



HOULTON SCHOOL

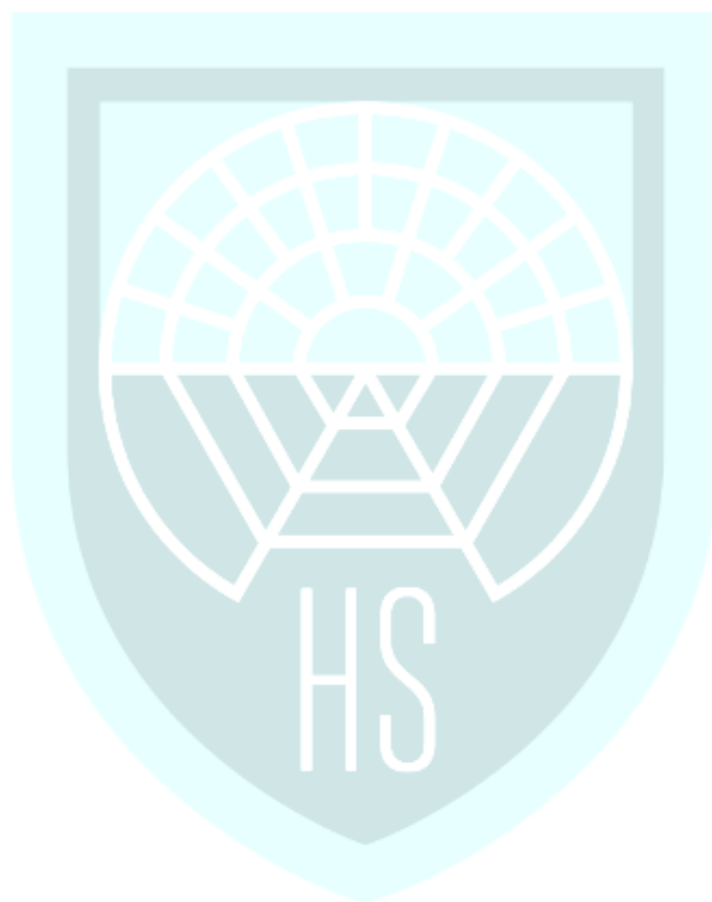
Behaviour Policy

July 2026



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Transforming Lives
EDUCATIONAL TRUST

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TLET Behaviour Principles (as devised and agreed by Trust Principals and Heads of School)

- In our TLET community:
- We feel safe, respected and valued.
- We model and teach high expectations and standards at all times
- We are inclusive of all
- We understand that each school is a collective endeavour which requires individual investment
- We take individual accountability for our behaviour and actions and the impact of these on the school community
- We know the importance of good behaviour in achieving academic success
- We recognise and reward the highest standards of behaviour and achievement
- We empower each other to challenge poor behaviour
- We take appropriate action in line with policy when behaviour falls below expected standards.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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 students
- 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 principals and school staff 2024](#)
- [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 student referral units in England, including student movement](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Our Culture - An All-through School

Our Culture

A community where every child belongs and flourishes.

We are a supportive, caring community that champions every child. We work together to drive happiness, achievement and personal success. We celebrate difference, and foster talent and ambition. From an early age, our students are encouraged to aspire, and through inclusive teaching, high expectations, and a supportive community, we nurture potential and ensure that every child is celebrated. Our culture and ethos are underpinned by our PRAISE values of Prepared, Respectful, Aspirational, Inclusive, Socially Responsible and Excellent.

The PRAISE Framework



Prepared

Turning up on time and ready for learning with the right mindset.



Respectful

Treating others with kindness and valuing our diverse community.



Aspirational

Setting high goals and striving for excellence in all areas.



Inclusive

Championing every child and celebrating our differences.



Socially Responsible

Making a positive impact locally and on the wider world.



Excellent

Always doing our very best and modeling high standards.

A. Primary Phase Behaviour Strategy

3. Primary introduction

This section of the policy is applied across all aspects of the school's primary phase operation and across the school's extended services; wrap around provision, before and after school and for extra-curricular clubs and activities setting out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned tasks and regulate the conduct of its students. Houlton School strives to be a safe and happy environment where staff can teach and students can learn in a calm and supportive atmosphere allowing all members of the community to flourish. All members of the school community are asked to take responsibility for contributing to this environment.

The scope of this section of the policy can extend to activities outside the school day and off the school premises when a pupil is:

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

Even where the four conditions above do not apply, the policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public or could adversely affect the reputation of the school. For example, in the specific circumstance of cyber-bullying.

In applying this section of the policy, the school will consider its duties under the Equality Act 2010 and consider the needs of students with special educational needs. The school will also have regard to its child protection policy where appropriate.

Good behaviour is mutually supportive of high-quality learning and is essential for the effective operation of a school. Houlton School believes that students and staff have the right to work in an environment that is safe, friendly, calm, and purposeful.

This policy has been developed with due consideration given to the principles of a trauma informed approach. Therefore, at Houlton School, the school places relationships and a child's sense of safety and security at the heart of classroom management and a relational approach to discipline is prioritised. High self-esteem and wellbeing is a focus for the school.

The school encourages nurture, warmth and empathy, even when a child or young person is presenting with behaviours that appear challenging to promote a sense of community and belonging. Learning experiences are planned with pupil engagement at the forefront of teachers' minds as this not only supports learning but also promotes good behaviour. Within the context of secure, empathetic and trusting relationships, and engaging lessons, good behaviour is promoted through emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings.

However, a positive behaviour approach cannot be solely based on praise and reward, consequences and sanctions are also an important part and are used to help children understand the difference between right and wrong.

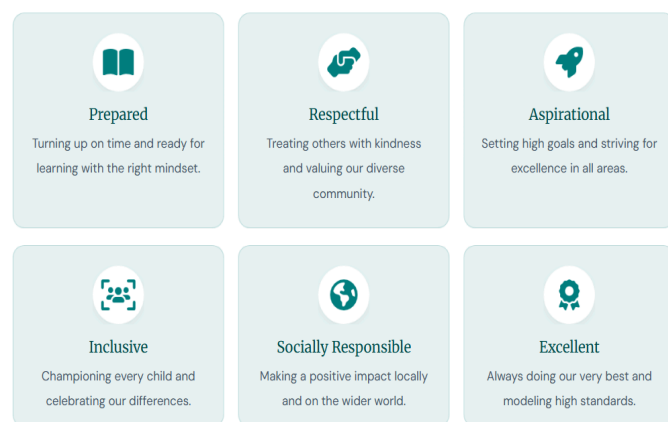
The school community utilises a positive approach to managing behaviour; placing communication at the heart of practice, believing positive language builds relationships, encourages appropriate behaviour and reinforces it. The language used should give children the opportunity to understand responsibility for their behaviour in line with their age, development and educational needs.

At the heart of the approach to managing behaviour are the **school values**. The school believes that children behave best when they understand why behaving well matters. The school teaches children these values to support their moral development and to prepare them for life in Modern Britain. To prepare students for the challenges and opportunities of their future lives, the school seeks to provide transformational learning experiences and promote **a community where every child belongs and flourishes**.

3.1 Our Core Values

At Houlton School, our values underpin the school's work. Through these being modelled in behaviour, children learn how to exist together in a kind and responsible way; without engaging in bullying behaviours.

- **Prepared**
Turning up on time and ready for learning with the right mindset.
- **Respectful**
Treating others with kindness and valuing our diverse community.
- **Aspirational**
Children setting high goals and striving for excellence in all areas.
- **Inclusive**
Championing every child and celebrating our differences.
- **Socially Responsible**
Making a positive impact locally and on the wider world.
- **Excellent**
Always doing our very best and modeling high standards.



3.2 Primary phase expectations

These provide a framework within which to place boundaries around children's behaviours.

Community	Compassion	Aspiration	Excellence	Innovation
Be inclusive	Show Kindness	Give your all	Be responsible for yourself	Seek new ways

3.3 The Curriculum and Learning

The school believes that an appropriately structured curriculum and effective learning activities contribute to good behaviour. Planning for the needs of individual students, planning for active involvement of students in their own learning and planning learning experiences and topics which match the students' needs all help to secure positive behaviour.

Verbal and written feedback is given to children on their progress and achievements as a signal that their efforts are valued and that progress matters. The curriculum aims to develop the skills, knowledge and understanding, which enables children to work and play in co-operation with others. This is particularly evident in, but not limited to, the school's Personal, Social, Health and Economic (PSHE) curriculum.

3.4 Classroom organisation

Relationships between teachers, staff and children, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classroom organisation aims to develop independence and personal initiative with furniture arranged to provide an environment conducive to on-task behaviour.

Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom aims to provide a welcoming environment.

Staff understand the critical importance of positive relationships and treat students with respect, encouragement, empathy, love and forgiveness whilst holding high expectations for conduct.

3.5 Strategies for Managing Behaviour

Reinforcing behaviours which show school values

At Houlton School, staff actively look for behaviours which demonstrate the school's values, for example: being kind towards others; trying hard with learning.

Rewards

Staff reward these desirable behaviours with a point of praise recorded in ways suitable for the age, development, understanding and needs of each individual.

All members of school staff are expected to employ a range of positive strategies including:

- Verbal praise
- Non-verbal affirmation (smile, nod, thumbs up)
- Sharing great behaviour within the community, in front of other staff

Resolving behaviours which don't show school values

The school does not seek to 'punish' undesirable behaviours but aims for resolution and restoration to enable students to return to following expectations should they have veered away from them. Restorative conversations, with teachers, staff and senior leaders form a major part of the school's approach. Natural consequences may also be applied with consideration to the age, understanding and needs of individuals.

Staff are encouraged to recognise, empathise, validate and attune to the behaviours of students, set limits and problem solve.

If a child is exhibiting behaviours which do not demonstrate school values, staff will remind children of the expectations and value being sought. Children are also taught about the consequences for actions taken. The school recognises that children will make mistakes and incorrect choices, and works with children to help them understand these are opportunities to learn and grow.

If the behaviour is not meeting expectations the following stages are then employed by staff.

- **Stage 1** – Warning – undesired behaviour.
Staff connect, establish expectations, provide a route / instruction to meet expectations, warn against continuation / escalation.
- **Stage 2** – Further Warning – undesired behaviour that has continued.
Staff reconnect, further establish expectations, further provide a route / instruction to meet expectations, warn against continuation / escalation.
A restorative conversation with the member of staff at the end of the lesson/session will be undertaken to reinforce expectations and the pupil will catch up on any work missed.
- **Stage 3** – Time to discuss behaviour with teacher and/or with senior leaders outside of the lesson – usually at break or lunchtime - children to deescalate (if dysregulated) and engage in restorative conversation with staff on the school values. Conversations will be relevant to a pupil's age, understanding and additional needs. A short period of reflection time may be undertaken which will recap the expectations of the school values and encourage children to understand responsibility for their actions. The actions and consequences of these actions will be discussed. The pupil will complete any missed work during the following break period. Stage 3s are recorded on information software.

When a child reaches a stage 3, their family will usually be notified at the earliest opportunity. Appropriate reconciliation, resolution and consequence will be discussed with the child, family, staff and senior leader depending on circumstance. The Senior Leadership Team will review all recorded stage 3s on a weekly basis. Repeated behaviours will be discussed by senior leaders with the child's class teacher, including the child if judged appropriate. Class teachers may then discuss repeated behaviours with the child's parent/carer. Should repeated behaviours persist, senior leaders will meet with parents/carers to discuss strategy and support. There are occasions where a child's behaviour warrants a stage 3 automatically and will not go through the stages process. Incidents such as:

- Evidence of bullying
- Deliberate breakages or damaging property
- Swearing/discriminatory/racist/homophobic/sexist language
- Very disrespectful behaviour towards staff or the community

Resolutions

The staged process outlined above forms the most common path to resolution applied to address undesired behaviour. Restorative conversations with staff and students, offering the opportunity to understand the impact of undesired behaviour, make apologies and plan a better course of action in future is the primary tool for resolving behaviour. Consequences may result from undesired behaviour to support resolution. Examples are:

- The non-award of praise and rewards
- Restoration and making amends with individuals hurt or upset by actions, in the form of a verbal or written apology or cleaning up / mending something
- Not taking part in play during break and lunch times
- Loss of positions of responsibility in the school
- Not taking part in extra-curricular activities, e.g. an after-school sports fixture

N.B. Sanctions decided by parents do not form part of this policy.

3.6 Support for Repeating Behaviours

During weekly meetings, the Senior Leadership Team will review incidents of behaviour analysing potential patterns.

'Linked students' are also reviewed to identify and prevent potential victimisation of individuals, enabling the school to address any incidents of bullying quickly and/or to address interactions which might lead to bullying. Where patterns of behaviour or reoccurring incidents occur, leaders will reflect on the school's provision for those students and consider approaches and actions to bring about improvement on an 'Assess, Plan, Do, Review' basis. This will often involve discussion with members of staff working directly with individuals, as well as the individual themselves, to devise a tailored approach and adjustments which may be reasonably implemented following a graduated approach from universal and targeted to specialist provision.

Leaders will consult with the school SENDCO, Senior Mental Health lead, designated safeguarding lead and Designated teacher as appropriate. Where repeated patterns occur, parents / carers will be invited to contribute to plans for improvement, often with the class teacher as a first port of call. The school will also seek advice and support from external agencies as appropriate to support positive change.

Examples of this could be:

- a consultation with the Mental Health and Schools Team;
- an observation from the specialist teacher service or a report commissioned from the Education Engagement Team.

The school seeks to work in partnership with all families to establish a united approach to addressing undesired behaviours and putting support in place where required. Planned support, adaptations and ways forward are developed on a case-by-case basis working within the unique context of each family to secure positive outcomes.

3.7 Restrictive intervention in primary phase

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Houlton School follows the DfE advice 'Restrictive Interventions'. In order to keep children, young people, families, staff and services safe, there may be occasional circumstances in which children's behaviour is so challenging that there is no alternative other than to use a restrictive intervention. However, the use of such intervention in managing challenging behaviour should only be used when absolutely necessary, should be reasonable and proportionate, and should always be in the best interests of children and young people. (*See Restrictive intervention policy*)

3.8 Screening and searching students in primary phase

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).
- Mobile phones and other connected devices are also prohibited for use on school sites. Should a pupil bring such a device to school and not place it in the phone pouch then the school has the right to search and confiscate it.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Head of school may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules.

The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules. School staff can seize any prohibited item found as a result of a search. Staff can also seize any item, however found, which they consider harmful or detrimental to school discipline. The school will follow statutory guidance issued by the DfE when deciding what to do with a seized prohibited item.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in school that the student gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006. The school will follow the DfE guidance 'Screening, Searching and Confiscation - advice for schools.' in all circumstances.

3.9 Use of social media

The principles of this policy apply to all forms of social media for both school purposes and personal use that may affect the school, students or staff in any way.

It is not acceptable for individuals to use social media to:

- damage to the school or its reputation even indirectly;
- defame school staff or any third party;
- harass, bully or unlawfully discriminate against staff, other students or third parties;
- spread false or misleading statements;
- impersonate staff, other students or third parties;
- express opinions on the school's behalf;
- use school logos or trademarks.

Misuse of social media will be reported to SLT.

3.10 Mobile Phones in primary phase

Mobile phones or other connected technology is not permitted for pupil use on site at any time. For students in Years 5 and 6 who travel home individually, a mobile phone may be handed in to the class teacher immediately on arrival.

3.11 Drugs in primary phase

The primary phase of the school operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors. The school policy on drugs applies to all school and school related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

The school takes into account guidance issued by the DfE. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE curriculum. Any incidents will be reported to School governors for their consideration. Any pupil found to be involved in a drugs related incident will be disciplined. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to suspension or permanent exclusion. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy.

The school will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

3.12 Suspensions and permanent exclusions in primary phase

Suspensions or permanent exclusions may be a considered response to a serious breach or persistent breaches of the school's behaviour policy; or on occasions where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In all such cases Houlton School will follow the guidance: (*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE from July 2026*) and will work with families through the process. Permanent exclusion is the ultimate sanction the school can apply and as such will only ever be a last resort once all other options have been explored. (*See Exclusions Policy*)

B - Secondary Phase Behaviour Strategy

As an all-through school, the Trust - TLET Behaviour Principles permeates through all key stages.

4. Definitions

Misbehaviour is defined as:

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

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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism, theft, fighting, smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited/banned items including:

- Knives or weapons, alcohol, illegal drugs, stolen items, fireworks
- Tobacco and cigarette papers, e-cigarettes or vapes
- Pornographic material
- 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 child)
- Inappropriate use of mobile phones or electronic devices

5. 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

TYPE OF BULLYING	DEFINITION
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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

Houlton School's Preventing Bullying Policy can be [found here](#). (Once approved it will be inserted)

6. Roles and responsibilities

6.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

6.2 The Principal

The principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- 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 students 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 students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

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

6.4 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 positive relationships 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.

6.5 Students/students

Students 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

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

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

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

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

7. School behaviour curriculum

7.1 'The Houlton Way'

At Houlton School, we pride ourselves on all Students in our community adhering to and advocating for 'The Houlton Way'. This underpins the culture of our school.

P - Prepared	Preparation is the foundation of success at Houlton. We expect our students to arrive each day: ☐ On time and punctual for all lessons ☐ With the correct equipment and uniform ☐ With an organized approach to their studies ☐ With a focused, positive mental attitude
R - Respectful	☐ Mutual Respect - Our relationships are built on trust and kindness. We listen to one another, value differing opinions, and speak with courtesy to all members of our school family. ☐ Celebrating Difference - We believe that our differences make us stronger. Respect at Houlton means actively championing diversity and ensuring every person feels safe and valued.
A - Aspirational	100% Commitment to Ambition. Dreaming big - We encourage our students to set no limits on their learning. Aspiration means: ☐ Dreaming big for life beyond school ☐ Setting challenging personal targets (100% attendance) ☐ Having the confidence to take risks ☐ Striving for transformation in our lives
I - Inclusive	The Houlton Family ☐ Inclusion is at the heart of our curriculum. We place spiritual, moral, social, and cultural education center-stage to ensure every pupil flourishes. ☐ We celebrate the unique journey of every individual, providing world-class facilities and tailored support to help every child achieve their best, regardless of their starting point.
S - Socially Responsible	☐ Community Kindness: We actively support community projects, such as our food bank collections, to help those in need within our local neighborhood. ☐ Global Stewardship: We teach our students to be "transformers," taking responsibility for the environment and the society of tomorrow. ☐ Responsible Citizens: Our students develop a strong moral compass, understanding the importance of loyalty, courage, social justice and accountability.
E - Excellent	Standards of Distinction ☐ Excellence is expected in all aspects of behaviour and attitudes. At Houlton, we don't just aim for 'good enough'—we aim for the highest possible standards. ☐ Whether in the STEM labs, the creative studios, or on the sports field, we wear our uniform with pride and model excellence in everything we do as a family.

All students are encouraged to take responsibility for their behaviour by following the clearly articulated expectations, displayed around the school. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

7.2 Mobile phones/electronic devices

Years 7 - 11

The mobile phone policy sets out clear details of expectations. This policy applies to:

- All students during the school day (including breaktimes and transition periods)
- All devices capable of communication (phones, smartwatches, earbuds, etc.)
- All areas of the school site and all off-site, school-organised activities

Please click here for the full policy: [Mobile Phone Policy](#)

Sixth Form

Mobile phones, earphones and headphones are permitted to be used by Sixth Form students in Sixth Form areas only. These include the designated sixth form areas in the Refectory during independent free periods, lunch and break times. Sixth form use of mobiles are a privilege, and staff will follow the above procedure should the mobile phone policy not be adhered to. During lessons teachers may ask students to use their phones. This is up to the individual teachers and how this supports the students' learning. Other personal technologies should only be brought onto site if there is an educational reason for doing so.

7.3 'Hands-Off' expectation

'Hands off' underpins our core value of respect whereby children have the right for their personal space to be respected by all. The purpose of 'hands off' is to stop pushing, jostling and playfighting. All these cause students to feel unsafe in our school. Hands off generates a calm school where children can move around the corridors safely and play at break times in a safe manner.

The policy is to educate our young people how to interact in a non-physical and safe manner, it is not about sanctioning young people it is about educating them.

There may be instances when a sanction would need to be used. For example, on a busy corridor if a student deliberately pushes another student, where the consequences system and associated sanctions would be used. There would also be a follow up session with the Head of Year about safe behaviour in school.

7.4 Uniform standards

At Houlton School we are preparing our students for life beyond school and recognise that it is therefore important that students are used to following standards of dress code as specified by the organisation for which they may work. We expect all students in years 7-11 to attend school wearing full school uniform as per the policy.

It is the parent/carer's responsibility to ensure students are dressed appropriately for the school day. If a student arrives in an incorrect uniform, one will be provided by school, or parents/carers may be called to rectify the situation by bringing in appropriate uniform on the day. Any refusal would result in them being withdrawn from lessons for the day. To avoid this, we ask parents/carers to support these expectations and to ensure that their child is in the correct school uniform every day. The school reserves the right to decide on the suitability of any items of clothing and appearance. Should the parent/carer be unsure about anything, we urge you to contact us before purchasing school uniform items, including footwear, or making changes to appearance.

Details of the Uniform and Standards of Appearance policy can be found [here](#).

7.5 Health and Safety

For the safety of all students and staff, the following rules must be followed:

- Keep left in the corridors. Students to travel up and down the stairs in the Humanities and STEM buildings in a designated way.
- Ball games should take place in designated areas only
- Students should not climb on any equipment, furniture or building with the exception of being instructed to use PE equipment under the supervision of a teacher
- All litter must be disposed of in the bins
- Enter a classroom or learning space with the express permission of a teacher or member of staff
- Refrain from touching fences and stay within designated areas

Out of Bounds

- All areas enclosed by fences
- All car parks, at all times
- Bicycle shelters during the school day
- Areas beyond the supervising staff's direct eyesight

Lunch and Break times

- Students must remain on site during lunch and break
- Food is allowed to be consumed in the Refectory or designated areas only. No food items or packaging should be taken outside of these areas
- Food and litter should be cleared away and disposed off in the bins provided
- Appropriate behaviour should be demonstrated at all times, both in and outside of the Refectory

Cyclists and motorists

All students using a bicycle or scooters (non-electric) to travel to school must know and abide by the Highway Code

- Cyclists must wear a helmet when cycling to and from school. It is recommended that they wear high visibility apparel over their coats or attached to their bags, e.g. cycling in the dark, the bicycle must be equipped with appropriate safety lights
- Cyclists must not use pavements near pedestrians
- Cyclists must dismount from their bicycle before they reach the school frontage
- Cyclists must enter through the designated gate on foot and move straight to the designated cycle area to lock up their bicycles

Failure to follow these rules may lead to students being refused permission to store their bicycle/scooter on site. Serious infractions will be reported to the police. Legal documentation of licence, road tax, MOT (*if applicable*) and insurance must be submitted by students wishing to bring a motorised vehicle onto site. Electric scooters are not permitted on the school site.

Smoking

Smoking on site is prohibited. This ban includes the use of electronic cigarettes or any smoking paraphernalia. Smoking infractions will be dealt with in the same way as other behaviour related infractions. Vapes and smoking paraphernalia will be disposed of by the school, and the Police Liaison Officer(s) will be informed of any intelligence surrounding this event.

8. Behaviour culture and expectations

We are a supportive, caring community that champions every child. We work together to drive happiness, achievement and personal success. We celebrate difference, and foster talent and ambition. From an early age, our students are encouraged to aspire, and through inclusive teaching, high expectations, and a supportive community, we nurture potential and ensure that every child is celebrated.

Houlton School aspires for all students to:

- Experience a safe, happy and successful education
- Be intrinsically motivated to exhibit behaviours that are conducive to learning.
- Understand the standards, expectations, rules and routines required for success
- Always aim to meet the standards and expectations
- Aspire to excellence, develop self-regulation abilities that support them to become well-rounded citizens
- Be tenacious, using mistakes as an opportunity to learn
- Develop healthy and positive relationships, built on trust, loyalty, mutual respect and clear boundaries
- Understand how to behave in different environments and adapt behaviours to any context.
- Want to be kind
- Be able to challenge injustice, unkindness and inequality, in line with British values.
- Be tolerant, accept and respect diversity

Behaviour for Learning - Expectations

At Houlton we believe that for our students to be successful, these behaviours for learning are imperative. We expect all students to:

- Be punctual (arrive on time to school/lesson/activity)
- Be well equipped (have the right equipment always)
- Be prepared to learn and excel
- Engage in all learning activities
- Complete all learning tasks including extended activities
- Avoid distractions and not to distract others

- Allow thinking time to enable the completion of tasks
- Be resilient - try, and do not give up
- Have a clear understanding of the standards and expectations
- Reflect on their learning experience
- Ask for support

Routines - See Appendix 8

We believe that establishing good routines are important as they provide learners with stability, security, and structure, supporting their emotional, social, and cognitive development. Daily routines will include:

- Routines - Start of the day
- Routines - Classroom entry and exit
 - Specific entry routines for Period 1
 - Specific entry routines for Periods 2 - 5
 - Specific exit routines for for all lessons
- Routines for breaktime
- Routines for lunchtime
 - tutor time
 - lunch
 - Assembly
- Routines for moving around school
- Routines for fire evacuation
- Routines for the end of the school day

Internal Truancy - See Appendix 9

At Houlton we believe that school and lesson attendance is crucial for student success. Students who purposely avoid attending lessons are classed as truanting. Truancy can have an impact on a child's attitude to school and their ability to learn. It can also impact on the parent/carer and wider family as it may be stressful dealing with the situation. Our Internal Truancy Strategy highlights our tiered approach to dealing with internal truancy.

8.1 Classroom management

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

They will:

- Model positive behaviours and school values to students
- Create and maintain a stimulating environment that encourages students to be engaged
- Have consistently high standards for all students
- Develop mutually respectful relationships with students
- Display calm consistent adult behaviour
- Develop a positive relationship with students, which includes:
 - Greeting students on entry, at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the lesson positively and orderly dismissal from the classroom
 - Every lesson is a fresh start
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement (R-Points system)
 - Using a restorative approach to rebuilding relationships

- Sixth formers may also contribute to the school community by acting as peer mentors to KS3 and KS4 students

8.2 Warm demanding and positive framing

Houlton staff are warm demanders; we combine personal warmth with high expectations. Staff will be calm and consistent in their approach to students and demonstrate their care and high standards by promoting excellent behaviour and reducing misbehaviour in every interaction. Staff do this through positive framing.

Common Language:

Staff at Houlton use a consistent language in order to promote positive behaviour. Our language choices are reflected through our pledge.

Additional information and support for staff can be found in Appendix 2.

8.3 Restorative Justice

Staff at Houlton are committed to a restorative approach and will always endeavour to build relationships with students. Staff take time to repair relationships with students in the moment, after some time out, or at a later time (during detentions).

Additional information and support for staff can be found in Appendix 2.

8.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student'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 safeguarding policy for more information [here](#).

8.5 Responding to good behaviour

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

The range of rewards available include:

- Verbal and written praise
- Achievement points
- Parental contact e.g. phone calls home
- Awards for excellent attendance and punctuality to the school and to lessons
- Postcards home
- Letters home
- Achievement awards; bronze, silver, gold and platinum
- Principal's postcard
- "Zero club" award
- "HERO" award - to be introduced in September 2026
- Curriculum team prizes/certificates
- "Passport to" entry

Details of how this is applied can be found in Appendix 3.

8.6 Responding to misbehaviour

When a student'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 the right environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases (where possible), can be used to help prevent further behaviour issues arising.

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

When issuing behaviour consequences, staff will also consider what support could be offered to a student 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:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student on a positive report card
- Removal of the student from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Staff will use the consequence pyramid as a guide when making decisions about the sanctions applied for student behaviour. Staff may use their discretion when applying this, with personal circumstances of the student considered. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Details of the consequence pyramid can be found in Appendix 4.

8.7 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 on CPOMS and reported to parents/carers

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

8.8 Searching, screening and confiscation

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 student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

Searching a student

Searches will only be carried out by a member of the senior leadership team or staff delegated by SLT. Searches will be conducted by two members of staff.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search. In some cases, a metal detecting wand will be used.

An authorised member of staff of a different sex to the student 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 student; **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.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the principal, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

If the student 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 Principal, a Vice Principal, or Assistant Principal responsible for behaviour, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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 student'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 students' possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 student's possessions when the student 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 student 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 on CPOMS.

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 student 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 student's mental and physical wellbeing and the risk of not recovering the suspected item.

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.

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 student(s) involved. Staff retain a duty of care to the student involved and should advocate for student 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 student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student'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 student'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 student, except in urgent cases where there is risk of serious harm to the student or others.

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

- The student 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 student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student 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 student
- Not be a police officer or otherwise associated with the police
- Not be the principal
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student 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 student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student 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 student 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 whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students 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.

Screening

Screening is only used where a safety plan has been put into place to ensure the safety of the child being screened, or the wider school community. The details of the screening process will be written into a safety plan and will be agreed with the parent/carer prior to the process commencing.

The safety plan will be reviewed regularly and the risks reassessed in order to decide the length of the screening plan put into place for the child. The school will always prioritise the safety of the child and the wider community when making decisions around the screening of a child.

As part of the safety plan, there will be an agreed action if the child refuses to be screened. This will always include parental contact and isolation for the student, until the screening has been completed. If the child continues to not follow instructions, behaviour sanctions may be applied in line with the sanctions listed above.

8.9 Use of CCTV

Houlton School has CCTV in the corridors, main public areas, toilet entrance/ exit/ wash hand wash area and throughout external spaces and the school's perimeter. This is to maintain the security of the premises and for discouraging and investigating crime. It is also used to deter antisocial behaviour and for the purposes of student, staff and public safety. The school may use images obtained by CCTV for disciplinary purposes. Please refer to the TLET policies for the complete CCTV usage policy.

8.10 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

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

8.11 Online misbehaviour

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

- It is in violation of the Acceptable Use or Online Safety policies
- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

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

8.12 Suspected criminal behaviour

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

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, the Designated Safeguarding Lead (DSL) or a deputy 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.

8.13 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.

Students 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 policy for more information [here](#).

8.14 Malicious allegations

Where a student 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 student in accordance with this policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy. 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 student 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. The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

9. Serious sanctions

9.1 Detention

Students can be issued with detentions during break, at lunchtimes, or after school. The school will decide whether it is necessary to inform the student's parents/carers for informal breaktime detentions. For longer detentions at lunchtime and after school, parents will be notified through the Edulink app.

If a child is unable to attend an after-school detention, the school may seek clarification from a parent/carer. The school will consider making reasonable adjustments as appropriate, which may include, but is not limited to, consideration around the student's safety, conflicting with a medical appointment, preventing a student from getting home safely or interrupting the student's caring responsibilities.

9.2 Removal from classroom

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

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be 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 students 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 student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour, which will utilise the school's restorative approach.

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

- Intervention approaches with pastoral leaders
- Referral to internal and external intervention activities from the Inclusion team
- Short-term behaviour report cards
- Long-term behaviour plans
- Team Around the Child reviews
- Placement at an alternative educational provision

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

9.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents, in response to persistent poor behaviour which has not improved following in-school sanctions and interventions and where malicious allegations have been made. The decision to suspend or exclude will be made by the principal and only as a last resort.

Please refer to our exclusions policy for more information [here](#). This is a TLET policy.

9.4 Reintegration meetings and pastoral behaviour meetings

After every suspension, or whenever behaviour concerns become apparent, parents/carers will be invited in to attend a meeting with pastoral leaders. These meetings will be minuted and minutes will be available for parents/carers upon request. The key aims of the meeting will be restorative in approach, with opportunities for engagement and interaction from the student, a parent/carer and the school. Key actions from all parties will be noted and will be used to monitor progress and ensure that the relevant support has been actioned in order to improve the student's behaviour.

9.5 Respite, Off-site direction and Managed Moves

At certain times it may be more appropriate for a student to serve a sanction in a different setting. A respite period at another local school could range from one to several days in length, depending on the incident, and may be used in place of, in addition to or as an escalation from our internal sanctions. During a respite, work will be provided by school staff and the student will be expected to work in the isolation room equivalent at the host setting.

In more serious situations, it may be necessary to explore an Off-Site Direction at another school. A student can be transferred to another school as part of an "Offsite Direction" where they will be a guest student while still on roll at Houlton School. This is to allow the student to have a fresh start in a new school and is an alternative to a permanent exclusion. Offsite Direction is voluntary – they are only arranged with the consent of all parties involved, including parents/carers. Offsite Direction is usually subject to a trial period of five to ten weeks in the new school.

Managed moves can be considered to give a student the opportunity to try another school for a period of time, if there are concerns about repeated breaches to the school expectations. A managed move is a voluntary,

structured transfer of a pupil from one school to another, designed to provide a fresh start and prevent permanent exclusion. This is agreed between a student, their parents or carers, and two schools. Students who have a successful managed move may transfer onto the roll of the receiving school upon a date agreed by all parties.

9.6 Governor panel meetings

Where behaviour is escalating despite interventions and support applied by the school, then a governor panel meeting may be called. The purpose of this meeting is for a governor to review the behaviour record of the student, with opportunities for feedback from the student and their parent/carer. The governor will also ask for a presentation on the school's response to the behaviours displayed and will review whether appropriate actions have been taken by the school. The school will present a proposed series of next steps, and an action plan will be agreed by all parties with the aim being to prevent a permanent exclusion.

9.7 Working with the Local Authority

Houlton School works closely with the local authority and holds regular meetings to review and address the needs of individual students. Termly reviews of children at risk of permanent exclusion with the local authority ensures that additional external agencies and appropriate alternative providers can be utilised to further support young people and reduce the risk of permanent exclusion.

10. Responding to misbehaviour from students with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis and discussed with the SENCO.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student 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 student concerned.

10.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

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

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

10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

At Houlton School, we have a 'Team Around the Child' approach when reviewing a student whose behaviour is consistently challenging. This involves a review of the child's behaviour alongside any safeguarding concerns, attendance issues or wider concerns by a team of professionals, which usually includes a member of the Senior Leadership Team, the Key Stage Lead, the Head of Year, a Deputy Designated Safeguarding Lead, the SENDCO or representative from the Inclusion faculty, and a member of the attendance team.

After the Team Around the Child meeting, the school's special educational needs co-ordinator (SENDCo) may then evaluate a student 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 student, 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.

10.4 Students with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP 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 student 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.

Warwickshire SENDIASS (Special Education Needs Information Advice and Support Services) supports parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. It is a free, confidential, and impartial service for parents and carers, children and young people up to 25 years. Warwickshire SENDIASS offers independent support for parents and families who have children and young people with a SEND. They also provide this independent advice directly to young people aged 16 to 25 years with SEND.

To speak to a member of their team, call 01788 593159, or e-mail warwickshiresendiass@barnardos.org.uk

11. Supporting students following a sanction

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

When reintegrating students back into the classroom, the school will consider measures to support such as:

- Reintegration meetings
- Daily contact with the Form Tutor, Head of Year and/or Key Stage Lead as appropriate
- A report card with personalised behaviour goals
- Referrals to internal and external intervention strategies and support

12. Student transition

12.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing students for transition

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year. For students who leave the school, either at the end of their education or as an in-year transfer, key information will be shared with the receiving school or educational provider.

13. Training

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

- Warm defending and positive framing
- Restorative justice
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.



14. Monitoring arrangements

14.1 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 student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the vice principal.

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

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 students are identified by this analysis, the school will review its policies to tackle them.

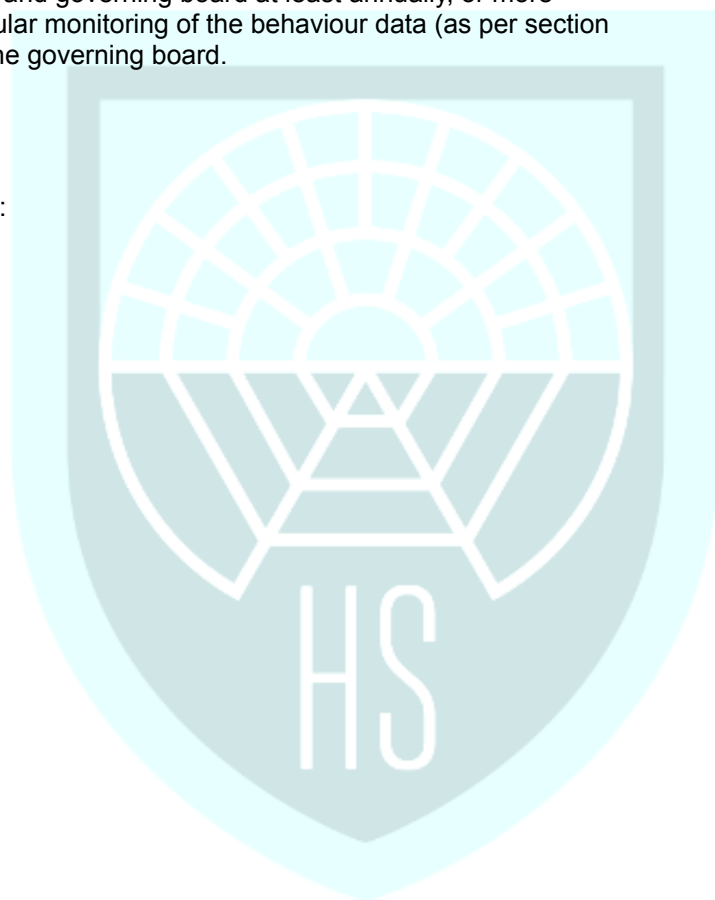
14.2 Monitoring this policy

This behaviour policy will be reviewed by the principal and 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 governing board.

15. Links with other policies

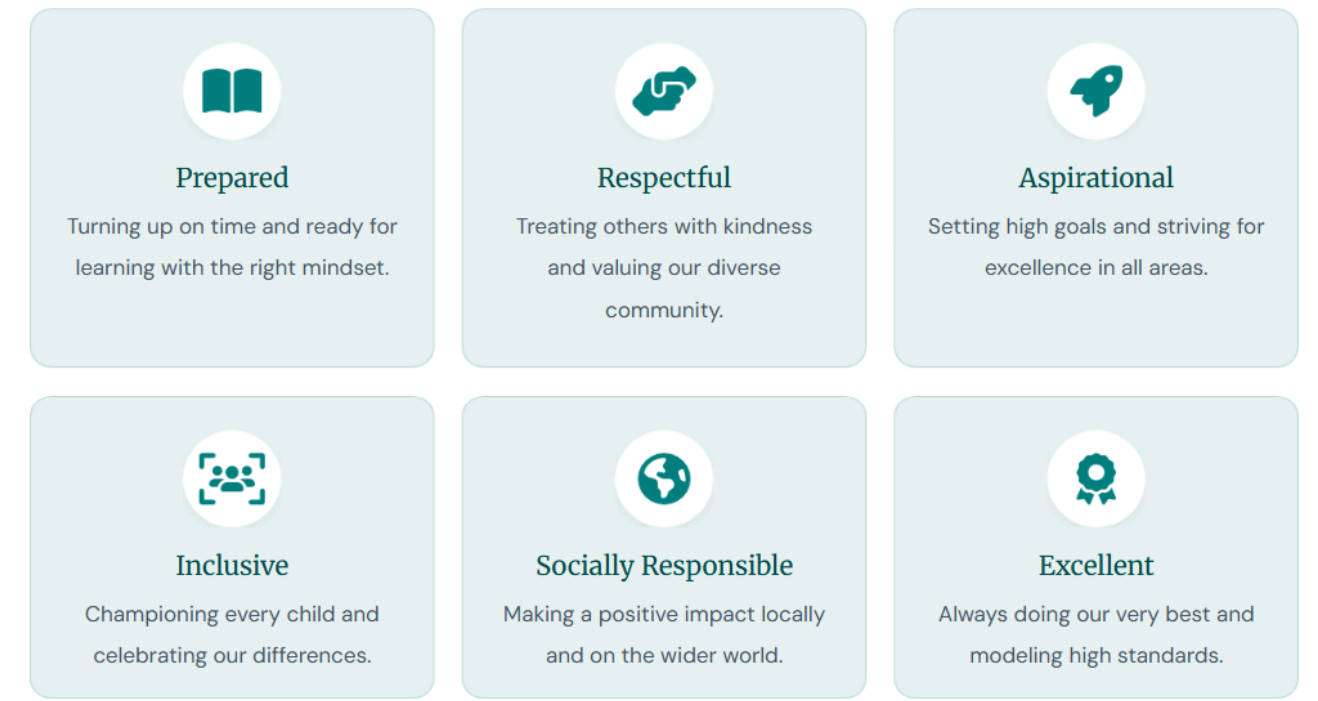
This behaviour policy is linked to the following policies:

- TLET Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy



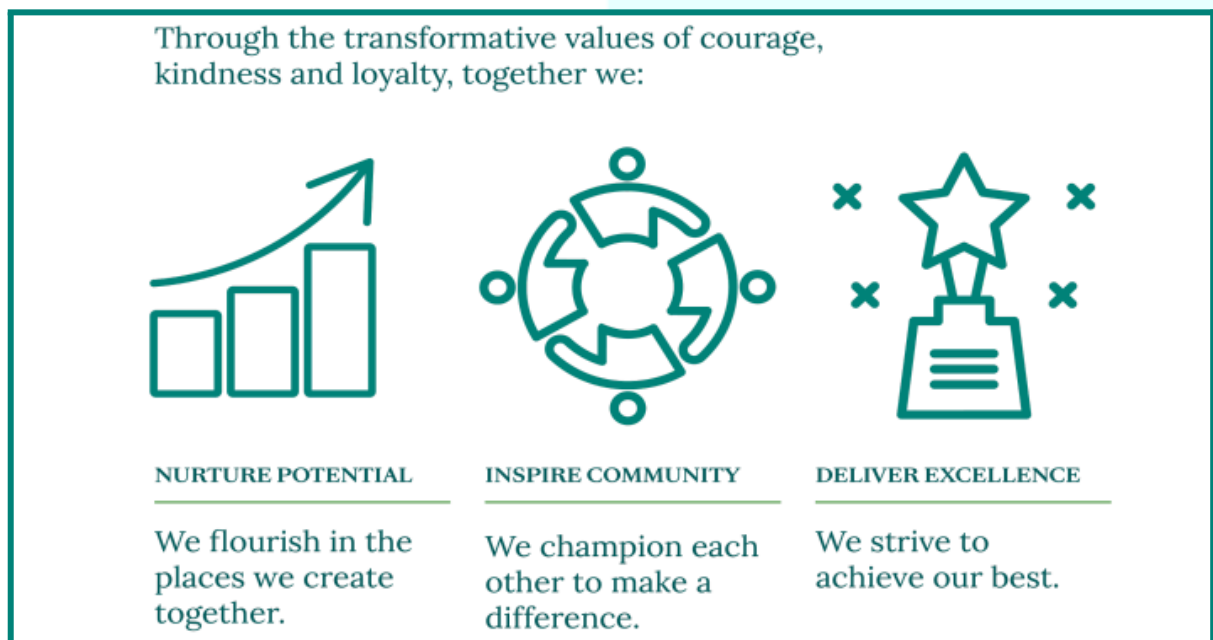
Appendix 1: Houlton School Pledge and Responsibilities

Houlton School Pledge is aligned with “**The TLET Way**” which sets out the Trust ambitions for young people and staff.



The TLET Way

This underpins the culture of our school.



Appendix 2: Warm-Demanders, Positive Framing & Restorative Approach

Houlton staff are warm demanders; they combine personal warmth with high expectations. *Houlton staff are calm and consistent in their approach to students, and demonstrate their care and high standards by promoting excellent behaviour and reducing misbehaviour in every interaction. Staff do this through positive framing.*

Common Language:

Staff at Houlton use a consistent language in order to promote positive behaviour. Our language choices are reflected through our pledge. Here are some examples of positive reinforcement using our common language:

"It is the Houlton Way to...PRAISE"

"We do this because we are aspirational..."

"How could you change your actions to demonstrate being socially responsible?"

"Are you being respectful when you..."

"You can show excellence by..."

Positive Framing Strategies:

1. Assume the best

Assuming the best helps staff model calm assurance. Classrooms are dynamic and occasionally instructions can be misheard or misinterpreted. Giving a student who is confused the benefit of the doubt will help build trust.

Useful terms - "forgot" and "confused"

Instead of:	Warm demanders say:
"Why is your coat still on?"	"I think you've forgotten to take your coat off"
"Just a minute everyone, some people seem to think that they don't need to put their chair behind their desk."	"Just a minute, I must not have been clear - I need you to all put your chairs behind your desks."
"Not everyone is working in silence."	"I think some of us are confused, I need you all to work in silence so that we can do our best work."
"How many times have I said this..."	"I think some of us have forgotten that at Houlton we try our best, always."

2. Give them an easy first step

What often looks like resistance or defiance may be a lack of clarity. Most students want to succeed so by providing them with a clear next step you are helping both of you to get to the shared outcome.

Instead of:	Warm demanders say:
"Stop talking, Andrew."	"I need to see you start answering the question, Andrew"
"I've told you before, you need to be taking notes, Stephen."	"Let's see your pen moving now, Stephen. Thank you."
"I've already told you to move your bag off your desk"	"I'll give you a second to get your desk cleared and ready to start, but let's be ready quickly please."

"Will you get on with your work"	"Are you ok? You seem to be struggling. Is there anything I can help you with?."
----------------------------------	--

3. Narrate the positive

A tool to motivate group behaviour. Highlight positive / expected behaviour and make them more visible which will make other students more likely to follow. The alternative (what not to do!) is to point out negative behaviours which draws attention to these negative behaviours in the room, some of which may not have been noticed by other students:

Instead of:	Warm demanders say:
"Some people don't appear to be listening."	"I can see three, four, five tables giving me their full attention, can I see anymore?"
"This table isn't paying attention."	"I can see 80% of people working really hard, can I see 90%? Yes... can I see 100%"

4. Defusing

Occasionally students will try to engage a teacher in a discussion when they have been challenged about their attitude towards their work. Teachers should use the LAAD technique to de-escalate and direct students back to their work.

Listen (make eye contact and nod)

Acknowledge ("I hear you")

Agree ("you're not even wrong")

Defer ("let's discuss this after class")

Then "thanks" and walk away.

An example:

The student is talking rather than getting on with their task. The teacher goes to the student's desk to speak to them.

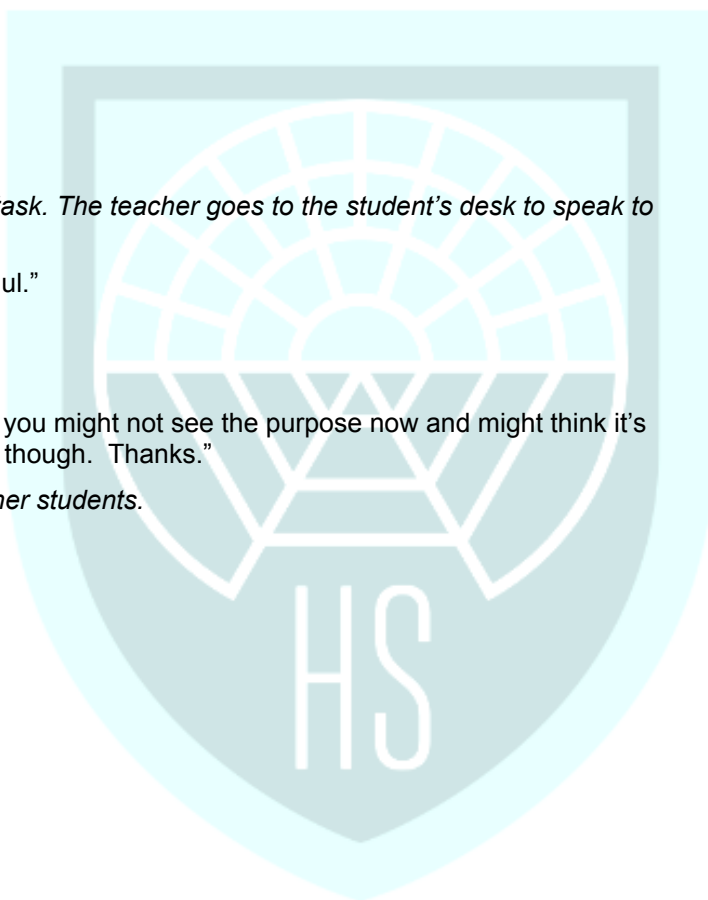
Teacher: "Let's see you make a start at this task, Sardul."

Student: "But Miss, this work is boring."

Teacher listens, makes eye contact and nods

Teacher: "I hear what you're saying. I understand that you might not see the purpose now and might think it's boring. Let's discuss it after class. Time to get on now though. Thanks."

Teacher walks away and continues to check in with other students.



A Restorative Approach:

Staff at Houlton will use a restorative approach to build relationships with students. Staff take time to repair relationships with students in the moment (see examples above), after some time out, or at a later time (during detentions).

RESTORATIVE AND CHOICE QUESTIONS	NOTES
TIME OUT	It is often helpful to give children time out, with the reassurance that they will be listened to and you will help them sort things out once they have calmed down. It also allows adults to be calmer which can be very helpful.
What happened? What happened first? What happened next? What did you say/do? What did they say/do?	Try to develop a timeline of things that people did and said in as close as possible to the order that these things happened. It is natural to remember things differently from each other, so don't worry if the recollections differ slightly as long as the facts are the same.
What were you thinking and/or feeling when this happened?	If your child isn't good at telling you what they were feeling ask them what they were thinking, often they will naturally include their emotions.
What choice did you make? What choice could you have made? Was your choice a helpful one? What do you need to do to correct the choice you made?	If the restorative questions aren't getting you the answers you need to be able to sort the problem out, try the choice questions. We ask young people to take responsibility and put right their unhelpful choices.
What do you think about it now?	If you have worked through the questions above in enough detail, then children will often be able to tell you all things that they should have done differently rather than us telling them? Don't worry if your child doesn't tell you everything you want to hear, remember RJ is work in progress.
What needs to happen to put this right?	If your child thinks that saying sorry puts everything right, if it is appropriate ask them to make an apology of actions not words. You can help them out by making suggestions if they struggle.
What will you do differently next time?	This question can be very helpful when a child has behaved unhelpfully. There are usually triggers to their behaviours and what we are actually often asking is next time you are in that situation how will you manage your emotions and behaviours more respectfully in a way that everyone can be treated fairly. This can also be asked of someone who has been hurt by the actions of others i.e. If it happens again I will: - ignore it and not hit them, I will tell an adult, I will ask them to stop, I will just ignore it.

Appendix 3: Rewards guidance for staff

We believe that rewards play a vital part in encouraging students to fulfil their potential and to demonstrate a love of learning. Rewards will be given to students for consistent and/or improved levels of achievement, both academically and for contributions to the values and life of the school. The school records rewards through Edulink.

The range of rewards available include:

- verbal and written praise
- achievement Points (see reward points table)
- parental contact e.g. phone calls home
- awards for excellent attendance and punctuality to the school and to lessons
- postcards home
- letters home
- merit badges; bronze, silver, gold and platinum
- Head of school postcard
- zero club awards
- rewards breakfasts - the final week of each half term for those students who have excelled at their contribution to school life
- work on display;
- prizes chosen by the individual student;
- curriculum team prizes/certificates;
- End of term/ reward events eg. trips, activities and prom

Positive Achievement Points

At Houlton we issue reward points to promote positive behaviours and attitude to school. These positive reward points accumulate across the year. Students and parents are informed of the success by our electronic application - Edulink. Positive achievement points will be awarded in lessons daily for a range of positive behaviours, and at the end of each half term, term and end of the academic year.

Examples of how rewards are issued:

General - PRAISE FRAMEWORK	▪ Working well with others ▪ Contribution to tutor group/class/college/year group ▪ Supporting at a school event ▪ Being supportive of others ▪ Taking part in enrichment opportunities ▪ Performing in a school activity/event/sport
Prepared Respectful Aspiration Inclusive Socially responsible	▪ Learning a new skill ▪ Making progress towards targets ▪ Going above and beyond ▪ Showing resilience ▪ Overcoming challenges or difficult situations ▪ Finding solutions ▪ Correcting your own behaviours ▪ Working on feedback given ▪ Asking questions ▪ Punctuality to lessons ▪ Equipped to learn ▪ Well mannered ▪ Value buildings, property and equipment ▪ Presentation of books ▪ Accepting of consequences ▪ Respect for others ▪ Tolerance and understanding ▪ Able to follow instructions ▪ Responding courteously to others

Excellence	• Quality of work, verbal, written, home learning etc. • Contribution to lessons • Achievement • Pride in your work • Doing your best • Sporting excellence • Academic excellence • Creative excellence
Other rewards	• Year group trip for example Alton Towers • Prom passport (Year 11)

Specific criteria for the passport may include the following, but not exclusively:

- Attendance
- Attitude to learn report
- Academic progress towards target

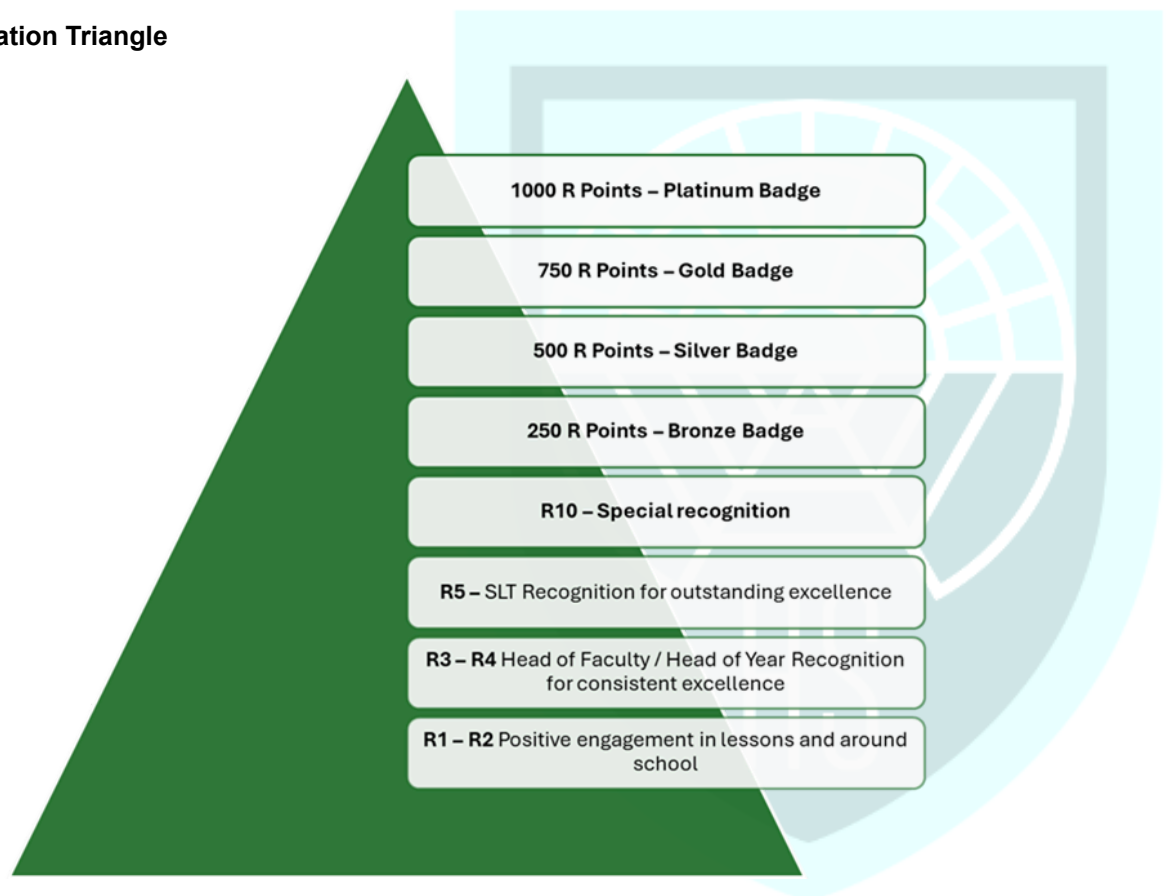
Reward Points

Type	R Points
Houlton Excellence Award issued by Principal (Head of School)	10
Half termly Attendance 100% Vice Principal / Assistant Principal	10
'Outstanding' achievement reward VP/AP	5
Being a Pupil Ambassador at a school event	5
Zero Club - No warnings, time outs or on-calls	5
Star of the half term	5
Positive behaviour and attitude towards learning (Postcard)	2
Taking part in Pupil Leadership activities and / or regular attendance at co-curriculum	2
Demonstrating the Houlton Core Values	2
Representing the school in any extra-curricular event	2
Positive behaviour / progress in lessons (See table below)	1-2
Excellent engagement in lessons	1-2

Accumulation of reward points can convert into more significant rewards.

R Points Total	Recognition Reward
100	1 day Refectory Pass
200	2 day Refectory Pass
250	2 day Refectory Pass + Bronze Badge
500	5 day Refectory Pass + Silver Badge (First choice of rewards trip) Lunch with Key Stage Lead and Head of Year
750	5 day Refectory Pass + Gold Badge (First choice of rewards trip) + Lunch with Principal / Leadership Team
1000	5 day Refectory Pass + Platinum Badge + Houlton Ambassador Status + Lunch with Principal / TLET CEO

Rewards Escalation Triangle



Appendix 4: Consequence and escalation guide

All students are of standards and expectations of behaviour. These are shared during assemblies and form time throughout the academic year. The consequence and escalation guide will enable staff to be consistent in their use and application of the consequence system. It is expected however that reminder conversations about expectations will already have taken place, which link to the Houlton Way and the Responsibilities posters.

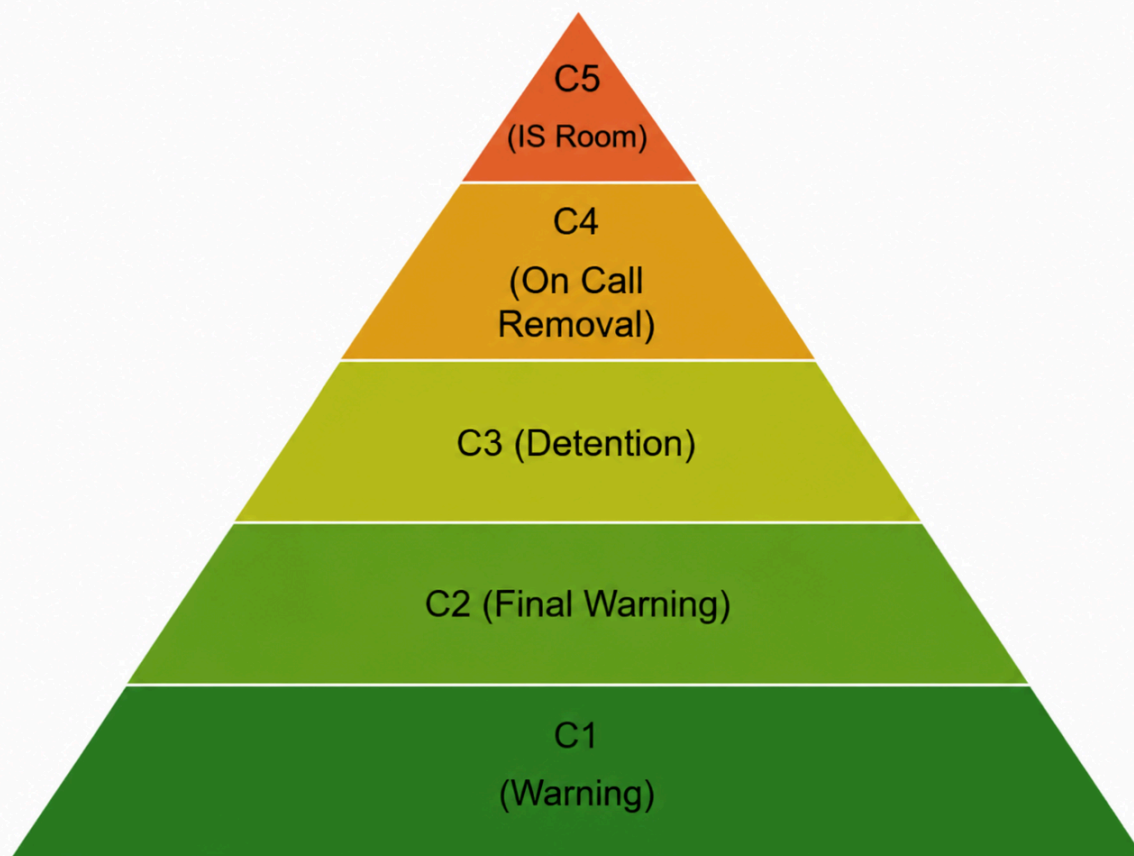
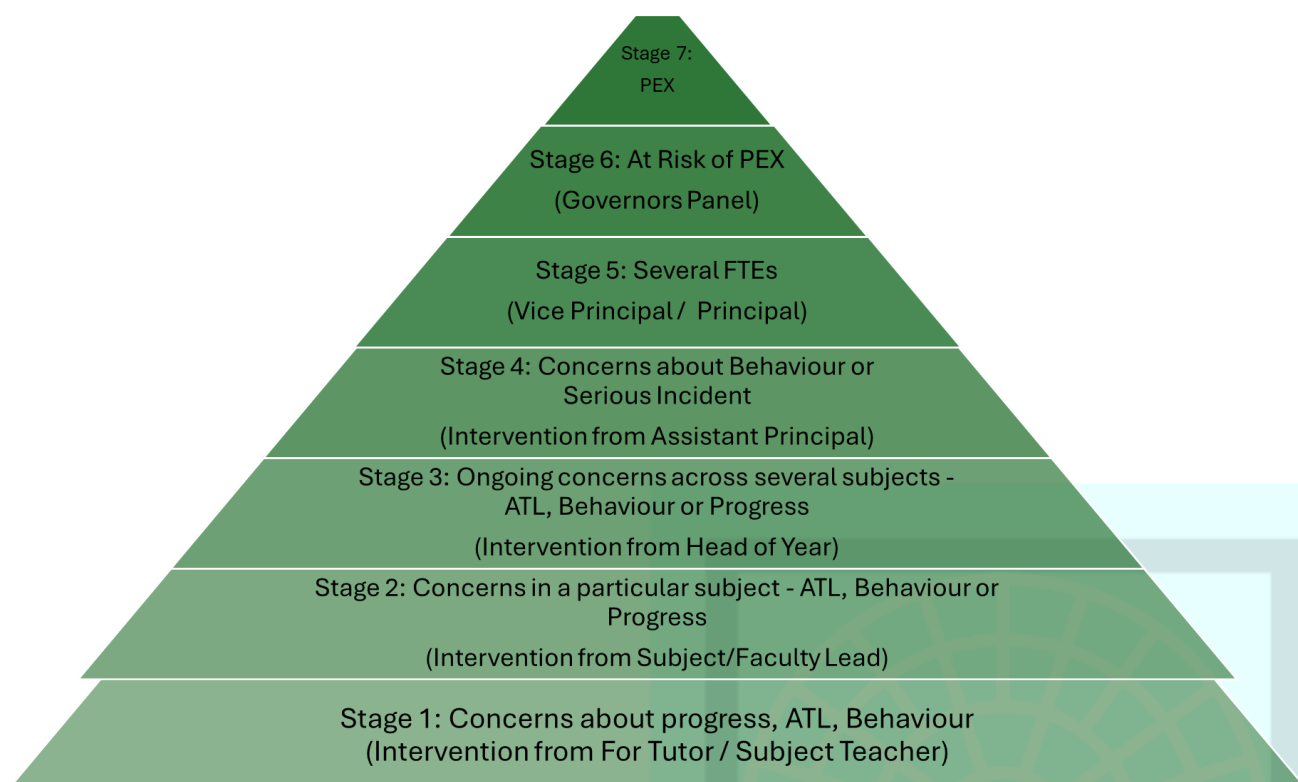


Table 1 –Consequences and interventions

Type	Consequence and follow-up action by staff	Points
C1: Warning	Recorded on Edulink by the class teacher. Pupil informed of C1 and the reason. Positive behaviour management strategies will be used, and the students given time to change the behaviour.	1
C2: Second warning	Recorded on Edulink by the class teacher. Pupil informed of the C2 and the reason. Positive behaviour management strategies will be used and the pupil given time to change the behaviour. The pupil may be given some time outside of the classroom to refocus themselves at the teacher's discretion.	2
C3: Detention	Recorded on Edulink by the class teacher. Pupil informed of the C3 and the reason by the class teacher and parent/carer(s) informed. The pupil will complete a detention the following evening from 3.10-4.15pm. RJ conversation must take place prior to the next lesson.	3
C4: On-call Removal from lesson	The class teacher uses Edulink to make a call out. students are collected by SLT or on-call staff and taken either to another classroom or ISR, whichever is deemed appropriate, for the remainder of that lesson or longer if the incident requires investigation. C4 recorded by the teacher/delegated person and whole school detention or other consequence is issued based on reason for the removal. A restorative conversation must take place with the class teacher and SLT/HoF/HoY	4

	where appropriate prior to returning to the next lesson. Parent/carer(s) informed by HoY.	
C5: Internal Suspension Room	For more serious incidents and/or refusal to comply with call out. Recorded on Edulink. The pupil will complete the following day in the ISR. Meeting with parent/carer(s) where appropriate for RJ and reintegration prior to pupil returning to normal circulation. Parent/carer(s) informed by Head of Year	5
C6: Suspension	For very serious incidents and /or persistent refusal to follow expectations. Recorded on SIMS by PA to the Principal. Formal reintegration meeting with parent/carer(s) required. Parent/carer(s) informed by HoY / Senior Staff.	

Behaviour Escalation Stages



Appendix 5: Internal Suspension

At Houlton, we recognise that young people may not always behave or have the attitudes expected to be a successful learner. We understand that some of these behaviours may be due to social, emotional, mental and/or health (SEMH) related issues. We recognise the significant impact that the COVID-19 pandemic may have had on some of our young people. This may sometimes lead to a student being removed from a learning environment. The rationale is to reduce the risk of, or avoid a suspension or exclusion. Students are either booked in advance or depending on the seriousness of the issue, same day. Parents/carers will be notified.

Structure of the Day

If students arrive at the normal time, they must wait in the Reception area to be escorted to the IS Room

Arrival/Start of the day (8.40am)

students must arrive by 8.40am and wait in the reception area ready to be collected. Once students are escorted to the HUMS building, they will enter the Internal Suspension Room and will be assigned a specific seat.

Start of day: 9:00am	• students collected from Reception On entry into IS Room • Hang coats • Get equipment out • Stow bags in locker • Wait to be assigned a seat • Start the day with a reflection then 15 minutes of reading • Proceed to the work various lessons
Break 10.20am – 10.30am	• students escorted on a movement break • Orders taken for food (if pupil uses Refectory for break) • Staff on duty to coordinate with on-call staff/HoY • students continue with work
Lunch 12.50pm – 1.05pm	• students escorted on a movement break • Orders taken for food (if pupil uses Refectory for lunch) • Staff on duty to coordinate with on-call staff/HoY • students continue with work
End of Day: 3:25pm	• students tidy their work area and submit any completed work. Any work that is completed electronically must be shared directly with the class teacher by students. • The room and work areas must be tidied up before departure.
Dismissal: 3:30pm	• Staff dismiss students in an orderly manner

Additional Information

Using Toilets

- students will be permitted to use the toilets throughout the day if they request to do so. students will be escorted by a member of staff and returned. In exceptional circumstances where a student is allowed to leave unescorted, only one pupil will be allowed to leave the room at any given time.
- Times for toilet breaks will be recorded for monitoring purposes. This will support other staff when responding to any further toilet requests.

students complete all work set

students can be directed to:

- Read silently
- Complete work online (instructions and pupil log-in details can be found in the IS Bank Work folder).
- Review their Google Classroom tasks and complete any homework that has been set.
- Access any appropriate online educational resources such as BBC Bitesize or duolingo.

Behaviour Concerns

Staff on duty will follow the behaviour policy and procedures to manage any negative behaviours.

Appendix 6: Uniform expectations

At Houlton School, we take great pride in our uniform. It is more than just clothing – it represents belonging, community, and a shared commitment to high standards. Wearing the Houlton uniform smartly and consistently demonstrates that students are proud to be part of our school and reflects our shared values of Prepared-Respect-Aspirational-Inclusive-Socially-Responsible-Excellent.

For a detailed overview of the Primary and Secondary uniform, please see the [uniform policy here](#).

Other Uniform Expectations

- Make-up should be subtle and used to enhance, not accentuate.
- Jewellery: One pair of stud earrings and one watch are allowed. No facial piercings. Earrings must be removed for PE. Nose studs are not permitted. Religious exceptions will be considered.
- Hair should be of a natural colour, styled neatly and appropriately for school activities. Long hair must be tied back for practical subjects and should not obscure the face during lessons.
- Nails must be short and in a neutral colour if painted. Please do not allow long nail extensions during term time. If a student arrives with nails unsuitable for safe participation in school activities, they will be asked to file them down.

The school counts on your continued support in ensuring all students uphold the high standards we set for appearance and conduct. Uniform contributes significantly to our calm, respectful, and purposeful school environment, and we are grateful for your partnership in reinforcing these expectations at home, helping every student to feel a strong sense of pride and belonging within the Houlton community.



Appendix 7: Examples of targets for students who struggle to regulate

1. Improve Communication Skills

- **Target:** Use respectful language and tone when speaking to teachers and peers.
- **How to Achieve:** Practice active listening techniques and role-play scenarios with a mentor or counsellor.
- **Measurement:** Reduction in reported incidents of disrespectful language.

2. Anger Management

- **Target:** Recognize and manage anger effectively without resorting to aggression.
- **How to Achieve:** Attend weekly anger management sessions and learn coping strategies like deep breathing or counting to ten.
- **Measurement:** Track the number of aggressive outbursts and aim for a decrease over a set period.

3. Conflict Resolution

- **Target:** Resolve conflicts with peers and teachers through dialogue.
- **How to Achieve:** Participate in conflict resolution workshops and apply learned techniques in real situations.
- **Measurement:** Monitor resolution of conflicts without escalation to aggression.

4. Positive Reinforcement

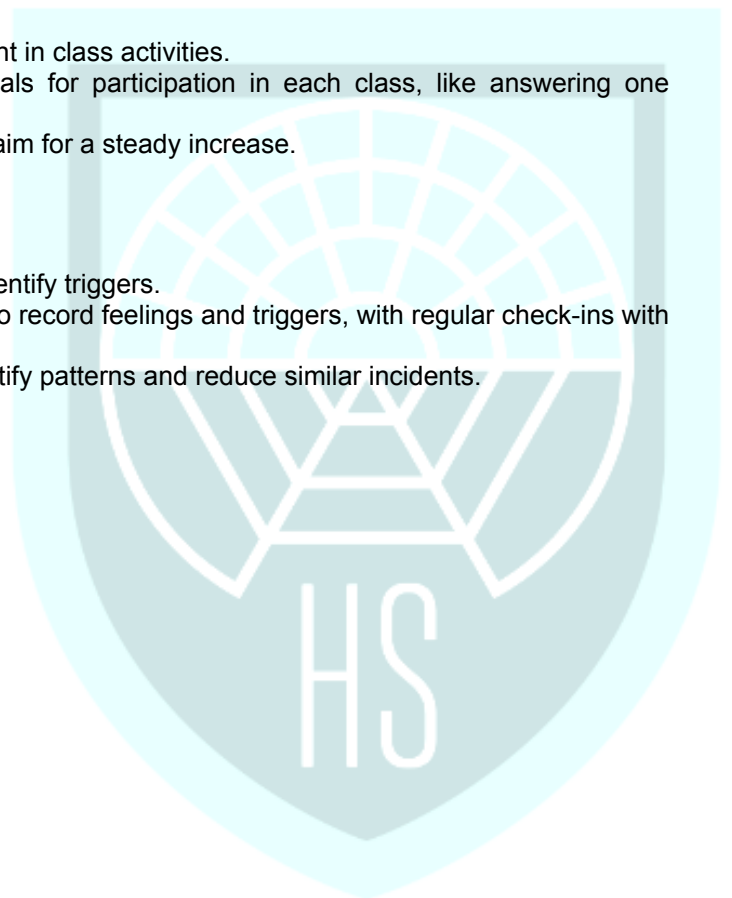
- **Target:** Earn a reward for demonstrating consistent positive behaviour over a specific timeframe.
- **How to Achieve:** Set a behaviour chart with daily goals, and provide rewards for achieving them.
- **Measurement:** Achieve a set number of positive behaviour marks each week.

5. Engagement in Class

- **Target:** Increase participation and engagement in class activities.
- **How to Achieve:** Set small, achievable goals for participation in each class, like answering one question or contributing to discussions.
- **Measurement:** Track participation rates and aim for a steady increase.

6. Reflective Practice

- **Target:** Reflect on behaviour incidents and identify triggers.
- **How to Achieve:** Keep a behaviour journal to record feelings and triggers, with regular check-ins with a mentor.
- **Measurement:** Review journal entries to identify patterns and reduce similar incidents.



Appendix 8: Routines

Routines - Start of the day

→ Entry into school

◆Step 1 - Uniform check (HoYs / SLT) - Front of School/Reception area	☐ Staff on duty have access to lists/names/check sheet ☐ Student's name taken if expectation is not met ☐ Uniform slip issued ☐ Pre-populated text sent to parent by admin ☐ Consequence (C1) issued by HOY/ KSL/Admin ☐ HoY to track patterns ☐ 3 x C1s in 5 days = 45 minute detention
◆Step 2 - Front of School/Reception area	☐ Phones to be stowed in the phone pouch and secured. ☐ Students head to Refectory/ yard to wait for bell ☐ On the bell, students head to Lesson 1 - All HOY to support movement <i>For students who refuse, duty staff will contact home and request parental support else students will be isolated for the day.</i>

Routines - Classroom entry and exit

→ Entry into the classroom

◆Classroom Entry (Period 1 and 4 only)	☐ Students line up outside the classroom ☐ Teacher stands at doorway ☐ Enter the classroom and head straight to their seat then sit in silence ☐ Remove external coats ☐ Students put equipment/phone pouches on their table ☐ Phone check (Period 1 only) ☐ Uniform/equipment/jewelry ☐ Start work (Bell Task) ☐ Take register - must be completed within 7 minutes of lesson start ☐ Teacher to circulate to ensure all students are engaged in the task
◆Classroom Entry (Period 2, 3 and 5)	☐ Students line up outside the classroom; ☐ Enter and head straight to their seat then sit in silence ☐ Students put equipment on their table and start Bell Task immediately ☐ Take register - must be completed within 7 minutes of lesson start ☐ Teacher to circulate to ensure all students are engaged in the task

→ Exiting the classroom

◆Classroom Exit	☐ Students pack books and equipment away ☐ Stand quietly behind chairs ☐ Uniform check - tie, shirt, skirt ☐ Teacher stands at threshold of door/ corridor ☐ Orderly and calm dismissal - teacher gives one-way instruction.
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Routines - Break & Lunch

◆Break time ◆Entering and leaving the Refectory	☐ Form orderly lines (Year 11/ year groups/ FCFS) ☐ Enter in batches ☐ Get food, exit servery, sit and eat ☐ Dispose off any litter ☐ Exit when ready
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	☐ No food packaging should be allowed out (non-negotiable) ☐ Staff on duty to remind students of this
◆Lunch time	→Block A for lunch Yr 7,9,11 (Tutor time for Block B) ☐ Students head to form ☐ Tutor takes register ☐ Starts tutor time activity ☐ If assembly day - register then walk tutees to assembly (enter Auditorium via doors closest to Reception) ☐ End of assembly - group enters Auditorium through rear side doors →Block B for lunch Yr 8,10,12 (Tutor time for Block A) ☐ Year groups exit Auditorium via main entrance doors ☐ Block A head to form to complete activity ☐ Block B head to Refectory for lunch
◆End of lunch bell	☐ All groups head to lesson

Routines - Moving around school

◆ In the corridors (lesson changeover)	☐ Students will move through the corridors in a uni-directional (one way) manner ☐ Teachers will direct students as they leave the classroom
◆ Attending assembly	☐ students head to form ☐ Tutor leads students in a single file to the Auditorium ☐ Tutor leads students in a single file to the Auditorium ☐ At then end of assembly, students head straight to Refectory for lunch
◆ During fire evacuation	☐ Refer to Fire Evacuation Procedure

Routines - End of the day

◆ Exit from school (HoYs / SLT - Front of School/Reception area)	☐ Staff on duty have access to detention lists (provided by Reception staff) ☐ P5 teachers check Edulink for red 'D' and to escort students on detention lists down to detention in the Refectory ☐ students attend pouch stations to unlock their pouch ☐ students head out of school in an orderly manner
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Appendix 9: Internal Truancy - Dealing with internal truancy

Situation 1: The Daily Data Audit (End of Day Routine)	At the end of each day: ☐ Identify "Frequent Flyers": Review SIMS for students with 2+ missing marks (Code 4) or those missing specific lessons ☐ Identify "Corridor Clusters": Spot groups of students truanting together to ensure they are separated in the next day's Internal Suspension (IS) placements. ☐ Tiered Planning: ☐ Level 1 (Reset): Book students into IS for the specific period they refused. ☐ Level 2 (Reflection): Full-day IS for students who skipped multiple lessons (2+) or evaded staff. ☐ Parent communication: Parents are contacted and informed that their child is in IS the next day and why.
Situation 2: Live Truanting (Immediate Escalation)	Focus: When a student is missing from a lesson but present for AM reg. staff on duty will follow the process below: ☐ Locate & Escort (0–15 Minutes) - Choice of Late Pass or ISR ☐ The "Live" Parental Call - if student refuses to comply ☐ The SLT Final Warning - if student refuses to work/stay in IS after the parent call, SLT will issue a formal warning ☐ Fixed-Term Suspension (The Last Resort) - if refusal continues, a FTS is issued followed by a day in IS. The parent/carer must collect the student in a timely manner. <i>At all the stages above, any persistent defiance or lack of cooperation will result in the issue of an FTS. Reasonable adjustments may be considered for students with SEN, as appropriate.</i>
Graduated Response to internal Truancy	We recognise that some students may engage in truancy for different reasons as highlighted below: 1. Special Educational Needs & Disability (SEND) If the student truant during specific lessons or high-stimulus times (like P3/P4 after lunch), they may have unidentified learning barriers. ☐ Specialist support (STS, SALT, OT, etc) will be sought to help address the concern. 2. Social, Emotional & Mental Health (SEMH) Internal truancy is often a "fight or flight" response to anxiety, low self-esteem, or trauma. ☐ Specialist support (CAHMS, MHST, Counsellor, Therapy, etc) will be sought to help address the concern. 3. Family & Safeguarding Support When truanting is part of a wider pattern of defiance or lack of routine at home, external family support is required. ☐ Specialist support (Early Help/Family Hubs, EWO/WAS, MASH, etc) will be sought to help address the concern. 4. Managed Move/ Respite/ Alternative Provision (AP) If the mainstream classroom is no longer a viable environment for the student's current needs, the school may consider any of the following: ☐ Respite (Short-Term Placement) ☐ In-School Inclusion Units ☐ Offsite Direction (5 - 10 Weeks in another school) ☐ Managed Move (12-Week Trial) ☐ External Alternative Provision