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**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Behaviour Policy and Statement of Behaviour Principles

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**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Contents

<u>1. Aims</u>	3
<u>2. Legislation, statutory requirements and statutory guidance</u>	3
<u>3. Definitions</u>	3
<u>4. Bullying</u>	5
<u>5. Roles and responsibilities</u>	7
<u>6. School behaviour curriculum</u>	9
<u>7. Responding to behaviour</u>	9
<u>8. Serious sanctions</u>	18
<u>9. Responding to misbehaviour from pupils with SEND</u>	19
<u>10. Supporting pupils following a sanction</u>	20
<u>11. Pupil transition</u>	21
<u>12. Training</u>	21
<u>13. Monitoring arrangements</u>	21
<u>14. Links with other policies</u>	22
<u>Appendix 1: written statement of behaviour principles</u>	23
<u>Appendix 2: School behaviour curriculum/expectations</u>	Error! Bookmark not defined.
<u>Appendix 3: Suspension and permanent exclusions</u>	Error! Bookmark not defined.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026

- Poor attitude
- Incorrect uniform



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
➤ Emotional	➤ Being unfriendly, excluding, tormenting
Physical	➤ Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	➤ Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	➤ Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	➤ Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	➤ Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

- The school has hosted and taken part in the Diana award Anti-bullying training and has dedicated Anti-bullying ambassadors
- The Anti-bullying policy was written by these pupils having taken feedback from stakeholders.
- The school aims to prevent bullying by having an open culture where pupils feel they can tell staff if someone is being unkind/bullying them or their peers
- Pupils can report bullying or any other concerns verbally to any member of staff, via email or via the QR code which is available for pupils to download from posters around the school
- Parents/carers can report bullying and other concerns by speaking to their child's tutor or pastoral staff, or emailing in to admin@hayling.hants.sch.uk
- Staff can report incidents of bullying verbally to tutors, PPL's, Assistant heads or via CPOMS
- The school investigates allegations of bullying in a fair and methodical way. Statements from the alleged victim and perpetrator will be taken and any appropriate witnesses. CCTV may be viewed if appropriate. Parents/carers of all relevant pupils will be communicated with using the Tiers stated in the Anti-bullying policy. A 'weight of evidence' approach will be used if the perpetrator does not admit what they have done.
- The school will react to bullying that occurs off school premises or online whilst in uniform in the same way as above
- The school records, analyses and monitors incidents of bullying via Arbor, with daily reports produced for key staff to respond to
- Sanction procedures include suspension, isolation day, Federation Inclusion, restorative mediation depending on the frequency and severity of the behaviour and individual pupils' needs
- The school supports pupils who have been bullied, and those vulnerable to bullying in a variety of ways including mentoring by their tutor, PPL or Assistant Head, referrals for pastoral support such as our school counsellor or ELSA
- Whole-school proactive strategies to prevent bullying are part of the PSHCE schemes of work, regular assemblies and tutor sessions each Friday morning.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

- The school trains staff and governors in preventing and handling bullying as part of the safeguarding training that takes place annually in September and throughout the year during weekly briefings or CPD sessions and joining the tutor group sessions.

5. Roles and responsibilities

5.1 The governing board

The Governing board is responsible for:

Reviewing and approving the written statement of behaviour principles (appendix 1)

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

- Communicating the school's expectations, routines, values and standards through learning behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Extra support and induction will be provided for pupils who are mid-phase arrivals

Happy, Healthy, High Performing

6. School behaviour curriculum/expectations

Pupils are expected to behave well. Please see Appendix 2 for the whole school approach and strategy information posters.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Please see the Mobile phone policy for details. In summary

- Pupils are allowed to have mobile phones with them on-site, but cannot use them. If seen or heard they will be confiscated

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the descriptor poster for 'Warn, Move, Remove'

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policies for more information

7.3 Responding to good behaviour

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Happy, Healthy, High Performing

Positive behaviour will be rewarded with:

- Verbal praise
- Merits logged on Arbor which contribute to receiving a Bronze, Silver, Gold, Platinum or Diamond award of their choice
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

The Classroom Code of Conduct makes it clear what our expectations are for creating Happy, Healthy, High Achieving pupil. See Appendix E

Incidents/Level 1 - 5 Negative incidents (Arbor): teachers, tutors and TAs can log incidents on Arbor.

'Warn, Move, Remove' strategy may lead to temporary removal from class in order to give the teacher an opportunity to deliver teaching to the rest of the class and then refocus the

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

individual in question separately. If this happens, a **negative incident** should be logged on Arbor. See Appendix E

Happy, Healthy, High Performing

Parking: on rare occasions it may be necessary to remove a pupil from their timetabled class and place them with another member of the department (or a colleague in a nearby classroom). If this happens because of poor behaviour, a parent/carer should be informed and a restorative conversation will need to be held between the pupil and the staff member.

Reports: reports that set three targets and require each teacher to give a mark out of 3 and sign after each lesson have three tiers: Tutor report, Pupil Progress Lead report, and SLT report. They will be assessed each day and appropriate responses made such as a positive email home or a sanction such as having to stay after school for a restorative session. Reports can be escalated or de-escalated as appropriate.

Detentions – full details to be confirmed following review of current system

On Call: In case additional support is needed, a member of senior staff, pastoral staff or an experienced, senior teacher will be *On Call* for every lesson. This small group of staff will be part of the *On Call* team. An *On Call* email can then be sent to OnCall@hayling.hants.sch.uk or a message sent to reception and the person *On Call* contacted via radio. *On Call* should only be used where other strategies have failed. See 'Warn, Move, Remove' Appendix D.

Contracts: our non-contact contracts can be used for solving negative interaction between peers.

Confiscation: see 7.6

Managed moves within our Federation of schools:

Suspension and permanent exclusion:

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”

Explain how and where the search will be carried out

Give the pupil the opportunity to ask questions

Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desks

Lockers

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Happy, Healthy, High Performing

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership or safeguarding team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policies for more

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policies, Staff Code of conduct for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with Senior management detentions on a Friday after school if they have failed to have a restorative conversation with a particular member of staff before Thursday afternoon of each week. They can also be issued a home learning catch up session/clinic if they have failed to complete expected home learning tasks.

The school inform the pupil's parents/carers via Arbor.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Pupil Progress Leads, Assistant Headteachers or Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with pastoral staff
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans – PSPs.
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please see Appendix 3 for more details.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Was the pupil unable to understand the rule or instruction?

Was the pupil unable to act differently at the time as a result of their SEND?

Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include messages like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Time in the reintegration room

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards and to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

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13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Full Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Full Governing Board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Board annually.

14. Links with other policies

This behaviour policy is linked to the following policies

Exclusions policy

Child protection and safeguarding policies

Mobile phone policy

Anti-bullying policy

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

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Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

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Appendix 2 – School behaviour curriculum/expectations

CLASSROOM CODE OF CONDUCT

HAPPY

To be happy, relaxed and ready for learning, arrive on time to all lessons, with the right equipment and correct uniform. Be 'ready to learn' in 2 minutes of entering the classroom.

HEALTHY

Behave in a safe and respectful manner to all students and members of staff. Speak to a member of staff if you see behaviour towards others that worries you.

HIGH PERFORMING

Complete all work to the best of your ability. Complete your homework and participate actively in your learning. Always ask for help if you need it.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



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HAYLING
COLLEGE**

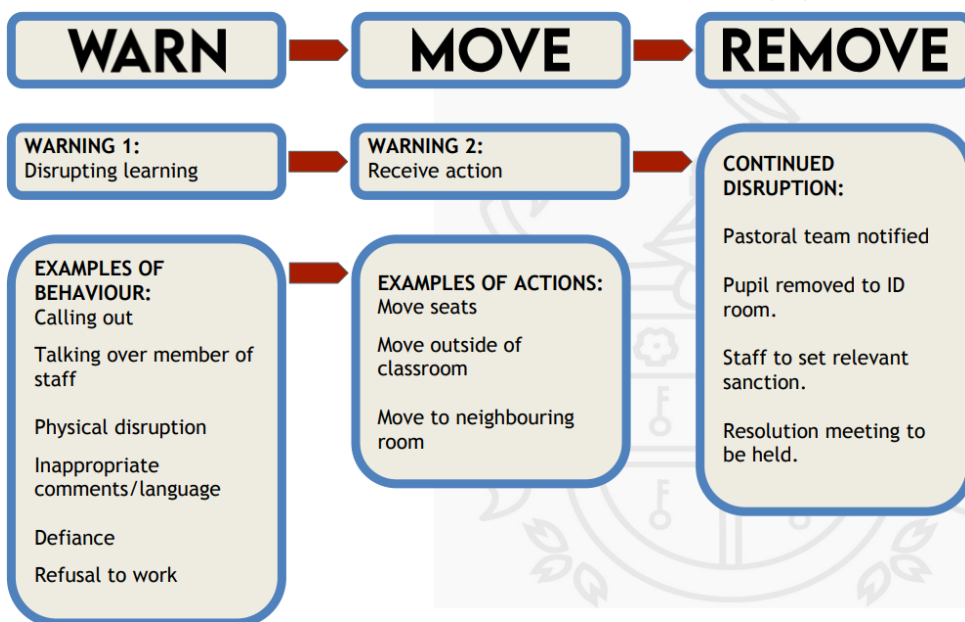
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DISRUPTION FREE LEARNING



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COLLEGE**



Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



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THE HAYLING COLLEGE CHARTER

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Rights



Students have the right to learn without distractions from other students.

Students should feel safe & secure at all times.

We have the right to a clean & safe working environment.

We all have the right to have an education & to be successful.

We all have the right to have our opinions listened to.

We have the right to be treated with respect.

Everyone has the right to be treated equally regardless of sexuality, race, gender or disability.

Everyone has the right to access information.

Responsibilities



We must all work together to achieve the best outcomes.



We all have a responsibility to make sure our facilities are clean, tidy & accessible for the next user.



It is our responsibility to behave in a non-threatening & sensible manner.



We have a responsibility to engage in lessons & be the best we can be.



We have to let other students have their say & we have to listen to them.



We have a responsibility to report bullying and disrespectful behaviour towards others.



We must respect people. Everyone should be known & valued.



Electronic devices such as computers & mobile phones may be used responsibly as directed by a member of staff & in line with the college's mobile phone policy.



Learning, Growing, Achieving and Celebrating Together

The College Charter was written in accordance with The United Nations Convention on The Rights of The Child, created by The Hayling College Student Council & voted upon by the entire student body.

Appendix 3 – Suspensions and permanent exclusions

Suspension Protocol

1. For parents who do not speak or have a good understanding of English, correspondence and documentation must be translated into their mother tongue. An interpreter needs to be present at any meetings.
2. The College will take into account any disability of parents.
3. Fixed term exclusions are limited to a total of 45 days in any one academic year for an individual pupil, not establishment.
4. Fixed period exclusions are split procedurally into:
 - a. 5 days and under
 - b. 6-15 days

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

- c. 16-45 days
5. Pupils cannot be excluded for an indefinite period (not asked to keep child at home), neither can parents keep their child at home 'voluntarily'.
6. For pupils permanently excluded, the permanent exclusion will be upheld unless:
- either the LA receive written notification that the parents wish to appeal, or
 - Receipt of a letter from an independent appeal not upholding permanent exclusion.

Rules of the Local Authority (LA)

An Officer will:

- present a statement for permanent exclusions over 15 days
- offer advice

Exclusions: Procedures and Timescales at a Glance

Fixed term exclusion 5 days or less	Fixed term exclusion 6-15 days (block or accumulated in any one term)
Notification to parent/carers & LA immediately	
No requirement for GPDC to meet unless parent/carers wishes to make a representation. (Although there is no legal requirement for governors to meet with parents to discuss the representation, good practice dictates that this should take place and preferably as soon as convenient to all). Notification to the GPDC once a term.	No requirement for GPDC to meet unless parent/carers wishes to make representations and then the GPDC meets between 6 and 50 schools days from the date of exclusion. N.B. The LA would recommend that this is convened as soon as possible.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

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GPDC has no power of reinstatement or mitigation, but must place the parent's/carer's statement on the pupil's record along with a copy of the DC view.	Parents/carers may make representations to the GPDC orally and/ or in written form.
There are no rights of Independent Appeal although appeals could be made to the Special Educational Needs and Disability Tribunal (SENDIST) if the pupil has a disability (see DfE Guidance paragraphs 49-51).	LA maybe invited, but HCC does not require this.
	GPDC has power to uphold, reinstate or mitigate the length of the exclusion (although time served will remain as served and a note will go on the pupil's file).
	There are no right of independent Appeal although appeals could be made to the Special Educational Needs and Disability Tribunal (SENDIST) if the pupil has a disability (see DfE Guidance paragraphs 49-51).
	Federation 'solution' (see Appendix)

GPDC – Governors' Pupil Discipline Committee

Long Fixed Term Suspensions 16-45 days in any one term, block or accumulated:

- Notification to parent/carer, GPDC and LA immediately
- Parents make representation to the GPDC orally and/or in written form.
- LA must be consulted in order to assess whether LA statement and/or attendance at the DC is appropriate.
- Full paperwork must be provided prior to the meeting (See Appendix F).
- LA may provide a written statement to all parties where applicable.
- PSP should be put into place if not already initiated.

Date of Policy: September 2025

Date Approved by Governors: September 2025

Date of Next Review: September 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

- GPDC has the power to uphold, reinstate to mitigate the length of the exclusion (although time served will remain as served and a note will be placed on the pupil file).
- Appeals could be made to the Special Educational Needs and Disability Tribunal (SENDIST) if the pupil has a disability (see DfE guidance paragraphs 49-51).

Permanent Exclusion

- Notification to parent/carer/ GPDC & LA immediately.
- GPDC to meet between 6 and 15 days from the date of receipt by the GPDC of a notice of exclusion.
- Parents may make representation to the GPDC orally and/or in written form.
- The LA must be invited to the meeting at a time convenient to all parties.
- Full paperwork must be provided prior to the meeting (see Appendix F).
- LA will provide a written statement to all parties.
- GPDC has the power to uphold or reinstate the pupil immediately or by a particular date. They should write to parents and the LA informing them of their decision within one school day.
- If reinstated, the exclusion remains on the pupil record as a matter of fact, but the reinstatement is added to the record.
- Parents have the right to make an appeal to an Independent Appeals Panel (IAP) even if they do not attend the GPDC meeting and/or if they do not wish their child to be reinstated to the excluding school. They must do this within 15 school days from the receipt of notification of the GPDC decision to uphold the permanent exclusion.
- IAP's will also hear appeals against permanent exclusion where disability discrimination is alleged to have taken place (see DfE Guidance Para 49-51 and Appendix C of this guidance).
- The decision of the IAP is final and binding on all parties.
- See the Introduction for relevant dates i.e. when a pupil comes off roll.