

Positive Behaviour Policy

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Ratified by: Governing body

Review date: July 2027

Other relevant School policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Uniform Policy
- Ted Wragg Trust Anti-Bullying Policy
- Ted Wragg Trust Exclusion Policy
- Ted Wragg Trust Attendance Policy
- Ted Wragg Trust Reasonable Force and Restrictive Interventions Policy
- Ted Wragg Trust Supporting students with medical conditions Policy
- Ted Wragg Trust Computer/Mobile device and online use policy – students

Statutory guidance:

- <https://www.gov.uk/government/publications/school-exclusion>
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [Reasonable force and Restrictive Intervention in schools](#)
- [Keeping Children Safe in Education](#)

Note: This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in

that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational support plan. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.

This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.

Our Behaviour Culture

At Exwick Heights Primary School, we believe that positive behaviour is fundamental to creating a school where every child can achieve academic excellence and personal empowerment.

Children learn best when they feel safe, valued and understood. We therefore place relationships at the heart of everything we do. Every interaction between adults and children is an opportunity to build trust, strengthen relationships and teach the behaviours that enable everybody to flourish.

We have high expectations for every member of our school community. These expectations are underpinned by our values of **Kindness, Curiosity and Determination** and are reinforced through clear routines, consistent responses and positive relationships.

We recognise that behaviour is a form of communication. Whilst we expect children to make positive choices, we also understand that, at times, children may struggle to regulate their emotions or communicate their needs appropriately. Our role is to support children in developing the emotional awareness, self-regulation and social skills they need to become confident, respectful and responsible young people.

Through consistency, compassion and high expectations we create a calm, purposeful environment where everyone feels they belong and every child has the opportunity to succeed.

Teaching Positive Behaviour

Positive behaviour is not something we simply expect; it is something we explicitly teach, model and practise every day.

Children learn our expectations through:

- consistent routines across the school
- clear modelling from adults
- explicit teaching through assemblies, PSHE and our Wellbeing Curriculum

- restorative conversations
- positive reinforcement
- opportunities to reflect upon and learn from mistakes.

Adults consistently model the behaviours we expect from children. We recognise that children learn as much from what we do as from what we say.

Our aim is for positive behaviour to become habitual so that children are able to make good choices independently throughout their lives.

Our Wellbeing Curriculum

As a school we follow the Wellbeing School curriculum. We recognise that children's emotional wellbeing is intrinsically linked to their ability to learn, build relationships and regulate their behaviour.

Through our Wellbeing Curriculum, children develop the knowledge and skills to:

- recognise and name their emotions;
- understand that all feelings are valid, whilst not all behaviours are acceptable;
- develop strategies to regulate their emotions;
- understand how their behaviour affects themselves and others;
- build resilience when faced with challenge;
- show empathy and compassion towards others;
- solve problems and resolve conflict positively.

These skills are taught proactively across the curriculum and reinforced through everyday interactions. By developing children's emotional literacy alongside their academic learning, we help them become increasingly independent in managing their own behaviour and wellbeing.

Our Expectations

High expectations help children feel safe because they know exactly what is expected of them.

Across the school, adults consistently reinforce our school rules, routines and learning behaviours. We believe that consistency provides children with security and enables every classroom to remain calm, purposeful and ready for learning.

Children are expected to:

Kindness

- Care for one another and our school.

- Be honest and take responsibility for their actions.

Curiosity

- Listen carefully and engage fully in learning.
- Ask and answer questions to deepen understanding.

Determination

- Be organised and ready to learn.
- Challenge themselves to achieve their personal best.

These expectations are reinforced through our daily routines, including the Exwick 8, Marvellous Manners and classroom expectations.

Positive Recognition

At Exwick Heights, we actively **look for the good**.

We believe that recognising positive choices is one of the most effective ways to encourage children to repeat them. Specific praise helps children understand exactly what they have done well and reinforces the behaviours that contribute to a happy, successful school community.

Positive recognition develops children's confidence, strengthens relationships and promotes a culture where effort, kindness and determination are celebrated.

Children's successes are recognised in many ways, including:

- verbal praise and encouragement;
- acknowledgement and thanks;
- Dojo points;
- Team Points;
- Reach for the Heights stickers;
- Star Learner and Super Star Learner awards;
- celebration assemblies;
- positive communication with parents and carers;
- displaying children's work;
- newsletters and social media;
- Accelerated Reader awards;
- end of term and annual awards.

Every member of staff is responsible for recognising positive behaviour and ensuring every child experiences success.

Responding When Behaviour Falls Below Expectations

Our aim is always to help children make better choices rather than simply correcting poor behaviour.

Most children respond to positive reinforcement and gentle reminders. Where behaviour falls below expectations, adults respond calmly, consistently and proportionately.

We believe that consequences should:

- help children reflect;
- maintain dignity;
- preserve relationships;
- minimise disruption to learning;
- support children to make better choices in the future.

Our staged behaviour system provides children with clear opportunities to reflect and improve their behaviour before more significant consequences are required.

Responding to Behaviour

At Exwick Heights Primary School, we believe that children learn best when adults respond to behaviour calmly, consistently and respectfully. Our behaviour system provides children with clear opportunities to reflect on their choices, regulate their emotions and return successfully to learning.

Where behaviour falls below our expectations, adults use a staged approach that is proportionate, predictable and focused on helping children make better choices. Throughout every stage, adults remain calm, preserve the child's dignity and continue to actively "**look for the good**" recognising positive changes in behaviour at the earliest opportunity.

The purpose of each stage is to help children regulate, reflect and return successfully to learning - not simply to apply a consequence. Our aim is always to support children to be successful whilst ensuring that everyone feels safe, respected and able to learn.

Our Staged Approach

Stage 1 – Gentle Reminder

Adults continue to recognise and praise the positive behaviour of those around the child and may use a discreet non-verbal reminder (for example eye contact or a gesture) to prompt the child to re-engage with the

expected behaviour. Wherever possible, this is done without interrupting learning or drawing unnecessary attention to the child.

Stage 2 – Think About It

If the behaviour continues, the child is shown the "**Think About It**" card or the adult uses the language of "**Think About It.**" The adult calmly names the behaviour rather than the child, reminds them of the expected behaviour and gives them an opportunity to make a better choice.

Stage 3 – Poor Choice

If the behaviour continues or another school rule is broken, the child is shown the "**Poor Choice**" card or the adult uses the language of "**Poor Choice.**" The behaviour is named and the child is encouraged to think about the positive choice they could make instead. Simple adjustments, such as moving seats or taking a brief moment to refocus, may help the child return successfully to learning.

Stage 4 – Final Warning

If the behaviour continues or further school rules are broken, the child receives a "**Final Warning.**" The adult calmly explains that, unless the behaviour changes, they will now make the decision about what happens next, for example asking the child to move to a different seat. The child is reminded that they can still make a positive choice and avoid any further consequence.

Stage 5 – Unacceptable Behaviour

If the behaviour continues or further school rules are broken, the child moves to "**Unacceptable Behaviour.**"

The child will spend approximately fifteen minutes in another classroom or space within their phase where they are given time and space to regulate their emotions, reflect on their choices and prepare for a successful return to learning. Appropriate work will be provided by the class teacher.

Once the child is calm and emotionally ready, a restorative conversation will take place. The adult will help the child reflect on the impact of their behaviour, understand how it affected themselves and others, and consider the positive choices they could make in the future.

Stage 6 – Green Room

If unacceptable behaviour continues following the child's return to class, they will spend some of their breaktime or lunchtime in the **Green Room**. If this occurs after lunchtime, the consequence may be carried over to the following day.

The Green Room is the classroom of the member of staff on duty at breaktime or the Headteacher's office at lunchtime.

The name **Green Room** is inspired by *The Colour Monster*, a text familiar to many of our children, in which the colour green represents calmness, balance and emotional regulation. The Green Room provides children with additional time to regulate, reflect and prepare for a successful return to learning.

Serious Behaviour

Some behaviours are sufficiently serious that they require an immediate response and do not follow the staged process. These include, but are not limited to: _____

- deliberately hurting or attempting to hurt another child or adult;
- behaviour that places others at risk of harm;
- throwing objects in a way that could cause injury;
- deliberately damaging property;
- behaviour that significantly disrupts the safety or learning of others.

In these situations, children may move directly to **Stage 5 – Unacceptable Behaviour**. A restorative conversation will always take place once the child is calm and emotionally ready.

Returning to Success

At every stage of the process, adults actively look for opportunities to recognise positive changes in behaviour. Children are able to move back through the stages as soon as they begin making positive choices. We believe it is important that children experience success quickly and understand that every positive choice helps them return to learning.

Working in Partnership with Families

When a child reaches **Stage 5** or spends time in the **Green Room**, the member of staff making the decision will record the incident and speak to the child's parent or carer at the end of the school day or by telephone.

If a child requires repeated support through the behaviour system, parents and carers (and the child where appropriate) will be invited to meet with the class teacher. The purpose of these meetings is to strengthen the partnership between home and school, identify any underlying barriers and agree strategies that will help the child to be successful.

Where behaviour continues to cause concern despite these strategies, parents and carers will be invited to meet with a senior leader or the Headteacher to agree any additional support that may be required.

Behaviour that occurs before school, during breaktimes, lunchtimes or after school may result in consequences being issued by teaching assistants or mealtime assistants. These will be shared with the class teacher and may contribute to the staged behaviour process where appropriate. The class teacher and senior leaders will always use their professional judgement to ensure responses are fair, proportionate and consistent.

Restoring Relationships

At Exwick Heights Primary School, we believe that behaviour is a form of communication. Children are continually learning how to understand and regulate their emotions, solve problems and navigate relationships. At times, they may make choices that do not meet our expectations. When this happens, our role is not only to apply an appropriate consequence, but also to help children understand what has happened, learn from the experience and rebuild relationships.

As a school we follow the Wellbeing School curriculum and therefore place great importance on developing children's emotional literacy and wellbeing. Through our Wellbeing Curriculum, children learn to recognise, name and talk about their own feelings, understand the emotions of others, develop empathy and learn

strategies to regulate their emotions. These skills are taught proactively through lessons, assemblies and daily interactions so that children become increasingly confident in managing themselves and their relationships.

When behaviour falls below expectations, adults first ensure that everyone is safe and that the child is calm enough to engage in reflection. Consequences are applied where appropriate and in line with the school's behaviour procedures. Once a child is emotionally ready, restorative conversations take place to help them understand the impact of their actions and identify positive choices for the future.

Adults use restorative conversations to support children to:

- recognise and talk about their feelings;
- understand the feelings and perspectives of others;
- reflect on the impact of their behaviour;
- take responsibility for their actions;
- repair relationships where appropriate;
- identify alternative choices they could make in the future; and
- develop the confidence to resolve conflict positively.

Restorative conversations are adapted according to the child's age, stage of development, communication needs and emotional readiness. Some children may require visual supports, simplified language, additional processing time or several shorter conversations before they are able to fully reflect on an incident.

Adults may use questions such as:

- What happened?
- What were you thinking or feeling at the time?
- How were other people feeling?
- Who has been affected by what happened?
- What do you think needs to happen now?
- What could you do differently next time?
- How can we help you to be successful?

These conversations are not intended to replace consequences. Rather, they ensure that children understand why their behaviour mattered, how it affected others and how they can make positive choices in the future. By combining clear expectations, consistent consequences and restorative practice, we help children develop self-awareness, empathy, resilience and personal responsibility.

At Exwick Heights, we believe that every interaction is an opportunity to teach and every conversation is an opportunity to strengthen relationships. We want every child to know that whilst poor choices have consequences, those choices do not define who they are. Every child deserves the opportunity to repair relationships, learn from mistakes and make a fresh start.

Early Years Foundation Stage

The Early Years provides the foundation for lifelong behaviour, relationships and emotional wellbeing.

Children are explicitly taught how to:

- recognise and manage their feelings;
- share and take turns;
- build friendships;
- solve simple conflicts;
- regulate their emotions;
- follow routines;
- develop independence.

Adults carefully model positive interactions and use consistent language alongside visual supports, stories and play-based learning to help children understand expectations appropriate to their stage of development.

Supporting Children with SEND and Additional Needs

At Exwick Heights Primary School, we have high expectations for every child. We believe that all children can learn, develop and make positive behaviour choices when they are provided with the right support, guidance and encouragement.

We recognise that some children, including those with Special Educational Needs and Disabilities (SEND), neurodivergence, communication and interaction needs, attachment needs, social, emotional and mental health needs, or those who have experienced trauma or adverse childhood experiences, may require adaptations to help them successfully meet our behaviour expectations.

Our school values of **Kindness, Curiosity and Determination** apply to everyone. However, equality does not always mean treating every child in exactly the same way. Where appropriate, we make reasonable adjustments to ensure children are supported to succeed.

These adjustments may include:

- adapting communication to meet individual needs;
- using visual timetables, prompts or now and next boards;
- providing additional processing time;
- planned movement or sensory breaks;
- access to calm or low-stimulation environments;
- emotional regulation strategies and resources;

- adapted transitions throughout the day;
- additional adult support where appropriate;
- personalised reward systems alongside whole school systems;
- flexible approaches to recording or completing learning where appropriate.

These adaptations are intended to remove barriers to learning and support children to develop increasing independence. They do not lower our expectations but enable children to achieve them in ways that are appropriate to their individual needs.

We work closely with parents, carers and external professionals to ensure that support is consistent, effective and centred around the child's strengths as well as their needs.

Adults recognise that behaviour is often a form of communication. When behaviour falls below expectations, we seek first to understand what the child may be communicating before deciding how best to respond. Alongside appropriate consequences where necessary, we focus on teaching replacement behaviours, developing emotional regulation and strengthening relationships so that children can be successful in the future.

Behaviour Care Plans

Whilst our whole school behaviour approach meets the needs of the vast majority of pupils, a small number of children require a more personalised approach.

A Behaviour Care Plan (BCP) may be implemented where a child requires additional strategies to ensure their own safety, the safety of others or to enable them to access learning successfully.

A Behaviour Care Plan is not solely for children with Special Educational Needs and Disabilities. Equally, not all children with SEND require a Behaviour Care Plan. The decision to implement a BCP is based upon individual need following careful assessment and discussion with parents or carers and relevant professionals.

Behaviour Care Plans may be appropriate where a child:

- displays behaviour that presents a significant risk to themselves or others;
- requires highly individualised strategies to support regulation;
- experiences frequent dysregulation that cannot be effectively supported through the universal behaviour policy alone;
- requires reasonable adjustments beyond those ordinarily available within the classroom.

Each Behaviour Care Plan will be developed collaboratively with parents or carers, the SENDCo (where appropriate), class teachers and other professionals involved with the child.

Behaviour Care Plans will:

- identify the child's strengths as well as areas of need;

- outline known triggers and early signs of dysregulation;
- detail proactive strategies to prevent escalation;
- identify effective co-regulation and de-escalation approaches;
- include agreed responses should behaviour become unsafe;
- identify any reasonable adjustments to the school's behaviour procedures;
- be reviewed regularly to ensure they remain appropriate and effective.

The aim of every Behaviour Care Plan is to reduce barriers, increase participation, promote emotional wellbeing and support the child to develop increasing independence over time.

Our Commitment

At Exwick Heights Primary School, our behaviour policy is about far more than managing behaviour. It is about creating a school where every child feels safe, valued and able to flourish. Through high expectations, positive relationships, restorative practice and a shared commitment to wellbeing, we support every child to become kind, curious and determined.

These principles guide every interaction and every decision we make:

Every interaction is an opportunity to teach.

Every conversation is an opportunity to strengthen relationships.

Every day is an opportunity for a fresh start.

Mobile phone policy

This policy outlines our expectations for pupils bringing mobile phones to school in order to maintain a safe, secure and purposeful learning environment.

At Exwick Heights Primary School, we recognise that a small number of children, particularly those in Upper Key Stage 2, may need to bring a mobile phone to school because they walk to and from school independently. We strongly encourage parents and carers not to send their child to school with a mobile phone unless it is absolutely necessary.

Where a pupil needs to bring a mobile phone to school:

- Parents or carers must complete and sign the school's Mobile Phone Agreement Form before the phone is brought into school.
- The phone must be switched off (not on silent or vibrate) before the pupil enters the school site.
- On arrival at school, the phone must be handed directly to the class teacher.
- Phones will be stored securely in a locked container throughout the school day.
- The phone will be returned to the pupil by their class teacher at the end of the school day before they leave the school site.

Mobile phones must not be used by pupils anywhere on the school site during the school day, including before school, at breaktime, lunchtime or after school whilst on school premises, unless a member of staff has given specific permission.

Pupils must not use mobile phones to take photographs, make recordings, access the internet or communicate with others whilst on the school site. This helps to protect the privacy and safety of all members of our school community.

Exwick Heights Primary School cannot accept responsibility for the loss, theft or damage of mobile phones brought onto the school site, although every reasonable effort will be made to store them securely.

If a pupil does not follow these expectations, the mobile phone may be confiscated and parents or carers will be contacted to arrange its collection. Persistent breaches of this policy may result in the school reviewing whether it is appropriate for the pupil to continue bringing a mobile phone onto the school site.

Parents and carers who need to contact their child during the school day should do so via the school office. Likewise, if a pupil needs to contact home, this will always be facilitated by the school office where appropriate.

Bullying and Discrimination

At Exwick Heights Primary School, we are committed to creating a school where every child feels safe, valued and respected. Our values of Kindness, Curiosity and Determination underpin everything we do and help us build a culture where positive relationships flourish, differences are celebrated and every member of our community feels that they belong.

As a Wellbeing School, we recognise that children can only thrive academically when they feel emotionally safe. Through our curriculum, assemblies, restorative approach and daily interactions, we explicitly teach children about kindness, empathy, respect, inclusion and how to build healthy relationships. We encourage children to recognise unkind behaviour, stand up for one another and seek help from a trusted adult whenever they have concerns.

We have high expectations for how members of our school community treat one another. Bullying and discrimination are never acceptable and will always be taken seriously. Every report will be listened to carefully, investigated thoroughly and responded to promptly.

What is bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face-to-face or online and may be motivated by prejudice or discrimination, or by a desire to cause harm.

Bullying is different from isolated disagreements, friendship difficulties or one-off incidents of poor behaviour. Whilst these situations will always be addressed appropriately, bullying involves a repeated pattern of behaviour over time.

Bullying may be motivated by actual or perceived differences, including (but not limited to):

- race or ethnicity;
- religion or belief;
- disability or Special Educational Needs;
- sex or gender;
- sexual orientation;
- gender reassignment;
- appearance;
- family circumstances; or
- any other characteristic that makes a child feel different.

Bullying may include:

- physical aggression;
- verbal abuse, including name-calling, insults or threatening language;
- emotional bullying, including intimidation or deliberately causing distress;
- social bullying, including excluding others, spreading rumours or encouraging others not to be friends with someone;
- online or cyberbullying, including inappropriate messages, images or posts;

- deliberately filming or photographing others without permission and sharing images online;
- prejudice-based bullying or discriminatory language;
- sexual harassment or sexualised comments;
- any behaviour intended to humiliate, intimidate or repeatedly undermine another person.

Preventing Bullying

Preventing bullying is far more effective than responding once it has happened.

At Exwick Heights, we seek to prevent bullying by:

- explicitly teaching children about kindness, empathy, respect and inclusion through our Wellbeing Curriculum, PSHE and assemblies;
- developing children's emotional literacy and ability to recognise and talk about their feelings;
- promoting positive relationships and restorative approaches;
- celebrating diversity and helping children understand and value differences;
- maintaining high levels of supervision throughout the school day;
- encouraging children to speak to a trusted adult if they are worried about themselves or someone else;
- working closely with parents and carers whenever concerns arise.

We want every child to know that reporting bullying is an act of courage and kindness. Children will always be listened to and supported.

Responding to Bullying

Every report of bullying will be taken seriously and investigated thoroughly by the appropriate member of staff.

Where bullying is identified, we will:

- listen carefully to everyone involved;
- establish the facts;
- support the child who has experienced bullying;
- apply appropriate consequences in line with our Behaviour Policy;
- use restorative approaches where appropriate to repair relationships and develop understanding;
- work closely with parents and carers;
- monitor the situation to ensure the bullying has stopped;
- provide additional support for any child whose wellbeing has been affected.

Where appropriate, Behaviour Care Plans, individual support plans or behaviour agreements may be used to support children in making positive changes. In exceptional cases, and where necessary to protect the safety and wellbeing of others, suspensions or permanent exclusion may be considered in line with statutory guidance.

Discrimination

Discriminatory language or behaviour is never acceptable and will always be challenged, even where there is no intention to cause offence.

Any incident motivated by prejudice relating to race, religion, disability, sex, gender, sexual orientation, gender reassignment or any other protected characteristic will be treated seriously, recorded appropriately and responded to in line with both this policy and our Equality Policy.

At Exwick Heights, we believe that every child has the right to feel safe, respected and proud to be themselves. We are committed to creating a school community where everyone is welcomed, differences are celebrated and kindness always comes first. We are proud to have achieved the Rainbow Flag Award, recognising our commitment to promoting inclusion, equality and diversity and ensuring that every member of our school community feels seen, valued and able to belong.

Sexual harassment and online sexual abuse

Exwick Heights takes all reports of Sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

School aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking into account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;

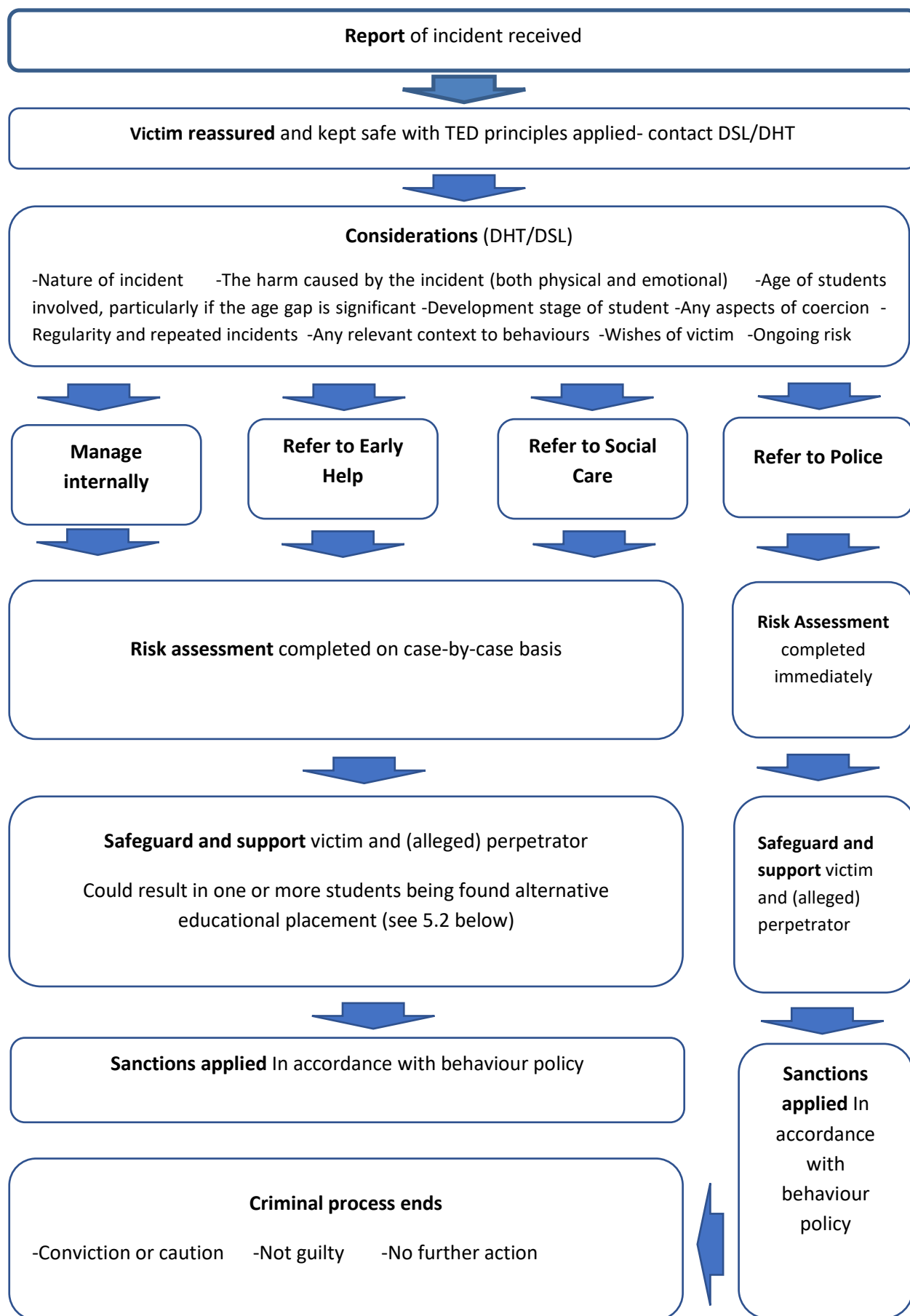
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images;
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats; and
- The deliberate creation and/or distribution of deep fake or AI images involving any member of the school community.

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

Exwick Heights will follow the following process when incidents are reported.



Exwick Heights recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risk.

Exwick Heights will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Exwick Heights will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Exwick Heights will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Exwick Heights will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

Separation of students for safeguarding reasons

In certain circumstances, Exwick Heights may temporarily forbid a student from attending its premises, for example, due to an allegation of harm by one student against another which might require physically separating a student from one or other students. In this scenario, Exwick Heights may work with the local authority and/or other partners to arrange education as soon as is possible. **This is not an exclusion on disciplinary grounds.** Exwick Heights will inform parents of the reason why the student has been temporarily forbidden from attending its premises. The public law principles of acting reasonably, rationally and in a procedurally fair manner will be followed. Any decisions, including to temporarily forbid a student from attending its premises for safeguarding reasons, will be made on a case-by-case basis, using professional judgement, supported by other agencies, such as children's social care and the police as required.

Suspension

All suspensions are completed using the following statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for in school consequences. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances, then a permanent exclusion may be issued.

All suspended students will be given some work to complete and may be expected to write a restorative letter apologising for their actions leading to the exclusion. As part of their reintegration students may be expected to spend some in lesson removal.

A re-integration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required.

Permanent Exclusion (PEX)

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

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

The act of setting off the fire alarm without good cause may lead to PEX, due to the significant disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault- including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- setting off the school fire alarm.

For detailed information on Permanent Exclusion please see TWT Exclusion policy.

Drugs

The school will not tolerate drug possession, use or supply of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents, vape fluids or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in any drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

Medication

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

Smoking/vaping

Smoking/vaping including possession of any associated smoking or vaping materials, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping and/or we suspect of smoking/vaping and in possession of any smoking/vaping materials. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

Search and Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/105122/Searching_screening_and_confiscation_Advice_for_Headteachers_school_staff_and_governing_bodies_July_2022.pdf)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue eg. Hair dye or false nails they will spend

time in the lesson removal room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly fail to follow expectations, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all and bag searches used to support this. For repeated incidents of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/vapes/fluid;
- fizzy drinks;
- energy drinks;
- hot water bottles;
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same sex as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

Use of reasonable force

We will aim to avoid the use of reasonable force and other restrictive interventions unless it is deemed absolutely necessary and the advice to all staff is to seek support and advice in any situation before using reasonable force or other restrictive interventions. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without reasonable force and other restrictive interventions and to manage any situation calmly. The school follows the guidance below from the DfE: 'Restrictive interventions, including use of reasonable force, in schools' April 2026. Detailed guidance can be found here [Reasonable force and Restrictive Intervention in schools](#).

Who can use reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances, these could include but are not limited to:

- Prevent injury to the student or others;
- Preventing a criminal offence;
- Prevent serious damage to property; and
- Maintain good order and discipline among students.

Examples of the above could include but are not limited to:

- Removing a student from an area where they have refused to follow a reasonable request to do so and may harm themselves or others;
- Preventing a student from behaving in a way that disrupts a school event, trip, or visit and may harm themselves or others;
- Preventing a student from leaving/entering a classroom where allowing them to would risk their safety or the safety of others;
- Preventing a student from attacking a member of staff or another student, or stopping a fight; and
- Restraining a student who is at risk of harming themselves.

Unacceptable use of force

School staff will never use force on a student for the purpose of punishment. Students will never be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or

nose or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a student is unintentionally held on the ground, staff will release their hold(s) or reposition into a safer alternative or standing position as quickly as possible. Where needed, the student should receive a medical assessment and treatment for any injuries as soon as possible.

Student conduct outside the school premises

We aim to prepare students for a life beyond education. The school therefore reserves the right to apply all aspects of this policy to students recognisable as an Exwick Heights student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#).

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The School may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised

directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the School;
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

Wilful and Accidental Damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a student, there will be no charge levied.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage are likely to be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school may inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

Behaviour of parents/carers

We are passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our School community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to share their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

Allegations against staff

The School has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

The School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the School's relevant policy and all complaints have the potential for consequences for the staff concerned.

Malicious/false allegations

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.

Complaints

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website.**