will take into account whether suitable travelling arrangements can reasonably be made by the parents where the pupil/student is very young, does not live within walking distance of the school and is reliant on school transport or public transport which is only available at specific times. Whether making alternative travel arrangements is inconvenient to the parents is not a factor which a school will take into account.

Lunch Time Detentions

If a school imposes a detention at lunch time, the school will ensure that the pupil/student is allowed a reasonable amount of time to eat, drink and use the toilet facilities.

Failure to Attend Detention

If a pupil/student fails to attend a detention without a reasonable explanation, they will normally receive a more severe sanction.

5: ALTERNATIVES TO SUSPENSION AND EXCLUSION

Lesson Withdrawal

Lesson withdrawal is when the pupil/student is removed from a particular lesson for one or more lessons and placed elsewhere in the school, either on their own or with other pupils/students. This is a sanction for serious or persistent poor behaviour in a particular subject.

Alternative Learning Provision (ALP)

ALP is when a pupil/student is removed from his or her formal lessons for a limited period of time and placed elsewhere in the school and remains supervised. This is a sanction for serious or persistent poor behaviour. In such cases, provision will be made for the pupil/student to eat lunch and use the toilet facilities. The period of time a pupil/student may be sanctioned in this way is determined on a case-by-case basis. During this period, pupils/students will typically also undertake a programme of activities designed to enable them to reflect on their behaviour, its impact on them and others and how to reintegrate positively back into their school.

Modified Timetable (MTT)

A school may work with the parents and pupil/student to agree a modified timetable (usually for a fixed period of time) when the pupil's/student's day timings and/or timetable structure is adapted to improve engagement, provide time for therapeutic interventions, work experience, alternative courses etc. The MTT and its impact is reviewed regularly throughout the process

Fixed Term Transfer (FTT)

Schools within the Trust may impose a Fixed Term Transfer, whereby a pupil/student is required to attend an Alternative Learning Provision (ALP) at another school for a period of time determined on a case-by-case basis. This is a sanction for very serious or persistent school behaviour, usually as an alternative to suspension from school.

Direction to an alternative education establishment

A school may direct a pupil/student off-site for education to improve behaviour under Section 29A of the Education Act 2002. This is a temporary, non-permanent measure used when other interventions have failed, often to Alternative Provision (AP) or another school, and can be done without parental consent. This would be for an agreed time and reviewed regularly throughout the placement.

Alternative and Off-Site Provision

This is when a pupil/student attends a different setting for part of the week with the intention of improving their engagement in school, helping them to manage their emotions, and raising their self-esteem. This would be for an agreed time and reviewed regularly throughout the placement. All of the settings used by Maiden Erlegh Trust schools are checked for compliance (eg Health and Safety, Insurance, Safeguarding Systems) and are regularly visited by a member of staff.

Managed Move

A managed move is a voluntary, but permanent transfer of a child from one mainstream school to another. It may also follow a period of off-site direction if a review determines that a move is in the child's best interests. All managed moves must be agreed by all parties, including parents and the new school's admission authority, and should only take place when it is clearly in the child's best interests. A Managed Move is typically used as a preventative measure to avoid permanent exclusion and to give the pupil/student a fresh start in a new environment.

6: SUSPENSION AND EXCLUSION

Any decision to send a pupil/student off-site (even at lunchtimes) is a suspension and will

be dealt with formally in accordance with [Department for Education's statutory guidance August 2024](#). Only the Headteacher has the power to impose a suspension or permanent exclusion.

Our priority is to try to prevent pupils/students being suspended or excluded from school and whilst only ever used as a last resort, suspension or exclusion may be imposed for:

- Bringing a prohibited item into school
- Bringing a school or the Trust into disrepute
- Defiance of staff which jeopardises safety
- Discrimination on the grounds of membership of a protected group under the Equality Act
- Drug and alcohol related incidents (including legal highs, tobacco, and vaping)
- Failure to comply with the expectations of an ALP, or a Fixed Term Transfer
- Grooming for any purpose including sexual or criminal exploitation and radicalisation
- Inciting, encouraging or filming a harmful event and failing to intervene or help, despite having the ability to do so
- Malicious accusations
- Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of others
- Persistent or deliberate reckless or dangerous behaviour
- Physical assault of member of staff or visitor to a school/the Trust
- Physical assault of pupil/student
- Possession/use of a dangerous weapon (or implement/substance which could be construed as a dangerous weapon)
- Posting abusive, misleading, or illegal comments, images, or other content in emails or on social networking sites or blogs
- Refusal to Accept the Authority of the School
- Repeated bullying of any member of the school community
- Repeated harassment of any member of the school community
- Serious damage to property/vandalism/graffiti belonging to another pupil/student, a member of staff or visitor to a school/the Trust
- Sexual misconduct
- Significant or persistent breach of the Acceptable Use of Digital Technology Agreement
- Theft of property belonging to another pupil/student, member of staff or visitor to a school/the Trust
- Threatening or intimidating behaviour of any kind
- Verbal abuse of member of staff or visitor to a school/the Trust
- Violent disorder

This list is not exhaustive.

In the event of a suspension being issued during the school day, parents or carers will be called to collect their child. If a parent refuses to collect their child, or cannot be contacted within a reasonable timeframe, the school will follow safeguarding protocols. This may include contacting Social Care and/or the Police to ensure the safety and wellbeing of the pupil/student.

The Decision to Suspend/Exclude

Before taking the decision to suspend/exclude, the Headteacher will:

1. Conduct an investigation into the events leading up to the suspension/exclusion or delegate the investigation to another appropriate colleague.
2. The investigation will include:
 - Taking signed and dated witness statements from other pupils/students and members of staff.
 - If a witness is reluctant to sign a statement the interviewing staff member will produce a witness statement to confirm exactly what the witness said, and the witness will be given a chance to correct any mistakes.
 - In the event that a pupil/student refuses to make a statement this fact will be recorded formally by the interviewing member of staff.
 - Collecting any other relevant evidence possible (for example, photographs or CCTV footage)
 - Taking all reasonable steps to obtain a statement from the pupil/student at risk of suspension/exclusion.
3. The headteacher will assess the evidence and information obtained during the course of the investigation. When establishing the facts the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
4. He/she will ascertain whether there are any underlying causes for the behaviour.
5. He/she will ascertain whether the pupil/student has a special educational need or disability or protected characteristic (as defined by the Equality Act 2010) and whether a reasonable adjustment should be made.
6. He/she will decide whether a suspension (and, if so, the length of the suspension) or whether a permanent exclusion is merited.
7. He/she will decide whether a suspension or permanent exclusion is lawful, reasonable, fair, and proportionate.
8. A permanent exclusion will be imposed where there has been a serious breach, or persistent breaches, of this Behaviour Policy, and where allowing the pupil/student to remain in school would seriously harm the education or welfare of the pupil/student or others such as staff or pupils/students in the school.
9. The school reserves the right to impose a further consecutive suspension or a permanent exclusion for the same misbehaviour where further evidence comes to light after the original suspension.
10. In circumstances where an investigation cannot be carried out on the day of the incident, but there is enough immediate evidence to be satisfied that there has been a serious breach of the behaviour policy, then a suspension will be issued whilst the investigation is ongoing and may be revisited in the light of the evidence gathered, and this could involve a permanent exclusion.

Procedure for issuing a Suspension or Permanent Exclusion

When the Headteacher has made a decision to suspend/exclude, the following procedure

will be followed:

1. The parents will be contacted on the same day verbally (usually by telephone) or by email if that is not possible. They will be informed of the period of the suspension or permanent exclusion and the reasons for it.
2. The parents will receive a formal notification letter confirming the period of the suspension, the reasons for the suspension, and all other statutory information required by the Regulations and Guidance. Every effort will be made to give a copy of this to the parent or pupil/student at the time the suspension/exclusion is issued.
3. Work will be sent home for the pupil/student to complete during the first five days of the suspension/exclusion. Where the suspension is for a period of more than five days, the school will arrange for alternative educational provision from the sixth consecutive day. For permanent exclusions, the local authority will arrange for alternative educational provision from the sixth day of the exclusion.
4. For a suspension which results in the total number of days suspended in that term **not exceeding 5 days**, the parents will be invited in the notification letter to make representations about suspension which, if received, will be considered by the School Advisory Board and, in appropriate cases, a copy of their comments will be placed on the pupil's/student's record. The School Advisory Board will not, however, have the power to direct reinstatement, and the pupil/student will not be readmitted without a re-integration meeting with a senior member of staff (and possibly a member of the School Advisory Board).
5. For a suspension which results in the total number of days suspended in that term **exceeding 5 days but not exceeding 15 days**, the parents will be invited in the notification letter to make representations about the suspension which, if received, will result in the School Advisory Board Disciplinary Committee arranging a meeting **within 50 school days** to review the Headteacher's decision and decide whether to uphold the suspension or direct reinstatement, immediately or on a specified date. If the decision to suspend is upheld, the pupil/student will not be readmitted without a readmission meeting with a senior member of staff (and possibly a member of the School Advisory Board).
6. For a suspension which results in the total number of days suspended in that term **exceeding 15 days**, the parents will be invited in the notification letter to make representations about the suspension and, whether or not representations are received, the School Advisory Board Disciplinary Committee will arrange a meeting **within 15 school days** to review the Headteacher's decision and decide whether to uphold the suspension or direct reinstatement, immediately or on a specified date. If the decision to suspend is upheld, the pupil/student will not be readmitted without a readmission meeting with a senior member of staff (and possibly a member of the School Advisory Board).
7. For a **permanent exclusion**, the parents will be invited in the notification letter to make representations about the exclusion and, whether or not representations are received, the School Advisory Board Disciplinary Committee will arrange a meeting **within 15 school days** to review the Headteacher's decision and decide whether to uphold the exclusion or direct reinstatement, immediately or on a specified date.
8. For a suspension which results in the **loss of opportunity to take a national curriculum test or public examination**, the parents will be invited in the notification

letter to make representations about the suspension and, whether or not representations are received, the School Advisory Board Disciplinary Committee will **take reasonably practicable steps to arrange a meeting before the test or examination is due to take place, and in any event within 15 school days** to review the Headteacher's decision and decide whether to uphold the suspension or direct reinstatement, immediately or on a specified date. If the decision to suspend is upheld, the pupil/student will not be readmitted without a readmission meeting with a senior member of staff (and possibly a member of the School Advisory Board).

The Pupil/Student's Involvement in Making Representations

Where representations are made by parents, the suspended/excluded pupil/student may also be involved by writing down anything that the pupil/student wants to say about the suspension/exclusion and attaching this to the parents' representations, which should be addressed to the Clerk to the School Advisory Board and either taken in to the School office, or sent by email to the Clerk to the Board of Trustees at trustees@maidenerleghttrust.org as soon as possible, and at least two days before the meeting, where relevant.

School Advisory Board Disciplinary Committee Meeting

School Advisory Board Disciplinary Committees are typically made up of three School Advisory Board members. Where availability is limited one member of the Committee may be a Trustee.

When a School Advisory Board Disciplinary Committee meeting is to take place, the parents are able to attend the meeting, and be accompanied by a representative (at their own expense) or a friend. The pupil/student may also attend if the parents so wish. The parents, pupil/student, representative or friend may make representations to the School Advisory Board at the meeting. The parents may also request that a representative of the local authority (and a representative of the local authority in the area in which the pupil/student lives, if this is a different area to the school) is invited to attend the meeting, as an observer only.

Where the School Advisory Board Disciplinary Committee direct that the pupil/student is to be reinstated, they will be reinstated by the Headteacher immediately or, if so directed, on the specified date, and the suspension/exclusion will be recorded as withdrawn on the pupil's/student's record.

Where the decision to suspend/exclude is upheld by the School Advisory Board Disciplinary Committee, the parents will be sent a notification letter informing them of this fact and the reasons for the decision, together with statutory information required under the Regulations and Guidance. In the case of permanent exclusions, this information will include full details of how the parents may ask for a review of the decision by an independent review panel.

Independent Review Panel

Independent Review Panels will be convened and run in accordance with Statutory Guidance: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023](#)

Document Retention

The Permanent Exclusion file will be retained by the school until the child's 25th birthday.

Readmission

When a child returns to school following a suspension, there will be a readmission meeting involving key staff, the child and the parents. In the event that the parents are unable or choose not to attend, the readmission meeting will go ahead in their absence. The purpose of this meeting is to:

- Take in any outstanding work set for the period of the suspension
- Re-establish expectations for re-integration into the school community
- Review any support strategies in place and agree any amendments/additions including behaviour plans and risk assessments if relevant

If a child is unable /unwilling to commit to adhering to school rules and expectations, they will be readmitted to school, a risk assessment will be conducted, and mitigations may be put in place. They may face further suspensions or permanent exclusion in the event of further transgressions of the behaviour policy.

All readmission meetings will be followed up with parents in writing.

7: REASONABLE FORCE, RESTRAINT AND SECLUSION

Government guidance sets out how reasonable force or restraint can be used in schools. Restrictive interventions, including use of reasonable force, in schools 2026.

School staff have a legal power to use reasonable force to prevent pupils/students from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils/students at the school, whether during a teaching session or otherwise, both on and off the school premises. Reasonable force means using the minimum force necessary and only as a last resort, taking account of the circumstances of each situation. It will only be used when other strategies such as de-escalation have failed or are not appropriate, and it will never be used as a punishment. Any use of reasonable force will be proportionate to the risk of harm and applied for the shortest possible time.

Examples of When Reasonable Force May Be Used

Reasonable force may be used to:

- prevent a pupil from injuring themselves or others, including stopping a physical assault or intervening where there is a risk of serious harm;
- prevent serious damage to property where this could pose a risk to safety;
- prevent a pupil from leaving the classroom or school premises when doing so would place them in danger;
- separate pupils who are fighting or behaving aggressively;
- remove a pupil from a situation where they are causing serious disruption and other strategies have been unsuccessful or are inappropriate;
- prevent behaviour that would seriously prejudice the maintenance of good order and discipline where there is a risk of harm.

What Reasonable Force May and May Not Include

Reasonable force may include physical intervention to guide, block, separate, or restrain a pupil in order to prevent injury, damage to property, or serious disruption, using the minimum force necessary for the shortest possible time. This can include holding or escorting a pupil away from a situation or using physical contact to prevent them from leaving a safe area when there is a risk of harm.

SEND Considerations

We recognise that pupils/students with Special Educational Needs and Disabilities (SEND) may display behaviours linked to communication difficulties, sensory needs, trauma, or unmet needs. Staff will take account of a pupil's age, understanding, needs, and individual circumstances when deciding whether to use reasonable force. Where possible, behaviour support plans, risk assessments, and positive handling plans will be in place and shared with relevant staff. De-escalation, reasonable adjustments, and preventative strategies will be prioritised, and any use of reasonable force involving a pupil with SEND will be carefully recorded, reviewed, and used to inform future support. In our Special Schools and Alternative Provision, all staff receive specialised training in the use of restraint.

All incidents involving reasonable force will be recorded and parents/carers informed in writing as soon as practicable. Each school will review their record of physical interventions on at least an annual basis.

Where a member of staff has acted within the law – that is, they have used reasonable force to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. Suspension will not be an automatic response when a member of staff has been accused of using excessive force.

Parental consent is not required for members of staff to use reasonable force on pupils/students. Parents who are unhappy that reasonable force has been used on their child are able to submit a formal complaint to the relevant school under its published Complaints Policy.

Use of Seclusion

Seclusion is defined as the supervised isolation of a pupil/student from others in a separate area for a limited period of time, where the pupil/student is prevented from leaving. The school recognises that seclusion is a restrictive practice and will only be used in exceptional circumstances where it is necessary to reduce a serious and immediate risk of harm to the pupil or others, and where less restrictive strategies have been ineffective or are inappropriate. Seclusion is not used as a punishment, for staff convenience, or to manage non-compliance or low-level disruption.

When seclusion is used, it will be for the shortest possible time, with the pupil/student continually monitored, and the environment will be safe, suitable, and proportionate to the pupil/student's age, needs, and circumstances. Parents/carers will be informed as soon as practicable, and all incidents will be recorded, reviewed, and used to inform future support and risk management.

SEND Considerations

Where a pupil with SEND is at increased risk of requiring seclusion, this will be addressed through an individual behaviour support plan, risk assessment, and reasonable

adjustments in line with the Equality Act 2010. Seclusion will not be used in a way that discriminates against a pupil or replaces appropriate support, and any use involving a pupil with SEND will be carefully reviewed to reduce the likelihood of recurrence.

We recognise that it is important for some children, to have free access to a secure, calm space for self-regulation when they need it. When used in this way, the incident will not be recorded as seclusion.

All incidents involving seclusion will be recorded and parents/carers informed in writing as soon as practicable. Each school will review their record of seclusions on at least an annual basis.

8: TYPES OF INCIDENT

Pupils'/students' behaviour outside the school gate (including on the internet)

When a school is made aware of pupils/students behaving inappropriately or in a way which is unsafe outside school, their parents will be informed and advised as to how they can support their child in the community and/or online. There will be an expectation on parents to support the school in disciplinary matters.

Non-criminal poor behaviour and/or bullying which occurs off the school premises including online, and which is witnessed by a staff member or reported to the school, may also be considered as grounds for sanctions as outlined within this policy. In such cases, incidents will be reviewed, and sanctions imposed in the same way as if the incident had happened in school (including up to permanent exclusion).

Pupils/students may be disciplined for poor behaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil/student at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil/student
- that could adversely affect the reputation of the school or Trust

Breaches of the Law

The school has the power to impose an appropriate disciplinary sanction on a pupil/student who has misbehaved in a way which could amount to a criminal offence (for example, theft, physical or sexual assault, criminal damage, possession or supply of prohibited substances, harassment, or public order offences). This applies to misbehaviour on the school's premises or outside school, and a sanction can be imposed even where the pupil/student was not identifiable as a pupil/student of the school at the time.

There may be occasions when the police decide to take no formal action against a pupil/student, but this does not always mean that the police have cleared the pupil/student of guilt – they may be satisfied that an offence was committed but have decided it was not in the public interest to take formal action. The school will therefore carry out its own investigation (applying the civil standard of proof 'on the balance of probability', rather

than the criminal standard of ‘beyond reasonable doubt’) and may impose a sanction where it is reasonable, fair, and proportionate to do so.

The Trust and/or the relevant school will report any behaviour which may amount to a criminal offence to the police (and in most cases to Social Services) and co-operate fully with any subsequent police investigation or prosecution by providing all relevant information.

If a child is found in possession of a weapon (including a blade) or a controlled substance the Trust and/or relevant school will automatically report them to the police and in most cases to social care.

If the school is concerned of potential links to radicalisation, criminal exploitation, or gangs they will liaise with the appropriate agency.

Possession of Sexual Imagery

Incidents will always be reported to the police and social care if:

- The children sharing the images are under 13
- The images involve sexual acts and any child depicted is under 13
- It involves an adult
- There is evidence to suggest the child has been coerced, pressured or exploited
- There are concerns over the child’s capacity to consent
- The imagery is not in line with their developmental age

Mobile phones and smart technology

The use of mobile phones and other smart technology with similar functionality (eg the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) is prohibited throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. This is in line with DfE guidance [Mobile phones in schools January 2026](#) and is to reduce distraction and disruption.

When used at a time or in a way which is restricted, the mobile telephone/device will be considered a “prohibited item” banned by the Trust/school, and subject to the normal rules on searching, seizure, retention, or destruction.

A pupil’s/student’s mobile telephone/device may be confiscated as a disciplinary sanction where the policy has clearly been breached, for instance where a mobile phone is used by a pupil/student or is heard ringing in a pupil/student’s bag. In such cases, the mobile telephone/device will be retained until it can be collected by the pupil/student and/or parent after a period of time agreed by the school. This may be up to the end of the current term.

Whilst schools are expected to prohibit the use of mobile phones throughout the school day to reduce distraction and disruption, they must comply with their other legal duties such as the duty to make reasonable adjustments where necessary. There may be other exceptional circumstances where schools will consider making adaptations to policy for specific pupils.

Additionally, separate rules may apply on the use of mobile phones on residential trips or

trips outside of the normal school day.

Sixth form students will be permitted access to their mobile phone at certain and limited times and locations, without compromising the school's policy on the use of mobile phones for other pupils/students.

Please see Annex 1 for local arrangements.

School uniform (code of dress in the Sixth Form)

Pupils/students are expected to wear the relevant school uniform/code of dress and abide by the school's expectations of appearance and self-presentation including to and from school.

These are made clear on the website, and we expect parents to support our expectations. When there are valid reasons for a pupil/student not being able to comply for a short period of time, parents are expected to confirm the reasons for this in writing, and to rectify the situation in the shortest period of time possible.

Please see Annex 1 for local arrangements.

Malicious allegations

Malicious allegations against staff are very serious, and we reserve the right to impose any sanction up to and including a permanent exclusion on any pupil/student who is found to have made a malicious allegation.

In addition, where the pupil/student remains at the school, they are likely to be required to undertake some supportive and educational work. In some circumstances it may be appropriate for the child to take part in a process of restorative justice or mediation with the member of staff in order for all parties to be able to move forward. We would expect parents to support this.

Vandalism, Damage or Theft

In the event that a pupil/student is found to have caused damage as a result of wilful or reckless behaviour we reserve the right to ask the parent/carer for a contribution towards the cost of replacement/repair. This applies to damage to the school building and its contents as well as property belonging to another pupil/student, a member of staff, or a visitor. This applies equally to damage caused on school trips or visits.

In the event that a pupil/student is found to have stolen property we reserve the right to ask the parent/carer for a contribution towards the cost of replacement.

Students who are intoxicated

Any student who is believed to be intoxicated will be sent home and this will be recorded as a formal suspension from school. If a student is unwell, medical attention will be sought or recommended.

9: THE POWER TO SEARCH

Any decision to search a pupil/student will be dealt with in accordance with Department for Education's guidance: [Searching, screening and confiscation July 2022](#):

A school can search any pupil/student or their possessions for any item with the pupil's/student's consent. If a member of staff asks a pupil/student to empty their pockets or bag, and they do so, this will be deemed to have consented to being searched. If a pupil/student refuses to be searched, they will be deemed to be in breach of the Behaviour Policy and could be suspended from school.

The school can require pupils/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. In accordance with the guidance, if a pupil/student refuses to be screened in this way, an assessment will be made as to whether it is necessary to carry out a search. If the pupil/student refuses a search, they may be sanctioned in line with the school's behaviour policy. During this time the pupil may be supervised and kept away from other pupils. An assessment may also be made as to whether it is appropriate to use reasonable force to conduct the search.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers, and bags.

Prohibited Items

A school's Headteacher and members of staff authorised by the Headteacher have the right to search a pupil/student or their possessions, without consent, if they have reasonable grounds for suspecting that the pupil/student may be in possession of a "prohibited item". If a member of staff suspects that a pupil/student is in possession of a "prohibited item" and the pupil/student refuses to empty their pockets or bag, the school can impose an appropriate sanction for this refusal.

A school's Headteacher and members of staff authorised by the Headteacher have the right to use such force as is reasonable, given the circumstances, when conducting a search for a 'prohibited item'.

The "prohibited items" are:

- Abusive or racially inflammatory images or texts
- Acids or toxins
- Alcohol
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil/student themselves).
- Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others
- E-cigarette or vaping items
- E-scooters
- Fireworks
- Controlled substances (including illegal or prescription drugs and associated paraphernalia)
- Knives/blades or weapons
- Laser pens or similar
- Legal highs
- Literature or images considered to be purporting extremist views

- Magnets
- Mobile telephones/electronic devices when used in a way that contravenes the school rules
- Pornographic images
- Replica or toy weapons
- Stolen items
- Tobacco products, lighters/matches, and cigarette papers

Banned Items

A school and/or the Trust reserves the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive. Headteachers and authorised staff can search for items banned by the school as identified in the local school rules as an item which may be searched for. Force cannot be used to search for items banned under the school rules.

Authorised Members of Staff

Searches will only be conducted by members of staff authorised by the Trust and/or Headteacher of a school. In each school, the following members of staff are authorised to conduct searches:

- All members of the Senior Leadership Team
- All members of the Inclusion/Behaviour Team
- Special Educational Needs Co-ordinator
- Designated Safeguarding Lead
- Pastoral middle leaders
- Phase leaders
- Family Support Advisor
- The Trust Designated Safeguarding Lead
- The Executive Director of Education
- The Chief Executive Officer
- Any other member of staff authorised by the Headteacher

Searches

In almost all cases, the member of staff conducting the search must be the same sex as the pupil/student being searched; and the search will be conducted in the presence of another member of staff acting as a witness. If possible, they will also be the same sex as the pupil/student.

In rare cases, however, where there are reasonable grounds to believe that there is a risk of serious harm to the pupil/student or another person if the search is not conducted immediately and there is not sufficient time to summon another member of staff, the search may be carried out by a member of staff who is the opposite sex of the pupil/student and without a witness present.

Members of staff can refuse to conduct a search, even where they are authorised to do so by the Headteacher, and the Headteacher cannot compel any member of staff to conduct a search.

There is no requirement for parents to be notified in advance of a search, and parental consent is not required.

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Where a pupil/student fails to cooperate with a search for any item (including items prohibited by the school), this will be regarded as defiance and a disciplinary sanction imposed, in addition to any disciplinary sanction for other misbehaviour leading to the search.

All members of staff conducting a search of a pupil/student will have due regard to the pupil's/student's expectations of privacy during the search. The pupil/student may be asked to remove outer clothing but will not be asked to expose their underwear. Outer clothing also includes hats, footwear, gloves, and scarves, as well as trousers when worn over other trousers/jogging bottoms.

The school will notify the pupil's/student's parents when a "prohibited item" or a "banned" item has been found.

Confiscation of Items Found

A school can seize, retain, or destroy any 'prohibited item' found following a search. A school can also seize any item found in any circumstances which is considered to be harmful or detrimental to the school and/or Trust, or any item which is evidence in relation to a criminal offence. In addition, a school can confiscate, retain, or dispose of any item belonging to a pupil/student as a disciplinary sanction for misconduct by the pupil/student, where reasonable to do so.

Where the member of staff is not sure whether a substance found is illegal or not, but has reason to believe that it may be an illegal substance, it will be treated as an illegal substance.

In determining whether there is a "good reason" not to hand items over to the police, or for not erasing data or files from electronic devices, the member of staff will take into account all relevant circumstances and use their professional judgement, including considering the value of a stolen item, and whether an item can be safely disposed of by the school.

Abusive or racially inflammatory images or texts	These will either be handed to the police or destroyed. If the image or text is electronic, it will be deleted from the device and from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Acids or toxins	Where acids or toxins are found, these will either be handed to the police or destroyed.
Alcohol	Where alcohol is found, the school will seize and dispose of it. Alcohol will not be returned to the pupil/student, their parents, or any other person.

Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others	Any item falling into this category will be seized and handed to the police.
Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student/pupil themselves).	Any item falling into this category may be delivered to the police or returned to the owner. It may also be retained or disposed of.
E-cigarette or vaping items	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.
E-scooters	Where these are found, they will be retained by the school and returned only to a parent.
Mobile telephones/electronic devices when used in a way that contravenes the school rules	Where mobile telephones or electronic devices are seized, the Headteacher or authorised member of staff may search the device if they reasonably suspect that there is data or a file on the device which has been, or could be, used to cause harm, to disrupt teaching, to break the school rules or to commission a crime. They can delete the data/file including from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Fireworks/caps	Where fireworks are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.
Controlled substances (including illegal or prescription drugs and associated paraphernalia)	Where controlled drugs are found, the school will seize these and hand them over to the police as evidence as soon as possible and co-operate fully with any subsequent investigation or prosecution. Where there is a good reason for doing so, the school may dispose of the controlled drugs instead of handing them over to the police.
Knives/blades or weapons	Where knives/blades or weapons are found, the school will seize these and hand them over to the police as evidence as soon as possible and co-operate fully with any subsequent investigation or prosecution.
Laser pens or similar	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person
Legal highs	Where other substances are found which are not believed to be controlled drugs but are believed to be harmful or detrimental to

	good order and discipline the school will dispose of them. They will not be returned to the pupil/student, their parents, or any other person.
Literature or images considered to be purporting extremist views	These will either be handed to the police or destroyed. If the image or text is electronic it will be deleted from the device and from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Pornographic images	Where pornographic videos or images are found, the school will seize these and dispose of them. Electronic imagery Images will be permanently deleted from the device and from cloud storage. Where the pornography is extreme or involves children, the school will hand the video/images over to the police and co-operate fully with any subsequent investigation or prosecution. They will not be returned to the pupil/student, their parents, or any other person.
Replica or toy weapons	These will either be handed to the police or destroyed. They will not be returned to the pupil/student, their parents, or any other person.
Stolen items	Where items which are believed to be stolen are found, the school will seize these and hand them over to the police as evidence as soon as possible and support any subsequent investigation or prosecution. Where there is a good reason for doing so (for example, where there is no criminal investigation), the school may return the stolen items to their rightful owner instead of handing them over to the police.
Tobacco products, lighters/matches, and cigarette papers	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.

Liability for Confiscated Items

Members of staff who have seized a “prohibited item” have a defence to any proceedings brought against the school or Trust or themselves in relation to the loss of, or damage to, any item which they have confiscated in accordance with the procedure outlined in this Behaviour Policy. Whilst the school will ensure that reasonable care is taken of seized items, the school will not accept any liability for the loss of, or damage to, any items which have been confiscated in accordance with the procedure outlined in this Behaviour Policy.

10: MONITORING

School level rewards, support strategies and sanctions (including all detentions) are recorded centrally as are all attendance records.

As part of each school’s termly review of its school improvement plan review and school evaluation, senior leaders scrutinise a range of data relating to behaviour and attitudes (including suspensions/exclusions) to determine how effective strategies are and the impact they are having. Where necessary, strategies are adapted, and interventions put in place.

The relevant Trust leaders review information relating to behaviour across all schools in

the Trust, as well as any particular strengths, and strategies for further improvement, presenting this to the relevant Trust Committee. Where necessary, the Trust Committee can direct schools to undertake further work in respect of behaviour.

ANNEX 1: SCHOOL SPECIFIC EXPECTATIONS

At Hamilton School we have the following expectations and arrangements in place:

Uniform, and Appearance

UNIFORM
White polo shirt
Black trousers or joggers
Black shoes or black trainers
Burgundy sweatshirt with school logo
PE KIT
White t-shirt
Black shorts
Trainers
PERSONAL APPEARANCE
Well-groomed hair / facial hair (no extreme styles) Long hair tied back One small silver/gold stud in each ear only No other jewellery should be worn to school

Attendance & Punctuality

- Our formal AM registration mark is taken on entry to the building between 8.45am – 9.15am.
- Late students enter via the main front door.
- Students arriving after 9.15am will be recorded as late.
- The official registration for the afternoon session is at the start of Period 5.
- Any unexplained absences (for example where a student was present earlier in the day) will be reported immediately to main office.

Student Arrival

Student entry into the building:

- Students to enter school using main front door
- Students can enter the school from 8.30am
- Students hand in their bags, coats and mobile phones
- Before entering the building students must be wanded by a member of staff.

Cycling to School

- Students can cycle to school if parents and school are both in agreement that the student is safe to do so.
- Students must wear a cycle helmet if riding to and from school.
- Students must park their bike in the allocated area.

E-Scooters

E-Scooters are not permitted to be ridden to school by Hamilton Students.

E-scooters fall within the statutory definition of a motor vehicle. Since you cannot get insurance to ride them, they are therefore illegal on any public highway (road or footpath) and are for use on private land only. There are no circumstances which would make a personal e-scooter legal on a road.

If a student brings an e-scooter to school, it will be confiscated and will only be returned to a parent who is able to take it away by car/van.

Vapes

For the purposes of this policy, "vaping" refers to the use of electronic cigarettes, vaporizers, or any other devices that involve the inhalation of vapor. Vaping is strictly prohibited on the premises of Hamilton School. This includes all indoor and outdoor areas.

Hamilton School is committed to educating its students on the potential health risks associated with vaping.

If a student is caught with a vape on them, this will be confiscated and parents informed. If a student is caught vaping on school site this will be a suspension; the vape will be confiscated and the parents will be called.

If a student is suspected of vaping on school site, a phone call to parents will be made to make them aware of our suspicions.

Smoking

Smoking is strictly prohibited on the premises of Hamilton School. This includes all indoor and outdoor areas.

Hamilton School is committed to educating its students on the potential health risks associated with smoking.

If a student is caught with cigarettes or lighter on them, this will be confiscated and parents informed.

If a student is caught smoking on school site this will be a suspension; the vape will be confiscated and the parents will be called.

If a student is suspected of smoking on school site, a phone call to parents will be made to make them aware of our suspicions.

ANNEX 2: HOW WE CLASSIFY AND MANAGE UNACCEPTABLE BEHAVIOUR AND CONDUCT

Helping to Regulate Emotions Challenging behaviour is usually the result of strong emotions which have been triggered in the moment or which underpin adaptive behaviours.

In order to maintain a calm learning environment and also to support pupils to process their feelings and emotions in order to regulate their behaviour, we support them to be able to regulate them in the moment and provide them with choices which will support the development of regulation.

Validating emotions enables pupils to understand their feelings and emotions better, to know they are accepted and valid and help them to express their feelings in an appropriate way. We achieve this by recognising and supporting regulation through de-escalation techniques and CPI responses.

The CPI model is based around the theory that 95% of behaviour management is de-escalation and 5% is use of physical intervention, used only as a last resort when de-escalation has failed. We use a restorative approach when dealing with incidents in our academy. This helps to develop understanding of feelings and how behaviour can impact others. Whilst core expectations are standard across the academy, different key stages and classes may operate slightly differently in how they achieve this, with different strategies in line with the differing needs of pupils across the academy.

We acknowledge that sometimes incidents may happen. Even with positive relationships and clear expectations, there will still be times when conflict emerges, or harm is caused. Following some incidents there will need to be a response from staff to ensure that everyone is kept safe. For example, if a pupil is physically agitated, they may have a period of reflection time before they can be re-integrated into the class. This is to ensure that the important and appropriate restorative work is put in place to allow the pupil to reflect and support them in repairing that relationship.

Without any developmental input, pupils would not be safe. We recognise that different pupils have different needs and will be at different stages of their development and this is reflected in the appropriate response.

Responses to incidents are specific to the needs of the pupils involved. There may be times when it is felt that a pupil is experiencing crisis emotions and they may not be able to access their usual lessons.

The CPI *Crisis Development Model*SM



Behaviour Descriptions

Level	Example	Actions/Consequences
Low Level (1)	- Refusing to follow school expectations - Swearing, verbal or sexualised language - Refusal to engage in tasks - Inappropriate use of IT - Incorrect Uniform - Disruptive Behaviour - Low Level Damage - Letting other students into class	- Verbal Conversation 5/10 minute reflection at break or lunchtime - Work sent home - Phone call home - Possible fine
Medium Level (2)	- Bringing the provision into disrepute - Persistent swearing, verbal or abusive language - Intimidating behaviour to students - Bullying (Level 1) - Play Fighting - Putting others at risk - Persistent disruption to lessons - Medium level damage - Truancy from lessons	- After school detention - Phone call home - Meeting with parent/ carer - Working in Reflection/Isolation for a set period of time

High Level (3)	• Bringing the provision into disrepute • Significant damage to property • Refusing to be wanded • Persistent refusal to follow school expectations • Bullying (Level 2) • Vaping/Smoking/Drugs • Intimidating behaviour • Continuous homophobic, sexist, • Racist comments • Physical assault • Left site without permission • Inappropriate use of IT • Dangerous risky behaviour	• Working in Reflection / Isolation • Fine • Suspension • Reintegration Meeting
Extreme Level (4)	• External agency involvement regarding: • Serious Physical Assault High level dysregulation putting safety at risk • Dealing of drugs or possession of a high class drug	• PEX • External Agency • Police

This table is indicative and are not a guarantee as to the sanction that will be imposed for particular misbehaviour. Sanctions are subjective and take into account the individual's circumstances and mitigating factors.

All incidents of behaviour are recorded in CPOMs by the staff involved.

Zones of Regulation

The Zones of Regulation is an internationally-renowned intervention which helps students to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'selfmanagement'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach students strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At Hamilton School, we are launching the Zones of Regulation throughout the whole school. We want to teach all of our students good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, we might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want students at Hamilton School to grow into successful adults. Teaching the students about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit'.)

What are the different Zones?

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly. **Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

We will teach the students that everyone experiences all of the Zones. No zone is a bad zone. All of the Zones are expected at one time or another.

How will my child learn about the Zones of Regulation?

We will be introducing the Zones through discrete teaching lessons, and will get students daily to comment on what zone they are in during tutor time. We will also be using the Zones language as part of daily school life so all staff will be referring to them. Some students might prefer not to use the 'Zones language' but label the emotions directly – this is fine and encouraged!

Classroom Expectations

- Be kind
- Be respectful
- Listen to others
- Try your best
- Help each other
- Learn from mistakes
- Bring your best attitude

Student Support Team

The student support team are available to support students in regulating their behaviour and getting the most out of their education. They offer students opportunities to participate in 1:1 sessions for interventions, work catch-up, reflection time, emotional support.

Students who are out of lessons will often be picked up by the support team, who will work with them to support them return to their lesson and engage in their learning.

These tables are indicative and are not a guarantee as to the sanction that will be imposed for particular misbehaviours. Sanctions are subjective and take into account the individual's circumstances and mitigating factors.

ANNEX 3: HOW WE SUPPORT OUR PUPIL/STUDENTS TO IMPROVE THEIR BEHAVIOUR AND CONDUCT (SCHOOL SPECIFIC)

Where the issue is related to Behaviour for Learning, individual teachers will employ a range of support techniques, for example:

- Encouraging students to use different resources and people to help them with activities Offer students a range of sensory aids to support their focus (ie; wobble stools, chair straps, fidget spinners, etc)
- Moving the student to a different part of the classroom
- Offering a timed movement break
- Using a period of “time-out” with another teacher or member of the support team
- Using a period of “time-out” in the quiet room or sensory room
- Offer support outside lesson time if they are finding the work challenging and/or to catch up missed work, usually with teaching assistant or a member of the support team. Where the issue is related to conduct around the school, staff will employ a range of support techniques, for example:
- Encouraging students to focus on clear behavioural improvement targets, often written clearly on SnapShot point sheets by the tutor.
- The support team will complete regular check-ins with students to ensure they are ontrack and managing their behaviour.
- Issuing spare school uniform on a temporary basis.

In some cases, a range of more bespoke supportive measures may be used. For example:

- Bespoke support sessions (e.g., mentoring, counselling, massage therapy, boxing mentoring, etc)
- Risk Assessments with linked actions for staff, students, and parents – where behaviour potentially poses a risk.
- An Alternative Learning Programme in school to allow pupils/students to reflect on their behaviour, keep up with work and make a fresh start when reintegrated into the wider school community.
- A part-time and/or modified timetable for an agreed period, to support rehabilitation and/or restoring relationships, or catching up work, and/or reducing anxiety which may be in part causing the poor behaviours (this may be in school or with another organisation, or a combination of both).
- Referrals to outside agencies (e.g., for assessment or to try and secure external support)
- The use of Alternative or Off-Site Provision

When issues are persistent, support strategies will be more formal and include students and parents. The purpose of these strategies is to:

- Set targets for improvement and de-escalation of issues.
- Agree support strategies (and risk assessments or referrals to other agencies as necessary)
- Agree roles and responsibilities for all parties.

Individual Behaviour Support Plans (IBSPs) are typically used for persistent Level 2 or Level 3 behaviours. They are run by Middle Leaders and the Support Team and involve meetings every four to six weeks. We would expect to see significant improvement within half a term.

If an IBSP has not had the desired outcome, when behaviour is a serious concern and/or when a student is deemed to be at risk of either suspension or permanent exclusion. The IBP are passed over to be run by Senior Leaders and involve meetings every 2 to 3 weeks. We would expect to see significant improvement within half a term, with no further Level 4 incidents.

ANNEX 4: HOW WE CELEBRATE AND REWARD GOOD BEHAVIOUR AND CONDUCT

Behaviour Points

- Classcharts behaviour points are recorded daily for each student. These points are based on the Trust Values of
 - Aim High
 - Be Inclusive
 - Work Together

Those with the most points will earn a place on the half termly reward trip.

Daily praise

Engaging in daily praise can have several benefits for students and interpersonal relationships.

- **Positive Reinforcement:** Praise serves as positive reinforcement, encouraging students to continue engaging in behaviours that are beneficial or desirable. When people receive recognition for their efforts, they are more likely to repeat those actions.
- **Boosting Morale:** Regular praise can boost morale and contribute to a positive atmosphere. Feeling appreciated and valued enhances students' sense of self-worth and can create a more uplifting environment.
- **Motivation:** Praise can be a powerful motivator. Recognising achievements, no matter how small, can inspire students to set and pursue new goals. It helps create a positive cycle of motivation.
- **Improving Communication:** Regularly praising students promotes open and positive communication. It creates an environment where students feel comfortable sharing ideas, giving feedback, and working collaboratively.

Incorporating daily praise into student's routine is a proactive way to foster positivity, enhance relationships, and contribute to a more uplifting and supportive environment.

Weekly phone calls home

Tutors call home on a weekly basis. Regular weekly phone calls home can serve various important purposes and offer numerous benefits for students and their families.

- **Sharing Updates:** Weekly calls allow school to share updates about their child, such as achievements, milestones, and daily happenings. This helps everyone stay informed and engaged in the progress the child is making.
- **Maintaining Connections:** Regular phone calls help maintain strong connections between family members, especially when they are physically separated due to distance or other commitments.
- **Celebrating Achievements Together:** Phone calls provide an opportunity to celebrate achievements, big or small, with parents/carers.

Weekly staff postcards

Every week, each member of staff selects a student they wish to send a postcard home to with a personalised message positive message.

Sending weekly postcards home can be a unique and thoughtful way to stay connected with students and their families. Below are the reasons behind doing this:

- **Personal Touch:** Postcards have a personal and tangible quality that digital communication may lack. The physicality of a postcard can make the message more special and create a connection beyond just words on a screen.
- **Surprise and Delight:** Receiving a postcard in the mail is often a pleasant surprise. It can bring joy and excitement to the student, making them feel valued and remembered.
- **Nurturing Relationships:** The effort and thoughtfulness involved in sending regular postcards demonstrate a commitment to nurturing relationships. It shows that the teacher values the connection and wants to maintain it over time.

Weekly tutor rewards

Tutors can set their tutor groups small challenges to work towards, and if the group are successful they can then participate in a tutor group reward. Examples of tutor rewards are:

- visit to the local coffee shop
- visit to the local park
- movie lesson during enrichment.

Celebration assemblies

Celebration assemblies serve as an event where students are recognised and acknowledged for their achievements, contributions, and positive behaviours. At Hamilton School we hold celebration assemblies every half term on the last day.

Reward Trips

Reward trips are linked with the behaviour points. Students who have achieved the most points at the end of a half term are invited to attend a reward trip. Each half term the reward trips vary; places we have visited for a reward trip are: Coral reef, Thorpe Park, Red Kangaroo. Reward trips are often discussed within the school student voice to allow the students to have a say in where they take place.