



Durrington High School

Student Behaviour Policy

2026

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This policy provides the school-specific details in relation to student behaviour rules and expectations and is underpinned by the Durrington Multi Academy Trust (DMAT) statement of behaviour principles

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1. Purpose and principles

The trust, local governing body, Co-Headteachers, Senior Leadership Team and staff at Durrington High School recognise that all our students need to feel safe and supported in school in order to achieve their full potential.

Every student has the right to learn in a calm, safe and supportive environment. High expectations and consistent routines underpin classrooms and a wider school environment that are free from disruption and worry.

We not only share what our behaviour expectations of students are but crucially teach students regularly why these matter. Clarity of expectation matters as expectations create a predictable environment. It is based on this that students feel safe, positive and are able to be successful in their learning. Behaviour is the responsibility of everyone with a consistent expectation that students take responsibility for their own conduct. Behaviour systems will not directly or indirectly discriminate against students who have protected characteristics; any adjustments will be made in line with Equality Act duties.

The operational lead for this policy is a core team of staff from within our Senior Leadership Team. The **team** includes

- Mr Woodcock (Co-Headteacher)
- Mr Fuller (Deputy Headteacher, Behaviour, Standards & Wellbeing), and
- Mrs Blight & Mrs Fuller, Assistant Headteachers (Mrs Blight is also a qualified SENCO)

This behaviour policy is also linked to the school's safeguarding policy and KCSIE. Behaviour and safeguarding are often linked.

2. Our behaviour curriculum

The expectations of students and how they behave as part of our school community are not left to chance. Our behaviour curriculum is carefully planned to teach students the difference between **prosocial** (desired) behaviours and **antisocial** (unwelcome) behaviours. The curriculum also ensures that students develop a strong sense of personal responsibility for their behaviour and furthermore understand why prosocial behaviours/rules are beneficial to them and others.

Consistency is an important part of our behaviour curriculum. This is because the more predictable our school environment and lessons are, the easier it is for everyone to feel safe and learn effectively.

Through continued staff training, the use of common and consistent processes reinforce expectations that all students benefit. Staff are trained in behaviour tools that prioritise least-invasive, time-efficient interventions, keeping learning on track while maintaining dignity for all involved. De-escalation strategies and the use of structured "taking responsibility" conversations ensure that when students make mistakes, they are calmly but firmly guided to reflect, accept accountability, and therefore make sure they don't repeat the behaviour again.

Students are taught strands of the behaviour curriculum through:

- period-1 time (with their tutor)
- assemblies (as year and with their house teams)
- during SME lessons (with specialist teachers), and
- during 1:1 interactions during lesson transitions and at social times
- intervention work with our pastoral staff team.

Staff duties are used proactively to positively interact with students identifying and rewarding positive signatures for examples of prosocial behaviours.

Staff are trained in both what our behaviour expectations are but also the processes through which we consistently support students in meeting them. The professional development staff engage with includes:

- use of common, codified language
- the understanding and use of non-invasive intervention
- the consistent application of behaviour specific systems, and
- face to face CPD sessions and team meetings
- training that is specific to SEND and identified behavioural needs

Parents & carers too are important in supporting the school and giving the message of high expectations to their children. The home school agreement sets out the prosocial behaviours expected as well as how parents/carers can help their child to be a success as part of the school community. Staff are not responsible for children's behaviour at home however they are happy to advise parents/carers of where they can seek further support if they have concerns (whatever these may be).

For students who have additional needs, we recognise these may make it harder for them to meet expectations at times. In these cases, we will offer appropriate support and make reasonable adaptations. The presence of any SEND needs does not remove the school's responsibility to maintain safety and order. We are committed to every child being able to learn in a safe and disruption-free school environment, our expectations being fairly applied and taking into account any individual needs and lawful adjustments.

3. Policy coverage

Our behaviour expectations (rules) apply to students at all times when they are:

- on the school site;
- representing the school (for example on a trip/visit/during an offsite activity/event);
- in the local community (for example*, when travelling to and from school each day or when they are known to attend Durrington High School)

4. Recognising and rewarding prosocial behaviour

We know that recognising and celebrating student effort, achievement and contribution to both the school and community is important. Positive recognition means individuals and groups of students feel known, valued and reinforces the social norms and behaviours that benefit our whole community.

There are a wide range of ways in which students are recognised and rewarded. These include informal rewards such as:

- Direct and indirect verbal praise from staff;
- Praise calls and/or emails home;
- Praise cards issued within subjects or lessons;
- prosocial signatures on expectations cards;
- Pride points in lessons
- “Student of the week/term” recognition;
- Celebrations through school social media;
- Invitations to rewards breakfasts with the Co-Headteachers (for a wide range of successes and achievements);
- Recognition for specific successes in year group and house assemblies.
- Departmental and house competition based awards

Our more formal recognition system is aligned to our school values of Kindness, Aspiration, Perseverance, Pride. Students can be recognised for demonstrating one or more of our core values through wide-ranging criteria; this ensures that every student has the opportunity to be a success. The KAPP framework celebrates academic achievement, personal development, and contribution to the school community.

Beyond the classroom, students are encouraged to extend their learning and leadership by engaging with the wider life of the school. Opportunities include:

- Joining one of the many extracurricular clubs (updated termly);
- Taking part in challenges and events such as debating competitions, Dance Live, KAPP challenges, and STEM activities;
- Applying for one of the many different student leadership roles, such as library assistants, department ambassadors, KS 3 form reps, sports captains, or senior students in Years 10 and 11.

Through these pathways, students are supported to develop confidence, teamwork and resilience; attributes that research highlights as strongly linked to long-term success.

4.1 How staff support good behaviour

Good behaviour is supported all day, every day, by adults in school. This includes:

- High-visibility and consistent duty teams, who support and supervise behaviour before, during and after school. Duty staff support students and staff in responding quickly and effectively if concerns arise;
- Ongoing investment in specialist staff and wider professional development. This means we will continue to have a strong understanding of how to maintain a positive school culture for all and, in particular, high standards of behaviour;
- The adoption, training and consistent use of behaviour-specific tools, enabling staff to address disruption using the least invasive and most time-efficient interventions possible;
- Robust data and tracking systems, used to identify patterns, monitor behaviour trends, and enable early and effective intervention.
- A core set of principles that outline the what and how of our school expectations and specifically how staff support students in meeting these.

Staff role-model the behaviours we expect to see of students through a calm and consistent approach. Staff conduct is covered by a separate Staff Code of Conduct.

5. Working together with parents & carers

We believe that *“The role of parents/carers is crucial in helping schools develop and maintain good behaviour. Parents/carers have an important role in supporting the school behaviour policy and are encouraged to reinforce the policy at home as appropriate”* (DfE, 2022).

Years of professional experience show that students are most successful when school and home are closely aligned in their values, expectations and desire to work together in the best interests of their child. We are proactive in building positive relationships with all parents/carers. In return we expect them to support us in uphold the values and standards of behaviour we expect within our school community. This allows their own child and other children to feel safe in school, learn in a happy and disruption free environment.

This information is shared as part of our commitment to evidence-informed approaches

Evidence shows that permissive parenting (where parents/carers give increasing levels of choice about what their child wants to do/not do) is linked to children facing greater difficulties in school. Contrary to this a more authoritative approach is known to support happier and better-adjusted children. Virtually every parent-enforced rule (apart from limiting their friends) is positively linked to better relationships. Clear structure is the foundation of self-regulated and resilient kids.

The authoritative approach adopted in school means staff balance high levels of care with high levels of structure. In school adults are in charge. This important message creates a culture where students feel safe, know, know how to act and what to expect from both adults and their peers. It means students are not trying to navigate differing expectations and they can focus on learning. This is especially important for our most vulnerable students.

Parents/carers can have the greatest positive impact on their child's happiness and success in school through ensuring their child:

- Attends school every day and achieves at least 96% attendance;
- Arrives punctually, properly prepared and equipped to learn;
- Wears the correct uniform and presents themselves to the highest standard;
- Understands, and follows, all school rules and routines
- Is praised for effort in equal measures to academic results.

We ask parents/carers to actively promote and support these expectations at home, making it clear that they too expect their child to meet them. Evidence shows that

Parents/carers are also warmly encouraged to nominate their child for **KAPP awards** so we can celebrate their achievements together. Nominations can be made via the school website: [KAPP nominations](#)

Note for staff who are also parents: Where a child of a staff member is involved in a school incident (whether as victim or alleged perpetrator), that staff member will not be involved in any investigation, sanction, or onward referral. In such cases, they act only as a parent. To prevent any potential conflict of interest, staff are advised to nominate the child's other parent/carer as the main point of school contact.

6. The rules and expectations that underpin consistently good behaviour at Durrington

The rules and expectations we have as a school keep students safe, happy and enable them to be successful in their learning. Everyone benefits from having a clear and consistent environment free from poor behaviour.

6.1 Respect and conduct (at all times).

Students are expected to:

- **be polite at all times in their language.** It is never acceptable to swear, insulting others, use hostile or derogatory language, and/or make harmful or upsetting comments to any other person
- **listen and respond appropriately when being spoken to by an adult.** It is not acceptable to turn or walk away.
- **follow all instructions from adults at the first time of asking.** This is for their own and others safety and to ensure a calm and safe learning environment for all.
- **avoid making all forms of physical contact with others.** This includes playful behaviour. Physical contact risks both harm coming to others (deliberately or accidentally) and is open to misinterpretation. Therefore it must not happen.
- **behave in a respectful way towards everyone within and outside of our school community.** They must never behave in an intimidating, threatening and/or aggressive behaviour. All forms of direct or implied aggression, threats towards others (whether these are physical, verbal or written) also included are communications made through any form of

electronic media; No student has the right to behave in this way irrespective of any perceived justification. (Note that this includes online on any/all forms of communication platforms)

- **be on time every time.** Poor punctuality (including that to school and lessons, on singular or repeated occasions) is unacceptable. It has a negative impact both on the individual's own learning and the smooth & safe operation of the school.
- **never engage in any form of harassment, sexualised behaviour, or sexual violence.** Engaging in any form of behaviour such as this, whether claimed to be accidental or deliberate, violates the dignity of others and will never be acceptable. This includes
 - all forms of inappropriate touching (under or over clothing) and indirect communication including electronic.
 - having any intimate contact with any other student even if consent is given; examples of intimate contact include*: touching (including bottoms/chests/inner legs/genital areas, bra straps through clothing and/or prolonged kissing) and/or pulling down/up clothing to expose underwear/genitals.

Every student is expected to respect the personal space of others, regardless of the level of friendship/relationship, age and/or gender of the other person. Sexual harassment and/or violence (in any context/format or location) is never acceptable and will not be tolerated. All incidents of sexual harassment or sexual violence will be managed in line with the school's Child Protection Policy and Part 5 of KCSIE, alongside proportionate disciplinary responses where appropriate

- **never make any form of malicious allegations against their peers or adults.** There will be serious consequences where, on the balance of probabilities, a student has made false and/or malicious allegations against adults. This includes allegations that are made directly and allegations raised indirectly (e.g. through parents/carers) that are false. This does not apply to allegations that are unsubstantiated, unfounded or made in good faith.
- **bully their peers or be part of a group responsible for bullying** (see further guidance around expectations within our Anti-Bullying Policy)
- **never going into unsupervised areas of the school (e.g. empty classrooms) or be out of bounds.**
- **never drop or damaging other's property** (including the property of the school),
- **steal** from others or from the school,
- **run, shout, push, or create any other form of unsafe movement** when in the school building,
- **move around the site in large groups** including at social times. Large groups (over 5 students) moving together create an unnecessary risk to others.

6.2 Community specific rules and expectations

The school has the legal authority to sanction students for misbehaviour occurring outside the school premises. This includes on their journey to and from school and in the wider community. Our school rules apply to students (at the discretion of the school) in situations where an individual's behaviour is likely to have a clear and direct impact on:

- the orderly running of the school;
- the safety of other students, members of staff, or members of the public; or
- could adversely affect the reputation of the school.

Sanctions for such behaviour may be applied in accordance with this policy and with regard to the principles of fairness, proportionality and the need to safeguard the school community. The school's decision on whether to issue a sanction will be made in line with this policy and related statutory guidance

The school's decision when to apply sanctions the decision making being made by senior staff using the statutory guidance and principles of proportionality and fairness). It is for the school alone to decide when to involve outside agencies when it comes to individual behaviour incidents. We reserve the right to make reports to agencies such as the police. None of these decisions impact in any way on the rights of the victims or perpetrators.

6.3 Lesson specific rules and expectations

Disruption free learning, for all students all of the time, is an expectation at Durrington. Therefore students are expected to:

- **arrive on time.** The rule of "arrive by 5" applies to all students and is in place for everyone's benefit.
- **enter classrooms calmly, settling in silence to the do-now task immediately**
- **sit in their seat as directed by the adult(s) present**
- **arrive with the required equipment** demonstrating they are ready to learn. This includes pens, pencils, a ruler, scientific calculator, reading book (KS3) and PE kit on days required.
- **complete all set work to the best of their ability and with attention to good presentation.** This includes all homework.
- **conduct themselves in a calm and settled way for the duration of lessons** respecting every other student's right to learn in a disruption free environment and the teacher's right to deliver the curriculum without disruption.
- **focus during lessons.** Distracting others (for example turning around, making noises, tapping/throwing objects, side conversations) is not acceptable.
- **ask for permission before eating or drinking in lessons** (other than water).
- **recognise and comply with non-invasive behaviour management approaches used by staff**
- **comply** (immediately change their behaviour) when given a first and final warning by a member of staff. It is never acceptable to be "study roomed" from a lesson for repeated poor, disruptive or non-compliant behaviour.

6.4 Banned items, substances, personal safety

Every student has a personal responsibility to keep themselves and others in our school community safe. To do this any/all items that may cause an unacceptable level or risk are banned. Students must never:

- Smoke, vape, or possess smoking/vaping equipment (on or off the school site).
- Bring weapons, knives, fireworks, or any dangerous/banned items onto the school site. Additionally students are not allowed to have in their possession any item* that could create a risk to themselves or others (e.g. scissors, craft knives, compasses) [Appendix G for examples](#) provides more detail on banned items.
- Arrive on site under the influence of drugs or alcohol.
- Bring, use, share or sell drugs, alcohol or any substance which may be considered a “legal highs.”
- Enter a toilet cubicle with another person. There is an expectation of complete privacy for all.

School staff have the power to search students (if necessary without consent) for prohibited items. If an item/items are found the school has the right to confiscate and/or dispose of these. Any item that is found that could be illegal (for example* knives, vapes containing CBD and/or drugs) will automatically be passed to the police.

Staff have the right to use reasonable force to prevent disruption or harm coming to the individual or potentially harm coming to others).

Any screening, searching or restraint will follow the guidance set out on statutory documentation referenced at the end of this policy. Searching will normally take the form of a student being asked to empty their pockets, bags, lockers and willingly passing over any other possessions (e.g. blazers/coats) for checking by members of staff.

6.5 Uniform and personal presentation.

Students are expected to take pride in the wearing of their school uniform. See the school uniform policy for further information[^].

6.6 Rules related to use of ICT and Mobile Devices

The ICT Acceptable Use Agreement & policy is in place to protect everyone. It is codified in appendix K and includes expectations that students must:

- follow the rules as set out in the agreement
- turn off/silence all mobile electronic devices (phones, headphones, smartwatches, gaming devices or tablets) when on the school site. Devices must be **switched off and out of sight** from arrival until 3.10pm every day.
- hand over a device if instructed to do so by a member of staff.

- never use any form of technology (including AI) to access, create, share or engage in any form of harmful digital content.
- never use any device to record audio or video content of their peers or adults.

6.7 Rules related to examinations (both public and internal school exams)

Conduct expectations specific to examinations (both public and internal) include the expectations that students must:

- arrive in plenty of time (a minimum of 15 minutes before) the stated start time for their exams.
- enter the exam hall following the full exam rubric and instructions from all invigilation staff
- demonstrate they are meeting the above expectations e.g. showing wrists are free from watches, hands and arms are free of writing
- bring and use only clear water bottles and pencil cases.
- abide by all other exam board regulations

6.8 Rules for students as they travel to and from school using personal transport including bicycles, scooters, skateboards and similar*

Students are expected to:

- Ride safely and considerately (never two-abreast on roads and/or carry passengers on bikes or scooters)
- Perform stunts or ride at excessive speed (which puts riders as well as other users of the road and pavements at risk)
- never bring any form of powered transport (e-scooters, e-bikes, mopeds) onto site

When using personal transport* (bikes and/or scooters) it is an expectation that students:

- follow the highway code and never cycle on pavements/paths (unless there are designated lanes).
- lock their personal property securely in the provided compounds on site. All items brought onto the school site are done so at students' own risk whether or not they are locked and/or stored in compounds. The school takes no responsibility for any loss of, or damage to, items brought onto the school premises (whether secured or not).
- wearing a suitable helmet - parents/carers are expected to provide this and enforce this expectation

7. Consequences (sanctions) for poor behaviour

7.1 The purpose of sanctions

When an individual's behaviour falls below expectations, valuable teaching and learning time is lost, and disruption can affect both the individual and the wider community. In serious cases, poor behaviour creates risks to safety and damages the reputation of the school.

The school has the legal authority to sanction students whose behaviour breaches this policy. This is underpinned by the law and range of statutory documentation. This authority extends to behaviour in school, when travelling to or from school, during activities organised by the school, and in the wider community. Same-day sanctions are part of this right. We reserve the right to issue these without prior notice, although we will endeavour to inform parents/carers if a sanction runs beyond the normal school day.

Sanctions are non-negotiable, proportional and applied fairly taking into account our wider equalities and SEND related duties. The purpose of sanctions are:

- Deterrence: to make clear that unacceptable behaviour will always have a consequence;
- to ensure responsibility and reflection: ensuring students take ownership of their actions, reflect on the impact of their choices, and learn how to avoid repeating mistakes in future.

Sanctions are issued promptly, consistently, and proportionately. Decisions are overseen by the Deputy Headteacher (Behaviour and Standards) and a core team of specialist staff. Where appropriate, input may be sought from the SENDCo, Designated Safeguarding Lead, or pastoral leaders to ensure sanctions are fair and proportionate.

In considering sanctions, the school will take into account any factors that could have contributed to the behaviour including factors such as SEND, safeguarding, family circumstances, bullying, mental health. We recognised reasonable adjustments may be required to an individual student's sanction whilst also maintaining the purpose of the sanction which is that the individual understanding their behaviour was unacceptable. Reasonable adjustments will be determined by the school. In reaching a decision to sanction the staff will work to the threshold of "on the balance of probability". This follows statutory guidance.

In rare situations where a student's behaviour is persistently disruptive and does not improve despite sanctions and support, stronger action will be taken. This may include suspension or permanent exclusion, particularly where:

- The safety of students or staff is endangered;
- Repeated disruption consumes disproportionate staff time with no clear improvement.

Permanent exclusion may be considered in cases of sustained and serious breaches of the school's rules, or in response to a single exceptional incident. Examples include (but are not limited to):

- Sustained or violent physical assault;
- Serious verbal abuse or targeted behaviour towards staff;
- Possession, use or supply of illegal or harmful substances;
- Bringing a weapon (or dangerous item) onto school site;
- Arson or deliberate acts placing others at risk;
- Serious incidents bringing the school into disrepute.

The decision on what constitutes "exceptional circumstances" rests with the Co-Headteacher. Sanctions, up to and including permanent exclusion, may be applied for behaviour within school or in the wider

community where the behaviour is deemed to affect the reputation, safety, or wellbeing of members of the school community.

Students taking responsibility when their behaviour has not met the expectations in this policy is an expected part of the sanctioning process. It is essential that students understand both why their behaviour was antisocial **and** what they could/should have done differently. This reflection may take the form of restorative conversations, written reflections, or meetings supported by staff.

7.2 The involvement of parent/carers in the sanctions process

Parents/carers are not involved in the decision making around sanctions. As per the home-school agreement it is expected that parents/carers will support the school in situations where their child has behaved inappropriately. This support includes*

- communicating with key staff in school,
- attending meeting(s) with school staff,
- implementing consequences at home for poor behaviour in school

7.3 Monitoring for consistency

Systems are in place to monitor and review both the consistency and effectiveness of sanctions. Where inconsistencies are identified senior leaders take action to address the identified issue. Examples of actions that may be taken include*

- email updates to key staff
- discussion at Senior Leadership Team meetings
- training for all (or groups) of staff
- updates to internal processes/reference guidance

7.4 Types of sanction

Behaviour that breaches our school rules will lead to sanctions being issued. The nature of the sanction issued will depend on a range of factors including*

- whether or not this is a first time event
- the severity of the rule breach
- the risk/harm that has come to others, and
- any mitigating factors including needs that may, in our view, SEND need the sanction chooses not to follow the school's basic expectations, structured sanctions will be issued.

Sanctions may include*^

- Verbal reprimands
- Detentions at social times
- Detentions after school (from 5 minutes to 2 hours),
- Confiscation of items from students (this can include mobile phones or similar). The school will, on every occasion, dispose of items deemed harmful to students (for example tobacco/ lighters/ vapes)

- Banning of students from school trips/activities/events
- School-based community service (e.g. litter picking, tidying a classroom)
- Completion of written responsibility/personal reflection tasks which may be followed up verbally to confirm acceptance and understanding
- Loss of a specific responsibility (e.g. sports captain, senior student status)
- Banning of students from associating at social times with named other students in group sizes bigger than a defined number (as set by school staff)
- Departmental behaviour reports
- House behaviour reports (at a variety of levels)
- Fixed duration removal/relocation of a student from a particular lesson e.g. study room
- Removal from lessons for a fixed period of time,
- Internal exclusion within school,
- External suspensions
- Directed alternative provision arrangements (on or off site)
- Permanent exclusion

The school will not tolerate repeated patterns of students breaking school rules including defiance, disruption to learning or rudeness to staff as these prevent the student concerned from learning to their full potential and stop other students from making progress / teachers teaching.

If a student is required to be removed from a lesson (or any other environment) due to their behaviour they should expect to be sanctioned. Removal to the study room is a sanction within a graduated approach, primarily used to support disruption-free learning.

It is normal for sanctions to be escalated for instances of repeated behaviour where, despite additional guidance, support and previous sanctions, a student chooses to repeat the same disruptive/defiant or rude behaviour.

Notification home: A member of staff will contact the parent/carer to convey any sanction/action the school will be taking once facts have been established (after the incident occurred) and may do this via telephone, email, face to face meeting or via a letter. We will aim to do this as soon as we can post-incident.

7.5 Sanctions and trips/events:

There is no automatic right for any student to be offered a place on a school trip. The offer or a place (or not) will be carefully considered where an individual has a record of poor behaviour. Safety and first-time compliance are primary considerations when taking students on trips.

7.6 The most serious breaches of this policy:

In the case of the most serious behaviour incidents, the Co-Headteacher may choose to issue an initial external exclusion. It is possible, in the most serious^s or persistent cases, that the Co-Headteacher could then reach the decision to issue a permanent exclusion. This would be for a separate reason to any initial exclusion. (see *Exclusion Policy*)

*^s factors in determining the seriousness of an incident being related to rarity, severity of harm, criminality of actions and/or wider impact on others/the school community**

It remains for the school to determine the nature and duration of any sanctions issued.

8. Support for students present with more complex or repetitive behaviour(s)

Our inclusive and supportive environment is focused on giving each and every student the very best opportunity to be successful whilst balancing this against the right of all other students to learn in a safe and disruption free environment.

Repeated breaches of rules are a concern to us as students are explicitly taught right from wrong. Persistent antisocial behaviour damages not only the individual's learning but the rights of others to feel safe and learn in a disruption free environment.

It should not be assumed that antisocial/poor behaviour means that a student has an additional or an unmet need. However, we will always seek to identify barriers to positive engagement so as to meet need(s) and give every student the best possible chance of success at school.

When considering a possible additional need(s) the school uses an Assess, Plan, Do and then Review approach. Where a need is identified a graduated response will be taken, this inclusive of any reasonable adjustments that the school feels are needed.

As part of the graduated response we may choose to use one, or more, assessment tools to understand more about a student's particular barriers or difficulties. Further engagement with more specialist professionals is likely to take place if the initial strategies do not result in a positive change. It remains the role/remit of professionals to make formal diagnoses. However, school staff, as the professionals who interact with the child most frequently outside of the home, would anticipate being involved in any form of mental health assessment/diagnosis so as to provide the most accurate picture to the specialist leading any assessment.

Reasonable adjustments are determined by a range of factors at any particular time, these including* cost, staffing capacity, sustainability, anticipated duration and impact. The purpose of any reasonable adjustment is to enable the individual to remain in lessons, learning and progressing alongside their peers; whilst at the same time maintaining a disruption free and safe environment for all others in school. If a student does have an identified/diagnosed need this does not mean they are exempt from being expected to behave in an appropriate way to allow others to feel safe and learn.

We know that for support to have a positive impact the student themselves must:

- actively want the support/and be seeking positive change (beyond just verbalising this);
- be willing to engage and use their personalised strategies as detailed in any support plan;
- take responsibility and not try to deflect blame when they have made poor choices/gotten things “wrong”;

- working with staff/the support on offer and following (at all times) the provision outlined on any personal support plan;
- behaving safely and not, under any circumstances creating a risk of harm (significant or persistent) to themselves or others in the community.

There is also a need for parents/carers to be proactive and positive about working with the school to achieve positive change (see section 5).

Behaviour that is dangerous/harmful or repeatedly disruptive has no place in our school community.

A student's behaviour (whether a one off incident or repeated concerns) may trigger safeguarding referrals. If a safeguarding worry or concern is identified (e.g. sexual behaviour, aggression, exploitation, prevent indicators) it is likely that support will be sought via an onward referral to a specialist agency/team. ent where behaviour indicates risk

9. Policy updates and selected reference documents

This policy will be reviewed and updated as necessary on a regular basis to reflect both changes within school and any changes to published national policy/guidance and/or the law. Updates to the policy will be republished on the school's website. Questions relating to the coverage, interpretation or framework underpinning this policy should be directed to the SLT lead for behaviour.

Should parents/carers/students have any questions about the scope/reach of this policy or the meaning of a particular sentence/paragraph or term they are advised to contact a member of the SLT as soon as possible for clarification.

Documents relevant to and that integrate with this policy include*:

Within school	Legislative/government guidance
<ul style="list-style-type: none"> ● Classroom and notice board information/instructional notices and reminders ● Assembly rotas ● SME curriculum ● A range of internal documentation on tiered student support, behaviour for learning in lessons and sanctions ● Attendance and punctuality expectation documents ● School uniform expectations sheet (website, in form/class rooms) ● The Home School parent/carer agreement ● The ICT & social media acceptable use policy ● Exclusion Policy ● DHS child protection policy 	<p>Legislation</p> <ul style="list-style-type: none"> ● Education Act 1996, 2002, 2011 ● Education and Inspections Act 2006 ● Equality Act 2010 <p>Statutory guidance</p> <ul style="list-style-type: none"> ● Suspension and Permanent Exclusion (August 2024) ● Keeping Children Safe in Education (2025) ● Working together to improve school attendance (2024) <p>DfE non-statutory guidance</p> <ul style="list-style-type: none"> ● Behaviour in schools (February 2024) ● Searching, screening and confiscation ● Preventing and tackling bullying (2017) ● Use of reasonable force / restrictive interventions (2025 update) <p>Additional reference points</p> <ul style="list-style-type: none"> ● Mobile phones in schools guidance (2024/26) ● Improving behaviour in schools resources (DfE 2024)

Appendices:

The following appendices provide additional detail and should be considered part of the behaviour policy. These (like the main policy) are subject to regular updates.

Appendix reference	Title	Page reference
A	Incidents that occur outside of school	
B	Transition support	
C	Malicious allegations and/or threatening behaviour directed towards members of staff	
D	Information in relation to controlled drugs, legal highs and drug testing	
E	Rules relating to student use of ICT	
F	Information in relation to the study room and internal exclusion provision	
G	Screening, searching and confiscation	
H	Restrictive interventions including the use of reasonable force	
I	The home school agreement	
J	Information related to suspensions and permanent exclusions	

Appendix A: Incidents that occur outside of school

Students are at school for 6½ hours each day and for a total of 198/365 days each school year.

Students are expected to “leave it at the gate” and not to bring into school any ongoing out-of-school conflict or issues (be this verbal or physical).

Where incidents occur in the community (including incidents online), we strongly advise parents/carers and students to report their concerns, in a timely way, to the correct professional body/agency. Many online platforms have their own reporting procedures.

The school cannot and will not be responsible for, mediating community disputes, passing messages between parents/carers or similar*. The exception to school involvement in incidents that occur outside of school are those situations that directly relate to safeguarding. In these cases, the school will seek factual information and then, if necessary, follow what we deem necessary/appropriate next steps. These may include safeguarding actions and/or behaviour sanctions and are situation specific.

Onwards referrals/contact should be made to the most appropriate agency which may include*

- crimes/criminal behaviour/antisocial behaviour to the police
- safeguarding concerns to the WSCC safeguarding team 01403 229900 (office hours) or 03302226664 (out of hours)
- in the case of self-harm/risk of injury/harm by visiting A&E or using the 999 service

School staff in their professional capacity will then liaise with these professionals as is necessary.

In exceptional circumstances (for example a violent physical assault, drug possession/dealing, possession/use of weapons or any other criminal activity in the community, or extreme act of bringing the school into disrepute*), the Co-Headteacher may choose to sanction a student(s) for their behaviour outside of school.

The decision of what constitutes “exceptional circumstances” and the sanction issued rests with the Co-Headteacher. Sanctions can include those outlined within this policy and can, in the most extreme cases include permanent exclusion.

Appendix B: Transition support

Durrington High School believes in being as proactive as time/resources allow in identifying and working with students with identified behavioural needs when they first join the school.

Strategies to aid successful transition are likely to include:

- pre-admission visits

- behaviour profiling with existing staff or professionals who know the individual well (this may include the reading of specialists' reports)
- parental meetings and / or
- TAF or similar meetings

The success of student transition is dependent on the quality of information being passed on to Durrington at the point of transition and care and depth to which this is presented.

A key aspect of transition is ensuring that the expectations of students when they join Durrington High School are fully understood. We have a specialist team of staff who support the transition process to ensure that every child is offered the support needed to make a success as they join Durrington.

The school believes in transition being a "fresh start" for all students but also knows that the earlier the right support is enacted, the greater the chance of the support being successful.

Appendix C: Malicious allegations and/or threatening behaviour directed at staff

Durrington High School has a duty to safeguard all members of our community including our staff. As such the school takes this duty very seriously and will not accept*:

- a) behaviour by a student/students that is perceived to be intimidating/threatening and directed towards a member(s) of staff, or
- b) malicious accusations being made against a member/members of staff.

This includes any such behaviour that is posted, created or shared on social media platforms or in the wider community (whatever format this may take). Allegations found, on the balance of probabilities, to be deliberately false and malicious will result in sanctions. This will not deter safeguarding disclosures.

Appendix D: Controlled drugs and legal highs inc. drug testing

We take the safety of our school community extremely seriously. We educate our students about drug abuse not only within the planned SME sessions across all year groups but across a variety of subjects and throughout the wider experience of a student's school life.

If controlled drugs or any other substance that is or could be viewed as a "legal high" are brought onto or found on the school site, each incident will be assessed individually but within the following broad guidelines:

- The health and safety of the child and other students and staff within the school is paramount at all times.

- Students will be searched if there are, in the school's view, reasonable suspicions that they may be in the possession of any drug (controlled or not) that could cause harm to themselves or another person.
- As possession of a controlled drug is an offence under the Misuse of Drugs Act. It is the school's policy to involve the police in all such incidents. Furthermore, given the risks that drugs (controlled or otherwise) pose, it is normal for the Co-Headteacher to consider permanent exclusion for any student who possesses or deals drugs (controlled or otherwise) on or around the school site.
- In all situations that involve controlled drugs the offer of support to both the student and their family is of primary importance. This may involve making (with consent) referrals to specialist support agencies however this will only be successful if the student/family are consistently willing to engage. Support will be offered irrespective of the outcome of any disciplinary actions.

Drug testing to safeguard all members of our community

Drug testing is used as primarily a safeguarding measure i.e. to identify risk and reduce potential harm to the individual or wider school community. Testing may occur in situations where there is a reasonable suspicion that a student may have

- used drugs,
- arrived on the school site under the influence of drugs, and/or
- may be in possession of drugs

It is for senior staff to decide whether or not the student needs to undertake a drugs test. This will be taken under appropriate supervision. In the case of suspected alcohol consumption this would be a "breathalyser" test.

Upon completing a sample it will be tested and the results communicated in accordance with our written procedures detailed below.

Procedure for drug testing/decision to test

Where staff have reasonable grounds (in their view) to suspect a student may be under the influence or in possession of drugs, a senior member of staff (Assistant Headteacher, Deputy Headteacher or Co-Headteacher) may decide to enact the school's drug testing process.

If this decision is made, the following steps will be followed:

- An attempt to contact the parents/carers will be made before any test is completed, if it is deemed appropriate.
- Parents/carers will be offered the chance to attend school and witness the procedure.
- The student will be asked to provide a biological sample (urine or oral swab) and be drug tested.

- The student will have two members of staff (and possibly their parents/carer) present to carry out the procedure to ensure it is completed in a proper manner, in line with the outlined written process.
- The testing will take place in the medical room or suitable location.

No testing data or any other biological material relating to the test is stored other than a written record outcome of the test.

If a student refuses to participate in a drug or alcohol test, this refusal will be considered as part of the wider evidence available. Refusal alone will not be treated as proof of substance use, but may lead the school to take proportionate safeguarding and disciplinary action based on the information available and balance of probabilities. Being on the site under the influence of a recreational and/or illegal drug(s) in your system presents a significant safeguarding risk to both the individual and potentially to others and will never be tolerated.

Appendix E: Student use of ICT expectations

Information Communication Technology (ICT) is part of everyday life. It supports work, learning and communication. This document sets out the clear expectations for students and staff at Durrington in relation to ICT. It will keep students safe, well-informed and encourage respect for others in our community and school. Any breaches of this document are also a breach of the school's behaviour policy and are likely to result in sanctions. The decision of the school will be made in line with this policy and related statutory guidance.

The school uses appropriate filtering and monitoring systems to safeguard students when using school ICT. Students should have no expectation of privacy when using school systems

This usage agreement sets out the expectations of all students when they are using:

- school owned/provided ICT
- their personal ICT (when this is used to either communicate with other members of the school community or publish any form of information in relation to it as an organisation or individual employees; irrespective of the timing of this use)
- Google Classroom and all other remote learning portals/apps/webtools.

ICT (hardware and software, onsite and virtual) is provided by the school for students to use to support their learning. Thus, all students, at all times, are expected to use school provided ICT solely for the purposes of learning and communication in relation to school matters/events.

Students must never:

- Access the ICT network or system using anyone else's account or login information or share your own username and/or password with any other student. In addition, students should avoid writing down their usernames/passwords.

- Leave any device on which you are logged into “open” when you are not using it. Always use Windows + L keys (or equivalent) to lock your machine when not working at it and fully log off when you are finished.
- Cause damage to or attempt to move/change/remove or gain unauthorised access to systems, data, accounts or network infrastructure. This includes the entirety of the school and trust’s virtual environments/storage facilities.
- Install/download software, games and/or applications onto school ICT.
- Give out personal information to other people you don’t personally know via electronic devices/social media. It is an expectation (and good practice) that all students use the privacy settings to keep private information private!
- Use the school’s networks or any other ICT (this includes hardware e.g. mobile phones and/or software/social media) to post, share or communicate any images, comments or material* that is:
 - illegal, e.g. pornographic;
 - harmful or hurtful in any way to any other person;
 - racist or homophobic;
 - perceived to be of a bullying nature (see the school’s Anti-Bullying policy for more details). This includes the publishing/posting of anything on social media (e.g. Snapchat, Instagram or WhatsApp*) that would damage the reputation of the school/trust. This also includes times when students are not in school.
- Use a camera, smartglasses or any other recording device (audio or visual) in school/whilst on a school trip without first having the permission of a member of staff.
- Use of recording devices in toilets or changing rooms, regardless of intent, will be treated as a serious violation of this agreement and it is likely that very serious sanctions, up to and including permanent exclusion, will be considered.
- Record staff/other students outside of school without their explicit permission. At no time will it be acceptable to share on any form of social media or device any recording (audio, photo or video) of members of staff.
- Open attachments or click on links if they are unsure of the source or attempt to spread viruses or other harmful content.
- Use mobile phones and/or any other electronic devices/accessories (for example[^] smartwatches, smartglasses, portable gaming devices, music playing devices, tablets, headphones, Bluetooth speakers) on the school site. This means that students **are** permitted to carry mobile phones / devices on their person however, they **are not permitted to be used or be visible** at any point when they are on the school site/during the school day. The exception to this rule would be if you were directed by a member of staff to use a device in a lesson for an identified educational purpose. At all other times, all devices should be switched off (not turned on and silenced) and not visible. Failure to comply may result in confiscation in line with this policy.

([^]Smartwatches are defined as any device that can send/receive calls, messages or similar via WIFI/3G/4G/5G or Bluetooth)

(+the school day is defined as starting for students when they first enter the school site in the morning and until the point they leave the building at the end of the day; all students being expected to leave the building/site promptly when the final bell goes unless they are engaged in a school-related club/activity or detention)

The school accepts no responsibility for the loss or damage to any mobile ICT device or other expensive items that students choose to bring on site.

Students who do not comply with this policy (whether this takes place within school/using school provided ICT equipment or outside of school) are in breach of this agreement and hence will face sanctions. These may be issued by the school and/or result in a report being made to an outside agency such as the police*. The school will investigate and/or support external agency investigations into behaviours on social media that impacts the safety, wellbeing or reputation of students, staff or the school, regardless of where or when it occurs.

As a general reminder to all students:

- Student safeguarding and wellbeing are two of our top priorities. These clear guidelines are given to support your safety and wellbeing.
- Staff are permitted to search and remove any material deemed as harmful from any mobile electronic device. Staff are also permitted to collect and confiscate mobile devices if it is believed material on them is illegal or harmful.
- Staff are also able to direct a student to remove any material deemed not appropriate, including if this is on an external website.
- All activity that takes place across trust networks is tracked and monitored. This includes use of the WIFI as well as desktop computer use. All material (internet sites) viewed, words typed, files stored, or information sent/published/uploaded is tracked and should not be considered private.
- They are responsible for reporting damage to ICT facilities as soon as it occurs/is discovered. This can be done via any member of staff or direct to IT services.
- The Connect, school email system, personal file storage area and remote access are provided to help you to be organised and keep up to date in your studies/learning and homework. It is expected students will regularly check their email and use Connect.
- If they are worried about anything in relation to the use of ICT by themselves or another student/adult, they should report this to a member of staff ASAP.
- If using social media, you are responsible for sticking to the published rules of each site/piece of software used (including minimum ages and publication of content). As a general rule students should never take images/video or publish any information about another person without their permission.
- Students must not use artificial intelligence tools to complete work unless explicitly permitted by a member of staff. This includes ICT not being used to gain unfair advantage in assessments, including plagiarism or unauthorised collaboration. See DMAT AI policy

Note these expectations will be regularly reviewed and updated to keep you as safe as possible when online and ensure that the school's ICT is maintained in the best possible way to help you to learn.

Appendix F: Study room and internal exclusion information

The study room

Where a student's behaviour, despite support and intervention by staff, is disruptive to their own learning and that of others, they may be referred to the study room.

The study room referral is non-negotiable and referred student is expected to:

- complete a reflection sheet on the issues/behaviour that led to the referral being made **and most importantly what they could and should have done differently.**
- complete academic work in silence and to the best of their ability following this reflection
- complete a social time detention (for students referred during the last period of the day this will automatically become a 1 hour after school detention on the same day).
- have a follow up 1:1 conversation with the member of staff who referred them to reset classroom expectations, expected behaviour and ensure there is no repeat of the referral.

Parents/carers will be notified of study room referrals and liaise with the referring member of staff to ensure that they to give their child a clear message re expectations and compliance.

Provision will be made for students to use the toilet prior to going into the study room with access to in-school catering provided as required.

Internal exclusion

Where there has been:

- repeated poor behaviour(s) of a similar nature
- the culmination of a number of behaviour incidents that breach expectations, or
- a one-off more serious incident

the decision may be made to issue a student with an internal exclusion. An internal exclusion is a serious sanction and should be viewed as so.

Timing and duration of internal exclusions

- Internal exclusion operates between 9.00am-3.30pm each day.
- Students must not arrive before 9.00am and will be collected from reception on arrival and escorted to the hub.

Expectations when a student is in internal exclusion include*

- Students are expected to be in full school uniform and adhering to personal presentation expectations.
- Mobile phones are required to be switched off and handed in to a member of staff for the duration of the day.
- Students are expected to fully, immediately and politely respond to all instructions from supervising staff and to complete the set work to the best of their ability.

We also ask that students bring a packed lunch where possible.

Unless there are exceptional circumstances (as judged by the school and agreed in the initial communication with parent/carer) students will be required to finish their internal exclusion at 3.30pm. Haircuts, family events, out-of-school clubs, meeting friends are not classed as exceptional circumstances.

Internal exclusions can be issued for 1 or more days; this depending on the seriousness of the behaviour concerned. Students have to “Pass” each day for the day to count. If there are problems during the day related to compliance with staff, completion of work or any other issue, it is likely the entire day will need to be completed again. The school may choose to implement further sanctions if internal exclusion is failed due to the poor or non-compliant behaviour of a student.

~In exceptional circumstances, or where there has been a failure in internal exclusion the previous day, we may ask that parents/carers personally bring and support school staff in settling their son/daughter in internal exclusion to give this the maximum possible chance of being achieved successfully.

During time in internal exclusion students will also be required to reflect on their behaviour; including - where required - writing formal letters of apology, completing reflective activities and/or work packs and/or making direct face-to-face apologies for their behaviour.

Where a student has a detention, they will be allowed to complete this as part of the end of their internal exclusion day. Students will be on report when they leave internal exclusion.

A repeated failure to complete internal exclusion to the required standard or a serious breach of the school behaviour policy whilst completing an internal exclusion, would likely see an escalation of the sanction set.

Appendix G: Screening, Searching and Confiscation

This appendix should be read alongside section 6.4 Banned items, substances and personal safety, section 5.6 ICT and mobile devices, Appendix F Use of reasonable force, Appendix H Controlled drugs and legal highs, and the school’s safeguarding policy.

Durrington High School is committed to maintaining a calm, safe and disruption-free environment where students and staff feel secure. Screening, searching and confiscation powers may be used where

necessary to protect students, staff and the wider school community, and to uphold high standards of behaviour.

A search is defined in this policy as the process by which an authorised members of staff direct a student to:

- empty their pockets, bag(s) or locker(s)
- hand over an outer garment (normally a student's coat or blazer) to be checked by a member of staff

Students will not be required by school staff to remove clothing other than outer clothing.

Searching and confiscation are not simply disciplinary actions as they are part of a wider process to safeguard all students and staff (including the individual concerned). Searching can be a key measure to safeguard pupils and staff and maintain high standards of behaviour. It also makes clear that searches must be lawful, proportionate and fair.

Statutory guidance means that senior staff have the right to deny a student/s entry to the school should it be reasonably believed that they are in possession of a banned item and/or they refuse to cooperate with a search.

Items which may be searched for

The school may search for prohibited items identified in law, including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article likely to be used to commit an offence, cause personal injury, or damage property.

The school may also search for items that are identified and banned under this policy. These items are items we consider could undermine safety, good order, learning and/or the calm running of the school.

The additional items banned by the school include*

- BB guns and catapults or similar
- any form of legal high
- laser pens/pointers or similar
- high caffeine/energy drinks
- aerosols
- lighters/matches (or similar)
- any electronic material (messages/images/videos or similar) stored on a device that (may or may not be illegal in nature) and/or cause harm/distress to any other member of the school

community. These electronic items may be detrimental to maintaining high standards of behaviour and/or a safe environment. vapes, e-cigarettes, lighters and all associated tobacco or drug paraphernalia;

- any other item(s) that could reasonably be used to cause harm or intimidation (examples include* scissors and craft knives”

The authority to search

The Co-Headteachers and staff authorised by them may search a student and their possessions if there are reasonable grounds to suspect that the student is in possession of a prohibited item.

Searches will normally be carried out by senior or pastoral staff. The Designated Safeguarding Lead or a deputy will be informed where a search relates to a prohibited item or where the search reveals a safeguarding concern.

Prior to a search

Before any search takes place, staff will normally:

- assess the urgency and risk;
- explain to the student why the search is taking place;
- explain how and where it will happen;
- give the student an opportunity to ask questions;
- seek the student’s cooperation.

If a student refuses to cooperate with a search this may result in a separate sanction. Where a search remains necessary, the student may be supervised away from other students while senior staff, the student’s parents and/or the police are consulted.

The searching process of searching

Searches will take place in an appropriate location, away from other students where possible. A search may take place on school premises or where staff have lawful control or charge of the student, for example on a school trip.

The member of staff conducting the search must usually be the same sex as the student, with another member of staff present as a witness. The limited exception is where there is a reasonable belief that serious harm may be caused if the search is not carried out urgently and it is not reasonably practicable to meet the usual same-sex/witness requirement.

School staff will not carry out strip searches.

Use of reasonable force

Reasonable force may only be used to search for items banned by law. please see Appendix H for more detail.

Confiscation of items

Authorised staff may confiscate any item they reasonably suspect:

- poses a risk to staff or students;
- is prohibited;
- is banned by the school rules;
- is evidence in relation to an offence.

Controlled drugs, weapons, items suspected to be evidence of an offence, and harmful substances will be passed to the police. Alcohol, tobacco, cigarette papers, fireworks, vapes and similar harmful substances may also be passed to the police or the school may directly dispose of the item. The school has the right to confiscate, retain or dispose of student property as a disciplinary penalty where reasonable. Staff are protected from liability for loss or damage where they have acted lawfully.

Electronic devices

Staff have the power to confiscate electronic devices following a search if there is good reason to do so. This may include situations where the device may contain evidence of* bullying, harmful communication, abuse, criminal behaviour, sexualised content, intimidation or safeguarding risk.

If the device is suspected to contain illegal content it will be passed to the police, Where material may constitute evidence of an offence, the device or data should be passed to the police and not deleted.

Recording and informing parents/carers

Searches for prohibited items will be recorded. The record should include the date, time, location, student searched, staff involved, reason for the search, item sought, outcome and follow-up action. Parents/carers will be informed as soon as practicable where a search for a prohibited item has taken place, including the outcome, any confiscation and any sanction. The school may also inform parents/carers of searches for other banned items where appropriate.

Equality, SEND and safeguarding

The school will consider the age, needs and circumstances of students when searching, screening or confiscating items. This includes considering SEND, disability, previous trauma, safeguarding context and any reasonable adjustments required. However, these considerations do not remove the school's responsibility to keep the wider community safe.

Search records will be monitored to identify any patterns or disproportionate impact on particular groups of students. Where concerns arise, leaders will review practice and take appropriate action.

Appendix H: Restrictive Interventions, including the Use of Reasonable Force

This appendix should be read alongside the school's safeguarding policy, SEND policy, behaviour policy, Appendix G Screening, Searching and Confiscation, and Appendix M Study Room and Internal Exclusion.

Restrictive interventions will never be used to punish a student. Their purpose is to prevent or reduce risk keeping individuals and the wider school community calm and safe. Our school-wide approach is designed to minimise the need for all forms of physical intervention and/or reasonable force.

Definitions

A restrictive intervention is any action that prevents, restricts or subdues the movement of a student's body, or part of their body.

Reasonable force means using no more force than is necessary, for the shortest amount of time needed, in the circumstances.

Restraint means an intervention that immobilises a student or limits their movement. This may include direct physical contact, but can also include non-contact restraint.

Seclusion means keeping a student confined away from others and preventing them from leaving, either by physical obstruction, blocking, or by making them believe they will be punished if they leave.

All members of school staff have a legal power to use all of the above in certain circumstances. This includes teachers and other staff authorised by the Co-Headteachers to have control or charge of students.

Reasonable force may be used to prevent or stop a student from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property;
- causing disorder among students, whether in a lesson or elsewhere on the school site.

Staff will approach situations using calm, proportionate and least-invasive approaches possible; this to try to prevent all situations escalating.

General guidance to staff to support them in deciding whether intervention is appropriate

The decision to use a restrictive intervention will always depend on the circumstances presented in any given situation. There may, or may not, be time to discuss the plan of actions between staff when

managing specific situations. However, all situations will necessitate a judgement call from the member of staff involved to consider whether their intervention is:

- Necessary,
- Proportionate, and
- Welfare-focused

Where possible, staff will narrate calmly what is happening during the intervention, this to ensure the situation is managed as quickly, calmly and successfully as possible. This also supports dignity, safety and accountability.

Examples of situations where reasonable force may be used

Reasonable force may be used, where necessary and proportionate, to:

- prevent a student from assaulting another student or member of staff;
- separate students who are already involved in a physical altercation;
- prevent a student from causing serious damage to property;
- prevent a student from leaving a particular location where them doing so would be likely to create a risk to their own or others safety;
- prevent unsafe behaviour in corridors, social spaces, classrooms or during school activities;
- support a lawful search for prohibited items, but only where force is permitted under searching guidance.

Reasonable force may be used to search for legally prohibited items, but not for items that are banned only under the school's own rules.

Force will never be used to punish, humiliate or intimidate a student. It will also not be used as a result of a student refusing an instruction unless their refusal creates a risk linked to one of the outline areas above.

Staff will not restrain a student in a way that affects their airway, breathing or circulation. If a student is unintentionally held on the ground, staff will release and/or reposition them into a safer position as quickly as possible.

Physical contact that is not reasonable force

The school does not operate a "no contact" policy. There are situations where appropriate physical contact may be necessary or helpful, for example*:

- giving first aid or checking on their wellbeing;
- guiding or escorting a student;
- comforting a distressed student;
- congratulating or praising a student, such as a handshake;
- demonstrating safe technique in PE, sport, drama, music or practical subjects.

Staff are expected to use professional judgement, taking account of the student's age, needs, vulnerability, context, gender and whether other adults are present. Staff are expected to be aware of their own actions, how these may be perceived and also comply with both the DMAT Staff Code of Conduct and KCSIE.

Prevention and de-escalation

Our aim is always to prevent situations from escalating. This is supported through:

- clear routines and predictable expectations;
- high-visibility duty teams before, during and after school;
- the teaching of our behaviour curriculum, our behaviour systems and use of common language;
- staff training in least-invasive and time-efficient behaviour tools;
- use of calm adult tone, space, time and clear instructions;
- early identification of patterns and triggers;
- individual support plans where appropriate.

By doing all of the above we minimise the need for restrictive interventions.

Some students with SEND, disability, communication needs or other vulnerabilities may experience distress differently or may find restrictive interventions particularly upsetting. If this is the case and we are aware of the specific needs of the student the school will seek to understand their triggers and plan accordingly.

Where appropriate, behaviour support plans may include prevention strategies, de-escalation approaches, communication needs, known triggers, reasonable adjustments and any specific risk assessment. Plans should be reviewed after significant incidents and in partnership with parents/carers, the student and relevant professionals where appropriate.

This does not remove the expectation that every student behaves safely. The school retains its responsibility to protect the wider community and maintain a calm, safe and disruption-free environment.

Seclusion, removal and internal exclusion

Seclusion is not a disciplinary sanction. It is only used as a tool to ensure safety where a student is experiencing high levels of emotional or behavioural dysregulation and there is a need to protect the student themselves, or others, from harm. A student who is secluded will be supervised throughout and allowed to leave once staff judge the immediate risk to have been reduced.

The term seclusion is different from the school's use of Study Room, removal from lessons or internal exclusion. The latter three examples are part of our behaviour management policy and used to sanction students for poor behaviour.

Post incident protocols

Following any significant use of force, seclusion or restraint, the school will consider:

- whether anyone requires medical attention;
- whether the incident raises safeguarding concerns;
- whether the student or staff member requires support;
- whether witnesses require reassurance or follow-up;
- whether a restorative or reflective conversation is appropriate;
- whether existing support plans or risk assessments need amending.

This will be done in a timely way depending upon the situation being managed and in the best interests of all parties.

Significant incidents involving the use of force will be recorded as soon as possible with records detailing key information such as :

- those involved;
- the time, date, location and approximate duration;
- events that led up to the incident occurring
- relevant SEND, disability, medical or safeguarding context;
- preventative or de-escalation strategies used;
- why force was judged necessary, the type and degree of force used;
- any injuries or medical treatment and post-incident support and follow-up actions taken.

The term significant is defined as incidents during which:

- A student has been restrained/their movement being restricted
- The intervention was initiated as a direct consequence of there being a risk of injury to the pupil, other pupils, or staff and/or damage to property
- The risk was linked to unsafe behaviour (e.g. running off site, climbing into a dangerous area or fighting)

Parents/carers will be informed of any use of significant force as soon as practicable in an open and transparent way.

Incidents of seclusion or non-force restraint must also be recorded and reported in line with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Monitoring and governance

Senior leaders will monitor the use of restrictive interventions to identify patterns, evaluate effectiveness and improve practice. This will include consideration of whether particular students, groups, protected characteristics, SEND profiles, locations or times of day are over-represented. Information on the frequency and nature of incidents will be shared with governors on a regular basis and/or immediately if a major incident were to occur.

Complaints and allegations

Any complaint about the use of reasonable force or another restrictive intervention will be managed through the school's complaints procedure. Where an allegation is made against a member of staff, the school will follow the procedures set out in **Keeping Children Safe in Education 2025**.

Appendix I: The home school agreement

The home school agreement forms an essential part of enabling clear communication and a supportive working relationship (and understanding of expectations) with parents/carers and students. It covers an overview of key points from this and other policies.

The home school agreement is subject to annual review and updating

Appendix J: Suspensions and Permanent Exclusions

This appendix provides additional information that relates to the use of suspensions and permanent exclusions. It is underpinned by the Durrington Multi Academy Trust (DMAT) Statement of Behaviour Principles.

Durrington High School is committed to ensuring that every student is able to learn in a calm, safe and disruption-free environment. High expectations, clarity and consistency underpin our approach to behaviour. Suspensions and permanent exclusions are serious sanctions. They are used only when necessary, and always as part of a lawful, fair and proportionate response to behaviour that has breached the expectations set out in the Behaviour Policy.

The purpose of this appendix is to clarify when and how suspensions and permanent exclusions may be used, ensure decisions are made consistently and in line with statutory guidance, safeguard the rights, safety and wellbeing of all students and staff and ensure transparency and fairness for parents/carers.

At all times, the school seeks to balance the needs and circumstances of the individual student, and the right of others to feel safe and learn without disruption.

The decision to suspend or permanently exclude a student rests solely with the Co-Headteachers, or in their absence, a Deputy Headteacher acting under delegated authority.

The school has the legal power to issue suspensions and permanent exclusions for behaviour that occurs:

- on the school site;
- when travelling to and from school;
- during school-organised or school-related activities;
- in the wider community, including online, where the behaviour has a clear and direct impact on:
 - the safety or welfare of students or staff;
 - the orderly running of the school; or
 - the reputation of the school.

Use of Suspensions

A suspension is a fixed-term removal from school for a defined period. A student may be suspended for:

- part of a school day;
- one or more full school days;

The maximum number of days a student can be suspended for within one academic year is 45. A suspension may be issued where a student's behaviour represents:

- a serious breach of the Behaviour Policy; or
- a persistent pattern of antisocial behaviour that has not improved despite support and graduated sanctions.

Examples include (but are not limited to):

- physical assault or violent behaviour;
- serious verbal abuse or threatening behaviour;
- serious sexual harassment or sexualised behaviour;
- possession or use of prohibited or harmful items;
- refusal to comply with lawful instructions where this creates risk;
- behaviour that significantly disrupts learning or endangers others.

Each case is considered individually with the length of a suspension determined by the school. Determining factors in the length of any suspension include the severity and impact of the behaviour, previous behaviour and support offered and the necessary time to secure a positive change in the individual's behaviour.

Suspensions are not escalated automatically; however, repeated breaches may lead to longer suspensions or consideration of permanent exclusion. During all periods of suspension parents/carers are legally responsible for ensuring that their child is not present in a public place without reasonable justification.

Permanent exclusion

Permanent exclusion is considered only in exceptional circumstances, where:

- there has been a sustained and serious breach of the Behaviour Policy, or
- a single exceptional incident has occurred, and
- allowing the student to remain in school would seriously harm the education or welfare of the student or others, or the orderly running of the school.

Examples of student behaviour that may lead to Permanent Exclusion include*:

- serious or violent physical assault;
- bringing a weapon or dangerous item onto school site;
- supplying or intending to supply illegal drugs;
- arson or deliberate acts placing others at serious risk;
- serious sexual violence;

- persistent, high-level disruption where extensive support has not led to improvement.

The decision on what constitutes exceptional circumstances rests with the Co-Headteachers.

The school complies with its duties under the Equality Act 2010 and takes account of:

- SEND, disability and medical needs;
- safeguarding context;
- any reasonable adjustments that may be required.

The presence of SEND or additional needs does not remove the school's responsibility to maintain safety and order. However, the school will consider whether:

- appropriate support and intervention have been offered;
- reasonable adjustments have been made;
- the behaviour may be linked to unmet need or safeguarding concerns.

Where relevant, advice may be sought from specialists in school such as the SENCO and/or DSL.

When considering suspension or permanent exclusion, the school will:

1. Establish the facts through an appropriate investigation;
2. Gather and consider available evidence;
3. Apply the balance of probabilities;
4. Consider if there are any relevant mitigating and/or aggravating factors;
5. Reach a decision that is lawful, fair and proportionate.

The school is not required to prove guilt and works, as per statutory guidance, to the threshold of "on the balance of probabilities"; decision making occurs after a fair investigation.

Parents/carers will be informed as soon as reasonably possible about a suspension or permanent exclusion being issued. Formal written notification (that follows the initial communication) will include:

- the reason for the decision;
- the duration of the suspension or confirmation of permanent exclusion;
- start and end dates;
- arrangements for education during the exclusion period. In line with statutory guidance, where a suspension exceeds five school days, the school arranges suitable full-time education from the sixth school day. In cases of permanent exclusion the responsibility moves to WSCC who are then required to ensure appropriate education is in place from the 6th day liaising with parents/carers in relation to this;
- rights to make representations and request reviews. Parental rights are outlined in more detail within the written paperwork relating to suspensions and permanent exclusions.

The school expects parents/carers to support the school in upholding behaviour standards, in line with the Home-School Agreement. Following a suspension, the school will:

- hold a reintegration meeting where appropriate;

- reset expectations and routines;
- implement any additional support, monitoring or reporting arrangements.

Students are expected to take responsibility for their behaviour and demonstrate a clear commitment to meeting school expectations moving forward.

Complaint related to suspensions and/or permanent exclusions

Statutory guidance outlines how, when and to whom parents can raise a complaint in relation to suspensions and/or permanent exclusions. The school will comply fully with statutory review processes.

Summary

Durrington High School is committed to ensuring that suspensions and permanent exclusions are used only when necessary, applied fairly and transparently, and always in the best interests of the school community as a whole. As such processes and data regarding suspensions and permanent exclusions is monitored by school leaders and governors to ensure consistency and fairness.

This policy should be read alongside school policy information on:

- Child Protection and Safeguarding Policy
- SEND Policy
- Equality and Accessibility
- Home-School Agreement