Iveshead School Behaviour for Learning Policy

September 2026

Children First

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Contents

Aims....2

Legislation and statutory requirements....2

Definitions....2

Expectations....3

Bullying....4

Roles and responsibilities....5

Pupil code of conduct....6

Rewards and Sanctions....6

Off-site behaviour....7

Behaviour management....7

The use of 'reasonable force'....7 & 8

Prohibited items and Confiscation....8

Toilets....9

Detentions....10

RESET....10

Suspensions....11

Managed Moves....11

Permanent Exclusion....11

Pupil Support....12

Pupil Transition....12

Iveshead School is committed to creating a culture that promotes excellent behaviour. We have high expectations of our pupils to ensure a safe and calm school environment. Our behaviour for learning policy refers to actions that may be taken where:

- Learning or routines are disrupted
- Pupils and/or staff do not feel safe
- Pupils and/or staff are not treated with respect

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community regarding behaviour management
- Outline our behaviour for learning system

Legislation and statutory requirements

This policy is based on advice from the DfE on:

- **Behaviour in Schools - Advice for headteachers and school staff Feb 2024**
- **Searching, screening and confiscation in schools**
- **The Equality Act 2010**
- **Use of reasonable force in schools**
- **Supporting pupils with medical conditions at school**
- **Arranging Alternative Provision - A Guide for Local Authorities and Schools - GOV.UK**

It is also based on the **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 88-94 of the **Education and Inspections Act 2006,** which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Definitions

Where this policy states 'parent', it should be read as inclusive of carers and any person with parental responsibility

Expectations

When a member of staff becomes aware of misbehaviour, they will respond in line with the school behaviour policy. The member of staff's first priority will be to restore a calm and safe environment in which all pupils can learn and thrive.

Iveshead School has a clear behaviour for learning system which includes the following behaviours (this list is not exhaustive):

Behaviour 1 (B1):

- Talking unnecessarily
- Calling out
- Eating or drinking (water allowed)
- Slow to start work
- Distracts others
- Lack of equipment
- Does not follow staff instructions

Behaviour 2 (B2):

- Inappropriate behaviour continues after REMIND

Behaviour 3 (B3)

- Inappropriate behaviour continues after RESET
- Homework not handed in
- Use of mobile phone
- Wrong zone
- Toilet misuse
- Late for Lesson
- Jewellery in PE
- Leaves the lesson without permission

Behaviour 4 (B4)

- Inappropriate behaviour continues after REQUEST
- Verbal/physical aggression
- Threatening/intimidating behaviour
- Incorrect uniform x3
- Equipment not returned x3
- Child-on-child abuse
- Racist, homophobic and other discriminatory language or behaviours
- Persistent defiance of the BFL system
- Dangerous behaviour
- Refusal to attend lessons/truancy
- Damage to property (Intent)
- Leaves site without permission
- Theft
- Prohibited item
- Late for School
- Does not comply with sanctions

Examples of how the persistent defiance log may be applied:

- 2 B4 behaviours in a week
- 4 B3 behaviours in a week
- 5 B2 behaviours in a week

Any member of the senior leadership team can issue a persistent defiance log outside of the above guidance.

Students leaving lessons without permission will be dealt with on a case-by-case basis.

Students refusing to attend lessons/truancy will spend the remainder of the day in RESET. If students refuse, then a suspension will be issued

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 some time
- Difficult to defend against

Bullying can include:

Type of bullying	Example
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racist, homophobic, misogynistic, disability	Taunts, graffiti, gestures
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 or gaming sites

Pupils and parents should report any incidents of bullying to their Head of Year:

- Year 7 - Mrs Hill
- Year 8 - Miss King
- Year 9 - Miss Flisher
- Year 10 - Mrs Pearson-Neal
- Year 11 - Miss Huthwaite

Staff should follow our behaviour for learning system and report any concerns through Go4Schools as a B4 behaviour. Heads of Year will then recategorise the behaviour if it is:

- Deliberately hurtful

- Repeated, often over some time
- Difficult to defend against

We will investigate any reports of bullying and take statements (if appropriate) from all pupils including any witnesses (staff or pupils) to the incident being reported. We will follow our behaviour for learning policy with regard to any sanctions that are put in place.

Roles and responsibilities

The Trust Board

The Trust board is responsible for reviewing and approving the written statement of behaviour (appendix 1).

The Trust board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the trust board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff have an important role in developing a calm and safe environment for pupils.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Go4Schools
- Challenge pupils to meet the school's expectations

The senior leadership team will support staff in responding to behaviour incidents. They will be highly visible and engage with all members of the school community.

Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. Parents have an important role in supporting the school's behaviour policy. Our behaviour for learning policy is available on our school website and will be shared with parents every term to encourage them to become familiar with it. Where a parent has a concern about the management of behaviour, they should raise this directly with the school.

Pupil code of conduct

Pupils are expected to take responsibility for their behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Pupils will be expected to:

- Behave in an orderly and self-controlled way
- Arrive on time for lessons
- Show respect to members of staff and each other
- Wear the correct uniform at all times
- In class, make it possible for all pupils to learn
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including outside of school

Rewards and Sanctions

List of rewards and sanctions

Outlined below are examples of the rewards and sanctions in place at Iveshead School.

Positive behaviour will be rewarded with:

- Praise
- Positive Points
- Reward Prizes
- Letters home

Iveshead School may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal Reminder
- After-school detentions
- RESET
- Off-site direction
- Managed move
- Suspensions
- Permanent exclusion

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent that is reasonable.

Our behaviour system will be applied at all times including:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When pupils are wearing the Iveshead School uniform
- When in some other way identifiable as a pupil at the school
- When behaviour could have repercussions for the orderly running of the school
- When behaviour poses a threat to other pupils, a member of staff or a member of the public
- When behaviour could adversely affect the reputation of the school

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

Behaviour management

Classroom management

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

They will:

- Create a positive learning environment that encourages pupils to be engaged
- Display the BFL system and the Rewards System in their classrooms
- Greet pupils as they enter tutor time and lessons
- Establish clear routines
- Establish clear expectations for behaviour and follow the BFL system
- Highlight and promote good behaviour using the rewards system
- Conclude the lesson positively

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Staff members have the power to use reasonable

force to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The Headteacher and The Senior Leadership Team may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other prohibited items.

'Reasonable' in these circumstances means 'using no more force than is needed.'

Prohibited Items and Confiscation

In relation to dangerous and prohibited items (or replicas),* school staff can search a pupil for any item if the pupil agrees.

The Headteacher and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs and associated paraphernalia
- Stolen items
- Tobacco and associated paraphernalia
- Vapes and vaping liquids
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause personal injury to, or damage to the property of, any person (including the pupil)

In addition to the above, the following items are also prohibited:

- Chewing gum
- Aerosol sprays
- Energy drinks
- Replica/toy weapons

Confiscation

Any prohibited items (listed above) found in pupils' possession will be confiscated. These items will not be returned to pupils. The decision about returning any other items will be made by the Headteacher and/or the Assistant Headteacher.

Searching and screening pupils is conducted in line with the DfE's Searching, screening and confiscation guidance.

School staff can confiscate, retain and dispose of a pupil's property. The law protects staff from liability for any loss or damage to items they have confiscated, provided they have acted lawfully.

Toilets

Pupils should go to the toilet during lesson changeovers, break and lunchtime. All year groups have designated toilets to use at break and lunchtime. Pupils should use the toilets closest to their lesson when using toilets during lesson changeovers. If pupils are found to be hanging around in the toilets in large groups or more than one pupil is found to be in a cubicle, this will be recorded as toilet misuse and a consequence will be put in place. If students leave lessons to use the toilet without permission, this will be recorded on Go4Schools, and a sanction may be imposed.

Mobile phones

Students may bring their mobile phones to school, but they should be switched off and kept in their school bags or the inside pocket of their blazer for the duration of the school day. The school day begins once pupils arrive on the school site. At the end of the school day, students must be outside of the building before using their mobile phone. Sixth form students are able to use their mobile phones in designated areas, but they must not be used in the main school building.

The above guidance also includes lessons, and therefore it is not appropriate for phones to be used as calculators, or for research during lessons. This includes any other devices that can connect to the internet, such as smart watches, iPads and games devices (and hybrids). There are students who will need to access their mobile phones for medical reasons, and this will be supported within the school and communicated to staff. If a student's phone is seen or heard during the school day, then it will be confiscated and returned to them at the end of the school day. This will be recorded on Go4Schools and an after-school detention will be issued. If students refuse to hand over their phone, a further after-school detention will be issued. If a student has their phone confiscated more than once, then it will not be returned at the end of the day to the student and a parent will need to collect the phone.

Behaviour incidents online

Our behaviour for learning policy refers to both online and offline behaviour. This is because the way pupils relate to one another online can have a significant impact on the culture of the school.

Many online behaviour incidents occur outside the school day and off the school premises. Parents are responsible for this behaviour. We will, however, put consequences in place where online behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or the behaviour could adversely affect the reputation of the school.

Suspected criminal behaviour

If we suspect any criminal behaviour, then we will report the incident to the police. We may still apply our sanctions in line with our behaviour for learning policy, ensuring at all times that this does not conflict with any police actions.

Acceptable forms of Sanction:

Any response to misbehaviour aims to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

If a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, then the member of staff may issue a sanction.

When issuing any sanctions, the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen

Detentions

In most cases, detentions will be issued on the same day as the behaviour log was recorded. This is to ensure that a restorative conversation can take place between the pupil and the member of staff (where appropriate)

If pupils at school are logged for a B3 behaviour, then they will be expected to attend a 30-minute after-school detention. This will take place from 3-3.30 pm.

If pupils are logged for a B4 behaviour, then they will be removed from the lesson by a member of our 'on-call' team. They may remain out of lessons for the rest of that day, depending on the incident. This will be dealt with on a case-by-case basis. There are a range of possible consequences, the least serious being an after-school detention that runs until 3.50 pm. Heads of Year will use their discretion when deciding on an appropriate consequence.

Failure to attend an after-school detention will result in a day in RESET, which runs from 8.45 -3.50 pm

We will always communicate with home via MCAS when there is an after-school detention.

We will always ensure that pupils can get home safely, but it is parents' responsibility to ensure that suitable travel arrangements are made. It does not matter if making these arrangements is inconvenient for the parent.

RESET

Our RESET room may be used where a B4 behaviour has been logged. Our RESET room runs from 8.45

am-3.50 pm. If pupils arrive at school earlier than this, then they will still be expected to stay until 3.50 pm. If pupils arrive early, they will be supervised in the foyer until our RESET room opens. Whilst pupils are in RESET, they are provided with work from core subjects. Although this work may differ from the mainstream curriculum, it will still be relevant and meaningful for the pupils' learning. Heads of Year will notify parents via a phone call if their child is due to be in RESET the following day(s). If this is not possible, then an MCAS or email may be sent.

Suspensions

The headteacher (or a member of the SLT deputising for the Headteacher) is the only member of staff who can sanction a suspension or permanent exclusion by the power delegated by the Trust Board. Headteachers 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.

In the case of all suspensions, parents are informed in writing of the reason for the suspension and their right of appeal. Suspended pupils will be provided with appropriate work for the duration of their suspension. There will be a return from suspension meeting before the pupil returns to school. This will involve the Head of the Year, parents and the pupil. If appropriate, there may be other representation at the meeting. All pupils will have a behaviour support plan put in place when they return from a suspension. This will be regularly reviewed with parents.

Off-Site Direction

Iveshead School will employ a range of strategies to support with behaviour. However, once these strategies have been exhausted, it may be necessary to direct a child's education off-site. Off-site direction can be used to arrange time-limited placements at an alternative provision or another mainstream school.

Managed Moves

A managed move is the transfer of a child from one mainstream school to another mainstream school, permanently. A managed move can be undertaken following a period of off-site direction to an alternative provision setting.

Permanent Exclusion

A permanent exclusion involves the pupil being removed from the school roll. The school will only permanently exclude a pupil as a last resort, after persistent breaches of the school's behaviour policy and where the school has tried to improve the pupil's behaviour through other means. However, there are exceptional circumstances in which the headteacher may decide to permanently exclude a pupil for a 'one-off' offence.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Iveshead School promotes high expectations of behaviour for all students. Behaviour will always be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Heads of Year and the school's SENCO will use their judgement based on the facts of the situation when issuing any consequences and reasonable adjustments that may be made.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCO will 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.

The following are examples of some of the short-term interventions that we may put in place to support pupils with their behaviour:

- Articulate therapy
- Alternative Provision
- Inclusive Provision
- Behaviour Support plans
- Report
- Counselling
- Wellbeing practitioner
- Peer mentoring
- Pastoral support
- Referral to external agencies
- Engage programme
- Work experience

Pupil Transition

To ensure a smooth transition into Iveshead School the Assistant Headteacher and pastoral staff hold transition meetings with our primary schools.

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

Log of Changes to Policy				
Version	Page	Change	Approver	Date
1.1	Whole document	Policy updated in line with processes in school.	QEC	Oct 23
	Whole document	Policy formatted in line with Trust policies. Front page, table of information, contents and change log added.	QEC	Oct 23
		"Racist or homophobic language" changed to "Racist, homophobic and other discriminatory language or behaviours". Addition of page numbers,restore links and amend minor typos or grammatical errors	QEC	Oct 23
	P10	Addition of communication to parents via WEDUC	AHT IVH	Jan24
	P11	Inclusion now starts at 9.45	SLT IVH	Dec 24
	P4	Added refusal to attend lessons as a B4	SLT IVH	Dec 24
	P5	B2 Behaviour logs changed to 5 per week	SLT IVH	Jan 25
	P3	Leaves the lesson without permission	SLT IVH	Feb 26
	P4	Refusal to attend lessons/truancy	SLT IVH	Feb 26
	P9	Updated mobile phones	SLT IVH	Feb 26