



# GREAT BALLARD

## The Behaviour Policy

Date Approved		Autumn 2025
Date of review		Autumn 2025
Date of next review		Autumn 2026
Policy Manager		Pastoral Deputy and DSL
Review Cycle		Annually (but revised whenever required throughout the year)
Signed	Mr. D Joseph Pastoral Deputy and DSL	
	Mr. M King Headteacher	

## 1. Aims

Great Ballard is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### Policies

This policy is developed in line with the following school policies and government guidance

- The Safeguarding children and child protection Policy [here](#)
- The Anti Bullying policy [here](#)
- The Mobile phones and devices Policy
- The Attendance Policy [here](#)
- [Restrictive Interventions, including use of reasonable force, in schools](#)
- [Mobile phones in schools](#)
- [KCSIE 2025](#)

## 2. Objectives

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To provide simple, practical procedures for staff and learners that:
  - Recognise behavioural norms
  - Positively reinforces behavioural norms
  - Promote self-esteem and self-discipline
  - Teach appropriate behaviour through positive interventions

## 3. Rules

The school's policy is built around three clear school rules that staff and pupils are always:

### Ready

- *Be prepared, be punctual, be patient, fulfil your responsibilities in a timely fashion*

### Safe

- *Consider your own and other people's safety in all you do*

### Respectful

- *Treat other people as you would like to be treated, empathise, listen, forgive, help, share, be honest and kind and live with integrity*

## **4. Staff behaviour**

The school's behaviour policy is modelled around visible and consistent adult behaviours.

All staff, every day:

- Make learners feel valued, like they belong
- Model consistent, positive, calm adult behaviours
- Respond to poor behaviour with deliberate calm
- Give first attention to best behaviour...looking for over and above
- Take the fame out of being badly behaved and never shame
- Are relentlessly bothered – showing care and actively teaching and modelling behaviour
- Use incidents as a chance to learn
- Meet and greet at the door
- Adopt routines that make children feel safe and enable positive classroom management
- Refer to 'Ready, Respectful, Safe'
- Build relationships
- Plan lessons that engage, challenge, and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Believe in prevention before sanctions
- Follow up every time, taking ownership and engaging in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly

## **5. Middle and Senior leaders**

Middle and Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'
- Celebrate staff, leaders, and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

## 6. Managing behaviour in departments

### Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

### Advice on Interventions

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in the policy for dealing with poor conduct. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

### 30 second intervention

We resist endless discussions around behaviour and spend our energy returning learners to their learning. We give first attention to best behaviour.

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next.
- If there are comments, as you walk away write them down and follow up later.

### The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions
- Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
- If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room.
- If appropriate, a member of 'On Call'/Security will escort the learner to a workspace outside the teaching room.

### Restorative practice

Reparation meetings at Great Ballard are a core part of repairing damage to trust between learners and other learners and between staff and learners. Staff at will take responsibility for leading Reparation meetings, Middle and Senior Leaders will support when requested.

Our Reparation meetings may follow these 6 structured steps:

- What has happened?
- What was each party thinking?
- Who feels harmed and why?
- What have each party thought since?
- What behaviours will each of us show next time?
- Reaffirm your commitment to building a trusting relationship.



## 7. Advice on behavioural interventions

The following table is designed to support staff with behavioural interventions. While the emphasis is always first on staff “picking up their own tab” the table shows how support can be accessed and sanctions used.

	Action and advice	Further Scripts	Provision
<b>1. Reminder</b>	<p><b>Calmly remind the student of expectations</b></p> <p><b>Y3-6: Privately record ‘Reminder’ on Dojo &amp; add ‘note’ if possible.</b></p> <ul style="list-style-type: none"> <li>Keep reminder private (non-shaming). A choice to do the right thing.</li> <li><i>This is how we do it here</i></li> <li><i>I need to see you...</i></li> <li><i>I expect...</i></li> </ul>	<ul style="list-style-type: none"> <li>It is time to ... now</li> <li>I need to see you...</li> <li>I expect...</li> <li>I can see that you are really angry/wobbly/sad...</li> <li>It must be really hard to feel like you are feeling right now</li> <li>It must be tough to feel that way about...</li> <li>I wonder if something has made you feel this way</li> <li>I wonder if you are shouting because you are not feeling listened to</li> </ul>	<p>INSET on routines and behaviour management</p> <p>Posters on all class walls with infographic summary of behaviour policy (student-friendly version)</p> <p>Class Dojo enables teachers to log use of behaviour policy</p> <p>ISAMS behaviour points</p>
<b>2. Caution</b>	<p><b>Try to find a private space/moment to talk to the student.</b></p> <p><b>Make it clear that they have already had a ‘Reminder’ and that conduct hasn’t improved in line with expectations.</b></p> <p><b>Y3-6: Privately record ‘Caution’ on Dojo &amp; add ‘note’ if possible.</b></p> <ul style="list-style-type: none"> <li>Consider reasons behind behaviour. Is the student masking underlying anxiety / lack of confidence in lesson? <i>Are you OK today? Is there anything I can help with?</i></li> <li>Be consistent, clear, and calm</li> <li>Do not let poor behaviour pass</li> <li>Focus on best behaviour</li> <li>Outline possible consequences of actions</li> </ul>	<ul style="list-style-type: none"> <li>Showing sorry: I see you knocked your friends drink over, here is a cloth to mop it up.</li> <li>You are a good person, but that behaviour is unacceptable</li> </ul>	<p>INSET on routines and behaviour management</p> <p>Posters on all class walls with infographic summary of behaviour policy (student-friendly version)</p> <p>Class Dojo enables teachers to log use of behaviour policy</p> <p>ISAMS behaviour points</p>

<p><b>3. Last Chance</b></p>	<ul style="list-style-type: none"> <li>○ 1-2-1 discussion with student away from peers.</li> <li>○ As privately as possible (<i>ideally set task for rest of class whilst you step outside room with student</i>)</li> <li>○ Make it clear that they have already had a ‘Reminder’ and a ‘Caution’ and that conduct still hasn’t improved in line with expectations. Highlight that further persistence will trigger interventions / sanctions.</li> </ul>	<ul style="list-style-type: none"> <li>○ I noticed you are...</li> <li>○ It was ... that you did that was not RSR</li> <li>○ Do you remember last week when you...</li> <li>○ That is who I need to see today</li> <li>○ I can see that you are continuing to behave in this way.</li> <li>○ I know that you can work this out and am here if you need help.</li> </ul>
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<b>Teacher intervention</b>	<ul style="list-style-type: none"> <li>Student / students still not following school rules, despite reminder, caution &amp; last chance:</li> </ul> <p><b>Ready Safe Respectful</b></p> <ul style="list-style-type: none"> <li>Actions from ‘Reminder’, ‘Caution’ and ‘Last Chance’ have not caused the student to regulate.</li> </ul>	<ul style="list-style-type: none"> <li><i>Breathe (4/8) and only come back when ready</i></li> <li><i>Reflect and think about things before trying again</i></li> <li><i>See things from a different angle, start afresh</i></li> <li><i>You are continuing to disrupt the class despite warnings and a timeout.</i></li> <li><i>This is having a negative impact on other students learning</i></li> </ul>	<p>POSSIBLE CONSEQUENCES FOR IMPOSITION (you will need to consider which is/are most appropriate):</p> <p><b>Send student to a colleague / other teacher</b> Student removed from learning environment and delivered to an alternative supervised learning space/classroom to continue work (not Shine Hub unless for pastoral ‘Time Out’ as below)</p> <p><b>Teacher-led Detention / Work catch up clubs</b> Teachers may set and administer their own detentions/ catch up clubs in breaks/lunch depending on the transgression within their lesson. (appropriate if imposition was related to avoidance of work / disruption of learning)</p> <p><b>Time Out / Pastoral Support</b> Outside room, the thinking spot, calm zone, walk with a member of staff / champion / tutor (appropriate if imposition was the result of dysregulation / anxiety / stress)</p> <p><b>Restorative Consequences</b> ‘Making good’ in the areas they have let down. Clearing up the ‘mess’ during</p>

			<p>lunch / writing a letter of apology during break/lunch (appropriate when the imposition had a negative impact of others)</p> <ul style="list-style-type: none"> <li>• Involve form tutor &amp; parent at this stage</li> <li>• Negative behaviour point on ISAMs</li> </ul> <p>If pastoral and not behavioural – note on MyConcern</p> <ul style="list-style-type: none"> <li>• Y3-6: Privately record ‘Teacher Intervention’ on Dojo &amp; add ‘note’ if possible.</li> <li>• Y7-11: Behaviour point on ISAMS</li> <li>• Follow up with restorative conversations (below)</li> </ul>
<b>SLT intervention</b>	<ul style="list-style-type: none"> <li>○ SLT intervention may be triggered for one of the following reasons:</li> <li>○ Imposition is deemed to be of a level that requires more severe intervention than available under ‘Teacher Intervention’</li> <li>○ Student is posing a safety or safeguarding risk</li> <li>○ Imposition is deemed as ‘serious misconduct’</li> <li>○ Impositions continue after ‘Teacher Intervention’</li> </ul>	<ul style="list-style-type: none"> <li>• Note on Incident record on SMT</li> </ul>	<p><b>SLT Lunchtime Detention</b> Teaching staff will liaise with SLT and book students in for lunchtime detention. These sessions run during one lunchtime per week and are supervised by a member of SLT.</p> <p><b>Formal Meeting</b> A meeting with the teacher, learner and/or SLT recorded with agreed targets that will be monitored over the course of 2-4 weeks. Consider creation of an IPP (Individual pastoral plan) or IAP (Individual Academic Plan)</p> <ul style="list-style-type: none"> <li>• Always engage the tutor, parents, and senior leaders at this stage</li> </ul> <p><b>Model IPPs (INDIVIDUAL PASTORAL PLAN) and IAPs (Individual Academic Plan)</b> (Individual Academic Plan) provided in Teams</p> <p>Progress/report card models available in Teams</p>
<b>Suspension or Exclusion</b>	Where all other efforts to support and sanction are unsuccessful <b>or</b> a more serious breach of conduct occurs, the school may wish to follow more formal procedures.		<p>Suspensions may be internal (within school) or external (at home)</p> <p>A Serious Breach (see list below – section 10 for examples) may lead to a fixed term suspension.</p> <p>Decisions on all suspensions (both internal and external) will be made by SLT/Headmaster.</p> <p>All suspensions will be supported by a letter home to parents, and proposed return to school support for the student.</p>

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<b>Repair</b>	<b>Restorative conversations</b> <ul style="list-style-type: none"> <li>○ Quick chat</li> <li>○ or more formal meeting</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>What happened?</i></li> <li>○ <i>What were/are you thinking then and since?</i></li> <li>○ <i>Who has been affected?</i></li> <li>○ <i>How did this make people feel?</i></li> <li>○ <i>How have they been affected?</i></li> <li>○ <i>What should we do to put things right?</i></li> <li>○ <i>How can we do things differently in the future?</i></li> </ul>	<ul style="list-style-type: none"> <li>☑ Seek SLT, SMT or tutor support</li> <li>☑ Involve parents here</li> <li>☑ Restorative resources for conversations and relationship building are available</li> </ul>
<b>Support</b>	<p>As far as possible ensure you <b>pick up your own tab.</b></p> <ul style="list-style-type: none"> <li>○ Seek advice and be ready to learn</li> <li>○ Change your practice and try new methods</li> <li>○ Build relationships</li> </ul>	<p>However, do seek support if:</p> <ul style="list-style-type: none"> <li>○ You are concerned progress is absent</li> <li>○ The situation has become unsafe, emotions are strained</li> <li>○ The behaviour is very concerning (e.g., safeguarding)</li> </ul>	<p><b>SLT/SMT</b> support meetings or line management.</p> <p>Parent contact to engage not punish</p>

# GREAT BALLARD Classroom Conduct

Ready Safe Respectful



## Reminder

Your conduct is not appropriate. Teachers will remind you of expectations - **Ready, Safe and Respectful**



## Caution

Your poor conduct has continued. You can make, and have the chance to make better choices



## Last chance

This is your last chance to make better choices



## Teacher intervention

Student is still not following school rules, despite reminder, caution & last chance. There is now a consequence. Which may include - being sent out of lesson/ timeout/ detentions and restorative consequences.



## Further restorative action

If conduct continues to be poor, you may receive an SLT lunchtime detention. Restorative conversations to follow.

### Level 3 Recognition

- Major Rewards
- Speech Day

### Level 2 Recognition

- Praise postcards
- Head's commendations
- Phonecalls and emails home

### Level 1 Recognition

- Classroom praise
- House points
- Recognition walls/sunshine and clouds

Ready Safe Respectful

# Recognition and Sanctions

### Level 1 Sanctions

Impositions:

- Catch up club completing missed work
- Break time detention with teacher

### Level 2 Sanctions

- SLT Lunchtime and/or breaktime detentions
- Parents contacted

### Further Sanctions

- Internal or external Suspensions
- Meeting with the Headmaster
- Exclusions

Level  
3

Level  
2

Level  
1

Level  
1

Level  
2

Level  
3

## 8. Zones of Regulation

**The Zones of Regulation** is a conceptual framework used to teach students self-regulation and self-control. Creating this type of system to categorize the complex feelings and states students experience improves their ability to recognize and communicate how they're feeling in a safe, non-judgmental way.

This curriculum teaches students to use strategies or tools to help them move between zones. The Zones of Regulation categorizes states of alertness and emotions into four coloured zones. It is important to know that it's fine for students to experience all of these emotions while they're at school. There is no *bad* zone, but it *is* important to learn and use strategies that would help students get to their Green Zone.

### The Blue Zone

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.

### The Green Zone

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.

### The Yellow Zone

The Yellow Zone is also used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

### The Red Zone

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

## 9. Recognition and rewards

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

*'It is not what you give but the way that you give it that counts.'*

Recognition is worth more than reward at Great Ballard because, while not all pupils can always win rewards, they can and should all feel recognised.

### Classroom level

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. Praise needs to be sincere, proportionate and targeted to be meaningful

- Regular and meaningful verbal praise
- Wow walls and reward charts
- Pupil of the week (see gold awards below)

### Department/house Level

- **House Points**

Are accumulated during the school year for hard work and improvement in class. They may be awarded at any time but are especially connected to the school's grading systems relating to Ready, Safe and Respectful (of Academic).

House points are also awarded in relation to House competitions which take place throughout the year. Each half term, students are rewarded for their efforts on an individual and house wide level. Most House points, and most improved in each year group get recognition. And the house cup is awarded to the house with the most points that half term.

- **Gold awards**

Gold cards are awarded by middle and senior leaders to reflect academic achievement, effort, or improvement.

## **School Level**

- **Headmaster's Commendations**

These certificates may be awarded at any stage of each term to pupils who have completed an outstanding piece of work. The work will be shared with the Head and displayed where possible with awards made at a school assembly.

- **Praise postcards**

These postcards can be awarded by anyone in school community (staff, parents, and pupils) to pupils or adults who have reflected the school's values and shown great kindness in their actions. The postcards can be collected from the school office/reception

## **10. Sanctions**

Sanctions are used with care at Great Ballard. They can deter and they can protect but they are always used best when they teach young people about good behaviour and are supported by restorative practice. Sanctions are always given calmly and proportionately at Great Ballard, and they are never used as retribution or to shame. Sanctions can be escalated according to the interventions chart if students continue to ignore them or there is little improvement.

### **Recording/Pastoral Notes**

Pupil notes are recorded on MyConcern by the member of staff who raised the concern which makes a useful referral record for the Tutor and the welfare team.

Any member of staff may use the Pastoral Notes on MyConcern for recording details of both positive and negative comments regarding pupil behaviour, work, and bullying. Entries should include what action has been taken or what action is requested. The Tutor, Pastoral section lead (Pastoral deputy, head of Prep school, Head of Pre-prep) will monitor these notes.

Best practice is for any meetings with parents, and their outcome, to be recorded in this section on MyConcern.

Pupil welfare and behaviour issues will be raised at the weekly welfare meeting. The welfare team will endeavour to share specific issues for certain children during our weekly staff briefings.

**Records of sanctions-** The school keeps a record of incidents and sanctions within its pastoral notes. This includes response and action taken. Serious incidents and all incidences of bullying are recorded.

### Serious misconduct

All examples of serious misconduct would be met with a sanction. Dependent on the seriousness of the breach, an exclusion could be used even after a first offence.

Examples of serious misconduct might include:

1. **Illegal Drugs:** Possession, use, supply of illegal substances.
2. **Offensive Weapons & Dangerous Items:** Possession, use, or threat with weapons or dangerous objects.
3. **Fire related Misconduct:** Bringing incendiary materials; setting off fire alarms/extinguishers; abusing fire services.
4. **Misuse of Legal Substances:** Tobacco, e-cigarettes, alcohol, solvents, “legal highs.”
5. **Sexual Misconduct:** Sexual activity between pupils; possession of pornography; generating, sending or possessing youth produced sexual imagery.
6. **Bullying / Discrimination:** Serious or sustained bullying, including cyberbullying, protected characteristic harassment.
7. **Serious Violent or Threatening Behaviour:** Physical, verbal, written, or electronic threats or violence toward staff or pupils.
8. **Theft & Vandalism:** Stealing, damaging property, or unauthorized use/access.
9. **Serious Misuse of Technology:** Hacking, inappropriate recording, accessing or sharing prohibited material, unauthorized recording of others.
10. **Bringing the School into Disrepute / Criminal Acts:** Behaviour that damages the school’s reputation, or any criminal act outside or during school

### Monitoring ongoing behaviour

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Great Ballard we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

### Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour, or progress issues. The learner will be allocated a Personal Learning Coach mentor who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the
- action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by Great Ballard
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

All of these matters will be confirmed in writing and recorded on our Behaviour Data platform.

## **Restorative conference**

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the Teacher, Learner, Learner advocate (if requested), Parent/Guardian, Governor representative (for schools) and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines, and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner refuses to attend or engage with the Restorative Conference, then the process moves to the final stage.

## **Catch up clubs**

Are used to support children in catching up with work. They receive adult support and a calm, positive environment in which to work. Hosted in the library by duty staff. Teachers may place students into these by logging them on ISAMs.

## **Detentions**

Teachers may use part of a detention to talk to a student and ensure there is understanding of consequence and some restorative practice. However, the primary aim is to deter and so detentions are mostly conducted in silence and with suitable work or assignments set to fill time and ensure reparation and understanding. A detention is a lesson, and, at the end, behaviour can be reframed.

There are two main levels of detentions;

1 – teacher level – teachers may set and administer their own detentions/ catch up clubs in breaks/lunch depending on the transgression within their lesson. Staff may log this onto ISams and the library staff will complete a catch up club for a break/ lunch

2 – SLT detentions – following on from a teacher led sanction. The SLT level is available for repeat transgressions/ or more serious behaviour. Teaching staff will liaise with SLT and book students in for an SLT lunchtime detention. These sessions run during one lunchtime per week and are supervised by a member of SLT.

**In the appendix to this policy, you can find further guidance on:**

**11. Uniform and appearance**

**12. Health and Safety**

**13. Corporal punishment, restraint, and reasonable force**

**14. Stop and Search**

**15. Linked documents**

## 11. Appendix A: School Uniform – Guidance and expectations applicable to all pupils

### Shirts / Skirts / Blazers / Ties / Jumpers / Cardigans

- All shirts must be able to be tucked in
- Trousers must be full length and tailored (no leggings, skinny fit or jeans; no cargo pockets)
- All ties, skirts, blazers, jumpers, and cardigans must be bought from the school uniform suppliers
- Belts, if worn, must be black and with a small clasp
- Top buttons and ties must be done up
- Skirts should not be rolled at the waistband
- Blazers should be worn by all children from Year 1 to Year 11 to and from school, except on those days when students are permitted to be in their sports kit

### Sports Kit

- Great Ballard tracksuit bottoms should be worn at all times if in sports kit around the school
- School sports leggings may be worn under a skirt or shorts whilst playing sport

### Hair

- Hair should be neat, well groomed, off the face and of a conventional style
- **Long hair** (longer than shoulder length) can be worn down, **tied back fully**/ in a half-up style/ or using a head band to keep hair off the face. **All long hair must be tied back fully for science and sport.**
- **Short hair** should be respectful. And suitably graded from its shortest to its longest point
- Any hair accessories should be understated
- Grips may be used to keep hair tied back
- No visible hair products should be used, and noticeably dyed hair is not permitted
- GB is committed to support cultural hairstyles whereby conformity to the above regulations may not be possible

### Shoes / Tights / Socks

- All shoes must be smart in appearance and of polished black leather (no plimsolls, black sports shoes, or heels greater than two inches)
- Grey socks, worn with trousers and shorts, should be ankle-length and without a pattern
- Grey tights or knee-length socks should be worn with the winter skirt uniform, these should be without a pattern
- Short, plain white ankle socks or plain, white knee-length socks should be worn with dresses or skirts in the Summer Term.

### Coats / Gloves / Scarves / Hats

- School coats should be worn by all children from Reception to Year 6 if required at break times. Waterproof coats are encouraged for Years 7-11. No leather or suede coats.
- Gloves and scarves can be worn in cold weather.
- Winter/suitable hats may also be worn in cold weather
- Blazers should be worn by all children from Form 1 to Year 11

### **Accessories / Jewellery**

- Students with pierced ears may wear one set of matching earrings; they should be discreet and should be worn in the lower lobe
- No additional earrings or rings worn high on the ear are allowed
- One necklace (worn underneath the school shirt and tie), one ring and one bracelet are permitted to be worn
- No additional jewellery is allowed except for a wristwatch

### **Make-Up / Nails / Appearance**

- Reception to Year 8 - No make-up or nail varnish is allowed
- Years 9 - 11: Make-up should be discreet (foundation and mascara only)
- Years 9 - 11: Only clear nail varnish is permitted.
- Boys should be clean-shaven.

All pupils are expected to be smart and dress in a manner that reflects the fact that Great Ballard School is a formal learning environment. They should always wear uniform, including on the journey to and from school and games facilities. Pupils should be able to move around the school site and engage in activities safely. In practical lessons pupils should follow instructions regarding uniform as set out by their subject teacher. In exceptional circumstances and extremes of weather, pupils will be informed of changes to uniform.

### **Additional Information**

- For Science, a white, non-flammable protective coat (cotton or polyester-cotton) is required by all pupils from Years 9 - 11. This must be named in indelible ink in large letters above the breast pocket. The coat should be kept clean and free from other marks and writing.
- Bags should be adequate for carrying school books without damage. They may be any colour/pattern/design, provided it is appropriate for the school environment. Most pupils use back packs, but these should not be large rucksacks.
- In all decisions relating to uniform, the child's welfare comes first.

### **Naming**

It is preferable that all items are clearly named with embroidered name tapes bearing your child's name. Large nametapes are available from the Fosters online shop and our Senior Sports Kit can be embroidered with initials by the supplier. Please see their websites for full details. Your help in ensuring all items are easily identifiable by staff, so that they can be reunited with their owner, is greatly appreciated.

Please can;

- **Games bags and school bags be named**
- **Shoes, trainers, and wellingtons have name labels or be marked with indelible pen**
- **Sports kit be named**

### **Requests for variations in school uniform**

Great Ballard School is a Christian non-denominational school that welcomes pupils of all faiths and none. Parents should be aware that all pupils at Great Ballard School are required to wear a uniform. The Head will consider written requests from parents for variations in uniform on religious or medical grounds that are consistent with the school's ethos and its policy on health and safety. The Head may take expert advice, and arrange to meet parents to discuss the implications of such a request.

## 12. Appendix B: Health and Safety

The school observes a common-sense approach to health and safety. Barriers, fences, and signage ensure that children are aware of the limits of school grounds and the areas that are “out of bounds.” Pupils are not allowed to leave the school premises during school hours without permission from the School. The School will do all that is reasonable to ensure that the Pupil remains in the care of the School during School hours, but we cannot accept responsibility for the Pupil if he/she leaves School premises in breach of the Behaviour Policy. Pupils Staff alert pupils to health and safety concerns and areas of risk and pupils are expected to apply advice and consider their own and other people’s safety when moving about the school grounds or on trips.

## 13. Appendix C: Corporal punishment, restraint, and reasonable force

Corporal punishment is prohibited, never used, or threatened to be used, at any time at Great Ballard School. Guidance on restraint and use of reasonable force this is contained with the [Restraint and Use of Reasonable Force Policy and the Staff Code of Conduct](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf).  
[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## 14. Appendix D: Searching Pupils and their Possessions and testing

Guidance issued by the Department for Education (July 2022) makes it lawful for the Head Teacher (or staff designated by them) to search pupils for any item banned under the school rules, with their consent. There is also a statutory power to search pupils or their possessions without consent where there are reasonable grounds to believe that the pupil has certain prohibited items which are against school policy. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner. School staff can confiscate any banned or prohibited item found as a result of a search that they consider to be harmful or detrimental to school discipline. The law also allows the school to require pupils to undergo electronic screening.

The school also carries out any searches in accordance with section 550ZA of the Education Act 1996 and with regards to guidance by the secretary of State. Searches should be with another adult present, aim to be with the pupil present and in best practice, with their consent.

Prohibited or banned items include:

- Knives
- Weapons
- Alcohol
- Tobacco, cigarette papers, E-cigarettes and Vapes
- Substances that could be abused, such as illegal drugs, solvents or so-called “legal highs”
- Stolen items
- Fireworks and/or smoke bombs
- Pornography
- Inflammatory material of a religious, political, racist, homophobic, or sexist nature
- Face masks, headwear or clothing that prevent an individual’s identity being readily established.
- Any electronic equipment that could be used to breach the School’s ICT (Information and Communication Technology) acceptable Use Policy
- Any other item that it could be reasonably assumed may be used, or misused, to disrupt effective learning and good order in the school or environs or to commit an offence, cause personal injury or damage to property.

The power to search pupils with consent allows a teacher to ask a pupil to turn out his / her pockets, bag, or locker. If a pupil refuses to co-operate then they will be temporarily excluded from lessons until an appropriate investigation by a member of SLT or the Headmaster can take place.

The power to search pupils without consent, with the authorisation of the Head Teacher, should be carried out by a staff member who is the same sex as the child. There must always be a witness (also a member of staff) to the search and, if at all possible, they should also be of the same gender as the pupil. The power to search without consent extends to a personal search involving the removal of outer garments and searching of pockets, bags, and lockers.

If it is felt necessary for a pupil to be subject to an intimate search for (say) illegal drugs or stolen property, or if staff feel that they will encounter any resistance from the pupil, then the school will contact parents and police to ensure such searches are carried out as sensitively and effectively as possible.

Items found as a result of a without consent search: alcohol may be retained and disposed of appropriately, controlled substances (or suspected controlled substances) will be delivered to the police. The school will judge if stolen items also need to be reported to the police and when appropriate, the goods will be returned to their rightful owner.

A pupil may be given the opportunity to provide a biological sample under medical supervision if involvement with drugs is suspected, or a sample of breath to test for alcohol consumed in breach of School rules or policy.

The school is not required by law to inform parents before a search or test takes place or to seek their consent to search their child. However, Great Ballard will seek to inform parents of any serious disciplinary incident that may involve a search of their child as soon as is practicable.

## **15. Linked documents**

**This Policy has been prepared to meet the School's responsibilities under:**

- Education (Independent School Standards) Regulations 2014
- Education and Skills Act 2008
- Children Act 1989
- Childcare Act 2006
- Data Protection Act 2018 and General Data Protection Regulation (GDPR)
- Equality Act 2010.

**Associated documents:**

- Behaviour and discipline in schools: Advice for Head teachers and school staff (DfE, September 2022)
- Use of Reasonable Force – advice for school leaders, staff and governing bodies (DfE, July 2013)
- Searching, screening and confiscation: advice for schools (DfE, July 2022)
- Keeping Children Safe in Education (DfE, September 2024, or latest version) (KCSIE)
- Online Safety Act 2023 (gov.uk, January 2024)