



Auckland College Independent School

Every Pupil Matters, Every Moment Counts

Auckland Behaviour Policy





Document Control

Owner:	Auckland College Independent School
Written by:	S.Livramento & L.Willis
Approved by:	A. Akaraonye – Chair of Governors
Applies to:	Whole School
Date effective from:	September 2026
Review period:	1 Year
Date of next review:	September 2027
Version:	V1



Contents

Auckland Behaviour Policy	4
Introduction	4
Aim	4
Roles & Responsibilities	5
Auckland Values & Culture	7
The Classroom Environment	7
Behaviour curriculum	7
Auckland Routines	8
Our Auckland Routines	8
Uniform Expectations for our school community	9
Rewards	12
Positive Praise	12
Daily Rewards	12
Weekly Rewards	12
Termly Rewards	12
Consequences	13
Managing behaviour	13
Negative Behaviours	13
Red Line Behaviours	14
School Sanctions	15
Removal from the classroom	15
Detentions	15
Suspension	16
Exclusion	16
Restorative Conversations	16
Pastoral Support & Intervention	17
Pastoral Support Stages	17
Preventative measures for pupils with SEND	17
Behaviour Data & Evaluation	18
Physical intervention	18
Sexual abuse and harassment	19
Behaviour outside of school premises	19
Prohibited items and controlled substances	20
Searching pupils and confiscation	20



Auckland Behaviour Policy

Introduction

We are a family school where everyone belongs, feels valued, and understands that their choices and actions affect both their own learning and the learning of others.

Positive relationships are at the heart of our school community. They create the conditions in which pupils feel safe, happy, and able to achieve. Our approach is built on three key principles:

Safe

We show care through empathy and non-judgement, ensuring every pupil feels respected, listened to, and secure.

Happy

We build happiness by valuing pupils as individuals, taking a genuine interest in their lives so they feel appreciated and supported.

Achieving

We promote achievement through consistent expectations, clear routines, and an understanding of barriers to success, providing the stability pupils need to thrive.

Aim

Auckland College Independent School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- To recognise, reward and celebrate positive behaviour and attitudes that support learning and wellbeing.
- To reduce poor behaviour by actively promoting and modelling positive behaviour.
- To ensure behaviour management is fair, consistent and applied with integrity.
- To support pupils who experience difficulty managing their behaviour, helping them to develop self-regulation skills.
- To work in partnership with pupils, parents/carers, staff and governors to maintain a consistent and effective approach to behaviour.
- To align behaviour expectations and practice with the vision/values of the school.

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy



Roles & Responsibilities

The Proprietors will have overall responsibility for:

- Setting clear behaviour principles and providing guidance to the headteacher on promoting positive behaviour.
- Ensuring the policy is fair, inclusive and non-discriminatory in line with equality legislation.
- Promoting a whole-school culture of calm, dignity and consistent structure across all areas of school life.
- Managing complaints related to this policy in accordance with the school's Complaints Procedures Policy.
- Ensuring the policy is published and accessible on the school website.

The headteachers will be responsible for:

- Monitoring and implementing this policy and associated behaviour procedures, including evaluating their effectiveness in addressing SEMH-related needs.
- Acting in line with the governing board's behaviour principles and having regard to guidance from the Proprietors.
- Setting and maintaining high expectations for pupils' conduct and behaviour.
- Establishing clear school rules and appropriate disciplinary sanctions.
- Overseeing the day-to-day application of this policy.
- Ensuring the policy is communicated in writing to staff, parents/carers and pupils at least annually.
- Reporting to the governing board on the implementation and impact of this policy, including its effectiveness in addressing SEMH-related drivers of behaviour. disruptive behaviour.

The SENDCO will be responsible for:

- Working with the proprietors and headteachers, as part of the SLT, to lead the strategic development of behaviour and SEMH provision across the school.
- Overseeing the day-to-day implementation of behaviour and SEMH policies, supporting staff with assessment and targeted support for pupils with SEND in line with the SEND Policy.

Teaching staff will be responsible for:

- Planning, delivering and reviewing support for pupils with behavioural needs in partnership with parents/carers, the SENDCo and, where appropriate, the pupils themselves.
- Ensuring all pupils have access to the full curriculum, regardless of prior attainment.
- Planning lessons that anticipate and remove barriers to learning so all pupils, including those whose behaviour may challenge, can achieve their full potential.
- Teaching and modelling expected behaviour, positive relationships and good habits.



- Taking responsibility for the progress, wellbeing and development of pupils in their class.
- Addressing disruption promptly and proportionately to maintain high standards of behaviour.
- Building effective communication with parents/carers so they feel informed, involved and supported in their child's education.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to and applying this policy consistently and fairly, while supporting pupils to meet its expectations.
- Promoting a calm, supportive and high-quality learning environment by modelling consistently high standards of behaviour.
- Maintaining high expectations for all pupils and remaining alert to behaviours that may indicate emerging or ongoing needs.
- Understanding the needs of pupils with identified behavioural challenges, including the support in place and intended outcomes.
- Keeping relevant leaders informed of any significant changes in pupil behaviour, including the SENDCo, subject leaders and the headteacher.
- Applying authorised sanctions appropriately when behaviour falls below expected standards.
- Building supportive, respectful and trusting relationships across the school community.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.



Auckland Values & Culture

Ambitious-Set high standards for oneself, pursue challenging opportunities, continuously push the boundaries of one's abilities.

Unified- Value the strength and potential that comes from working together towards common goals.

Compassionate-Demonstrate empathy for the experiences, feelings and needs of others, offering support and care when needed.

Knowledgeable- Seek out information, wisdom and understanding, value learning and intellectual pursuits as a means of personal growth.

Loyal- Show unwavering support and commitment to the people and causes that matter most, standing by one's beliefs and values even in the face of adversity.

Adaptable-Be flexible and responsive to change, embracing new experiences and challenges with a positive attitude.

Noble- Have high moral principles, showing honourable qualities, and acting with integrity and dignity.

Determined-Persist in the face of obstacles and challenges, maintaining focus and motivation in the pursuit of personal goals.

The Classroom Environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model behaviour that challenges closest to, and facing, the teacher.
- Seating those who frequently model behaviour that challenges away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, to enable them to understand what behaviour is expected and encouraged and what is unacceptable. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.



Auckland Routines

At Auckland, routines are the foundation of a safe, calm and consistent learning environment. They provide structure, support positive relationships, and help every pupil understand what is expected of them. We recognise that if routines are not upheld, the message pupils receive is that expectations can be ignored. This can lead to uncertainty, boundary testing, and a decline in behaviour. For this reason, every member of staff plays a vital role in maintaining and protecting our routines every day.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Our Auckland Routines

Arrival to school- This routine helps everyone start the day well. Staff are here to welcome you, remind you of expectations, and check that you have what you need such as uniform and equipment.

Registration- Staff are here to welcome you, remind you of expectations, check that you have what you need such as uniform and equipment and guide you through form activities.

Travelling around school- This routine establishes clear procedures for moving around the school, helping to maintain a calm and respectful environment while ensuring pupils feel safe.

Lessons- This routine helps lessons start and end calmly ensuring the "Do Now Activity" and "Exit ticket" is completed.

Break & Lunch- This routine emphasises good manners while eating, engaging in social activities, and meeting expectations during social times.

End of school- This routine focuses on leaving the school site ensuring all pupils leave safely and are shown that we care and value relationships.

Catch-Up- This routine helps pupils reflect on incidents, correct their behaviour, and move on, while keeping relationships positive and caring.



Uniform Expectations for our school community

At Auckland College, our school uniform is an important part of our identity and reflects the pride we take in our school community. We expect all pupils to wear their uniform smartly and with pride, demonstrating our shared values both in school and when representing Auckland College in the wider community.

Full school uniform is compulsory and helps promote a sense of belonging, equality and readiness to learn.

We ask all pupils to maintain a high standard of presentation by ensuring that:

- School blazers are worn at all times unless otherwise instructed.
- Shirts are tucked in and ties are worn correctly.
- Top shirt buttons remain fastened.
- Jewellery is limited to one pair of plain stud earrings and a simple wristwatch.
- Smartwatches that have a camera, internet access, mobile data, messaging or calling functions are not permitted.
- Makeup and nail polish, if worn, should be discreet and natural in appearance. The school reserves the right to ask pupils to remove inappropriate makeup or nail polish.

What to Bring Each Day

To help pupils arrive prepared for learning, please ensure they bring:

- School bag
- Pencil case (pens, pencils, ruler, rubber and other essential equipment)
- Scientific calculator (Upper School)
- Books or folders required for the day
- Refillable water bottle
- Healthy morning snack
- PE kit to be worn (when required)

Please ensure that **all personal belongings are clearly labelled** with your child's name.

PREPARATORY UNIFORM

Girls

Winter/Autumn uniform

- School Blazer
- Blue and yellow pinafore
- Black Winter Hat
- Royal Cardigan
- White School Blouse
- Blue and Silver School Tie
- Black school shoes



Spring/Summer uniform

- Girls Summer Dress
- Girls Summer Hair Scrunchie
- Black school shoes

Boys

Winter/Autumn uniform

- Royal Pullover
- Royal Fleece
- Winter Ski Hat
- Royal Blue Boys Blazer
- Grey Charcoal Trousers
- White Shirt
- Royal Blue and Silver Tie
- Black school shoes



Spring/Summer uniform

- Grey charcoal shorts
- Black shoes



SECONDARY

- Grey wool blazer with school badge
- Black pullover jumper with school badge
- White shirt/blouse
- Black trousers (boys)
- Blue and yellow kilt (girls)
- Black and yellow school tie
- Black shoes



P.E. Kit (Whole school)

- White badged polo shirt
- Black badged sweatshirt
- Black jog bottoms
- Black shorts





Rewards

Positive Praise

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Daily Rewards

- **Dojo Points** will be awarded to pupils who demonstrate the Auckland Values.
- **Golden Tickets** will be awarded to pupils who go above and beyond the Auckland Values.

Weekly Rewards

- At the end of each week, form tutors will celebrate pupils' achievements by reviewing their Dojo points and sending home the appropriate **Dojo Points Postcard/Certificates**.
- Subject teachers are encouraged to recognise success within their lessons by awarding a **Subject Postcard** to one pupil in each year group (Upper).

Termly Rewards

At the end of the term pupils from each form are recognised and rewarded in line with the Auckland School Values.

Pupils with the highest Dojo points within each year group will be awarded with a breakfast/lunch from the Headteacher.



Consequences

Managing behaviour

Unacceptable behaviour, whether categorised as **negative behaviour** or **red-line behaviour**, will be taken seriously and addressed promptly. Staff will respond calmly, confidently and consistently to maintain a safe learning environment and will reflect on actions taken to reduce the likelihood of recurrence.

The SLT and SENDCo will record and monitor all reported incidents to identify patterns of behaviour that may indicate underlying SEMH, or safeguarding concerns. All staff remain alert to changes in behaviour that may suggest a pupil requires additional support or protection.

Pupils will be made aware of the pastoral support structures available to them and how to access these to help manage their behaviour effectively.

Negative Behaviours

After an initial incident of behaviour that challenges, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Negative dojo points (-3)
- Detention
- Staff will inform the pupil's parent on the same day, where possible, and discuss the incident.

Where a pupil's behaviour that challenges is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is referred immediately to the headteacher or, in their absence, the most senior member of staff.
- The incident is investigated and a decision made as to whether it constitutes unacceptable behaviour.
- Confirmed incidents are formally recorded, including on the pupil's record.
- Where necessary, the pupil may be removed from the classroom for a determined period and issued an appropriate sanction, including detention.
- Parents/carers are informed as soon as possible on the same day, invited to discuss the incident, and, where appropriate, a home-school agreement or behaviour report may be put in place.



Red Line Behaviours

Following repeated incidents of unacceptable behaviour or a Red line behaviour, the following sanctions will be implemented:

- Negative Dojo Points (-5)
- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place as far as practical and within our resources
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place

Following further incidents of behaviour the following sanctions will be implemented:

The Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.



School Sanctions

The following school sanctions apply across the whole school and will be implemented appropriately, taking into account the age and developmental stage of pupils, from Prep through to Senior School.

Removal from the classroom

The school may, where necessary, remove a pupil from the classroom for a limited period to maintain safety, restore calm and enable learning to continue. This decision will be made by a member of staff and used only when absolutely necessary.

Pupils will be supervised in a designated space that is appropriate, resourced and suitable for learning and reflection, and overseen by trained staff. Health and safety will be maintained at all times, with due regard given to SEND or additional needs. Pupils will continue to receive appropriate work and will be permitted to eat and use toilet facilities in line with normal school routines.

The length of time a pupil is removed from the classroom will be proportionate and no longer than necessary, though it may extend beyond one school day where required. Expectations during this time will be clearly set by the supervising staff member.

A clear reintegration process will be followed once it is appropriate for the pupil to return to class. This may include reintegration meetings with the pupil, parents/carers, and relevant staff or external agencies, alongside any additional support needed to help the pupil meet expected standards of behaviour.

Detentions

The school may use detention as a sanction to address behaviour that challenges and to deter future incidents, both during and outside of school hours. Detentions will be applied fairly, consistently and proportionately, and pupils and staff will be made aware of when they may be used.

All teachers are authorised to issue detentions unless this power is withdrawn by the headteacher. Detentions may take place on any school day. Parental consent is not required for detentions, including same-day detentions. However, staff will consider whether and when parents/carers should be informed, taking into account the length of the detention and the pupil's ability to return home safely.

When issuing a detention, staff will act reasonably and consider the individual circumstances and any additional needs of the pupil. Lunchtime detentions will allow sufficient time for pupils to eat, drink and use toilet facilities.

Detentions will not be issued where there is any reasonable concern that a pupil's safety may be compromised. In such cases, an alternative and appropriate sanction will be applied.



Suspension

Suspension means that the pupil is kept at home for one or more days. Suspended pupils will receive a work pack to complete. This work must be completed and returned to the school for review. The offences listed below may lead to fixed-term exclusion (or internal exclusion for a day or more, depending on the nature of the incident). In exceptional circumstances, they may lead to withdrawal of the child's place.

- Physical violence towards another pupil, as Auckland College has a zero-tolerance approach to physical contact and exclusion from school will be immediate as a result.
- Derogatory and/or discriminatory verbal violence towards another pupil
- Persistent disruptive behaviour whilst on report
- Racial/sexual/homophobic harassment
- Bullying
- Theft
- Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography)
- Graffiti or property damage

Exclusion

Exclusion is where the pupil is sent home from Auckland College. Given how seriously the school takes attendance, this is something that the school works hard to avoid. It is reserved for incidents where an extremely serious consequence is necessary. Exclusions are usually for a fixed term. Within the school terms and conditions, Auckland College reserves the right to withdraw its offer of a place to any individual who continues to act against the pupil code of conduct or for a severe breach of the school code of conduct.

Restorative Conversations

A restorative conversation is a key part of the behaviour process when has received a sanction. This conversation takes place between the pupil and the member of staff involved, with the aim of repairing relationships and preventing a recurrence of the behaviour.

Staff are expected to approach restorative conversations with self-awareness and emotional regulation, and to reframe the behaviour by:

- actively listening to the pupil
- asking empathetic and reflective questions
- showing understanding and respect
- supporting the pupil to identify solutions and positive choices

The restorative conversation provides an opportunity to:

- rebuild trust and strengthen relationships
- help pupils reflect on their behaviour and its impact



- identify and address any underlying needs or concerns
- reinforce behaviour expectations and positive aspirations
- build confidence and encourage positive future behaviour

Pastoral Support & Intervention

Pastoral Support Stages

The school operates a **pastoral stage system** that provides early and appropriate intervention to support pupils in managing their behaviour and reduce the need for more serious sanctions. Support is tailored to individual needs and may be delivered outside the classroom, in small groups or through one-to-one provision.

Stage	Intervention & Support
Teacher/Form Tutor	• Contact home- Phone call, parental meetings, dojo message • Equipment check • Timetable tracking • Report Card • Catch-up Club • Attend extra-curricular clubs • Complete referral for SEND
Assistant Headteacher/Deputy Headteacher	• Assistant/Deputy Report Card • Careers advice or Leadership roles • Round-robin to teachers requesting strategies that work for the pupil • Staff to observe another lesson to review different behaviour management techniques or SEND quality first teaching.
Headteacher	• Home-school agreement • Headteacher Report Card • Suspension & Exclusion

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of behaviour that challenges and put in place support to prevent these, taking into account the specific circumstances and



requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Behaviour Data & Evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a



suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for behaviour that challenges outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.



Staff may also sanction pupils for behaviour that challenges outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal behaviour that challenges witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Prohibited items and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy and other relevant policies

Searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.



- Tobacco 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.