Behaviour Policy

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Policy Owner:	Jyoti Pankhania

Table of Changes Made Since Last Version

Paragraph	Summary of Change/s
4.1	Added and amended links
7.1	Added sixth form uniform expectations Added Physical Activity / PE Kit table
7.2	Differentiation between Y7-Y11 and Sixth Form regarding mobile phone expectations
8.3.2	Praise points amended to house points.
8.4.1	Amended behaviour stages
8.4.2	Amendments to Behaviour Incident Points Table
8.4.3	Amendments to Sanctions List New Sanctions Trigger Table
9.1	Addition of Parental Notification of Sanctions
9.2	Details of detention added
9.3	Rule additions Education in Isolation sub-section added.
9.8	New section added: Safeguarding Separation
10.1	Responding to Misbehaviour from Pupils with SEND section added
11.1	Wording amendments
12.3	Expanded information RE training
13.2	Details added regarding monitoring arrangements
14.1	Added linked policies
Appendix 1	Formatting changes Additions of definitions to serious misbehaviour list

Glossary of Abbreviations and Acronyms used in this Policy

Abbreviation/Acronym	Meaning
B4L	Behaviour for Learning — the school's graduated classroom behaviour system of Reminder, Warning and Removal
CAMHS	Child and Adolescent Mental Health Services
CPD	Continuing Professional Development
DSL	Designated Safeguarding Lead
EHCP	Education, Health and Care Plan — a legal document produced by the Local Authority setting out a pupil's special educational needs and the provision required to meet them
FSM	Free School Meals
IRP	Independent Review Panel — a panel that can be requested by parents to review a governing body's decision to uphold a permanent exclusion
KS3	Key Stage 3 (Years 7, 8 and 9)
KS4	Key Stage 4 (Years 10 and 11)
KS5	Key Stage 5 (Years 12 and 13 / Sixth Form)
LGB	Local Governing Body — the governing body responsible for the oversight of Southfield School within the Orbis Education Trust
PP	Pupil Premium — additional government funding allocated to schools for pupils eligible for free school meals, looked-after children, and children of armed forces personnel
R2L	Ready to Learn — a slip issued when a pupil does not meet the school's Ready to Learn requirements
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs Coordinator — the member of staff responsible for coordinating provision for pupils with SEND
SLT	Senior Leadership Team
VSH	Virtual School Head — a Local Authority officer responsible for promoting the educational achievement of looked-after children

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1. Rationale

Our Behaviour Policy is based on the understanding that effective learning takes place in a calm and safe environment with every student feeling valued and supported. Students respond in a positive way when they know what is expected of them and when they are treated fairly. The policy is built around The Southfield Way - our core values of Be Ready, Be Respectful, Be Responsible and our vision, Be Proud to Be Southfield.

2. The Southfield Way – Values and Vision

At Southfield, we act in a way that shows we are proud of ourselves, our school, and each other.

Be Ready

- Attend on time, with the correct equipment and uniform
- Arrive every day ready to do your best

Be Respectful

- Respect yourself and others
- Listen and follow instructions straight away
- Respect our school by keeping it clean, safe, and tidy

Be Responsible

- Do your classwork and homework on time and to the best of your ability
- Take pride in your learning and respond to feedback
- Take ownership of your actions and contribute to the safety and wellbeing of others
- Be an active citizen: make a positive difference to our school community

Be Proud to Be Southfield

- Demonstrate our values in everything we do
- Be positive role models in our community

3. Aims of the Policy

The purpose of this policy is to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school through The Southfield Way
- Outline the expectations and consequences of behaviour

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide effective procedures for promoting effort, achievement and positive behaviour aligned with our core values
- Prepare students for life as independent adults with a clear sense of their responsibilities towards their communities and society in general
- Establish a secure environment in which all students can be free from bullying and intimidation
- Establish an environment where all individuals are valued regardless of differences e.g., race, gender, class, sexual orientation or ability

4. Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education (September 2025)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Mobile Phones in schools (Feb 2026 Update)
- Children's Wellbeing and Schools Act 2026

4.2 In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

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

5. Roles and Responsibilities

5.1 The Governing Board

The Trust Board is responsible, but delegated to, the Local Governing Body (LGB) for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Local Governing Body (LGB) is responsible for:

- Monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation
- Reviewing this behaviour policy in conjunction with the headteacher
- Ensuring the policy's effectiveness through regular monitoring

5.3 The Headteacher

The headteacher 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 pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently in line with The Southfield Way
- Communicating the school's expectations, routines, values and standards through teaching behaviour in every interaction with pupils
- Modelling expected behaviour and positive relationships that reflect our core values
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Consider the impact of their own behaviour on the school culture and how they can uphold school values and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

5.5 Parents and Carers

Parents and carers, should:

- Get to know the school's behaviour policy and reinforce it at home
- Support their child in adhering to The Southfield Way
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Form Tutor/Class Teacher/Progress Leader promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions and re admissions meetings)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.6 Pupils

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

- The expected standard of behaviour they should be displaying at school through The Southfield Way
- That they have a duty to follow the behaviour policy
- The school's values, rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Extra support and induction will be provided for pupils who are an in-year admission.

By completing the admissions process, parents and students are acknowledging their agreement to abide by The Southfield Way, the school's policies and the Home-School Agreement, as a condition of enrolment and attendance (appendix. ii).

6. School Behaviour Curriculum

6.1 Southfield School is committed to providing a high quality, inclusive educational experience in a caring environment built around The Southfield Way. Our core purpose is to provide personalised support to students while actively encouraging them to demonstrate our values of Be Ready, Be Respectful, Be Responsible and our vision; Be Proud to Be Southfield.

6.2 Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move calmly and quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

7. Ready to Learn Requirements

7.1 Uniform Expectations (reference Uniform policy)

All students are expected to wear the correct uniform from arrival and throughout the school day. Uniform is an outward sign of pride and readiness so must be always worn correctly and in full unless agreed specific adaptations are in place.

Sixth form students are expected to dress in smart business wear and details of acceptable items can be found in the uniform policy.

Full Uniform Includes:

Item	Acceptable	Not Acceptable
Southfield blazer	Southfield blazer with year group colour patch (visible on left lapel) and House badge	Blazer in bag or being held Non-Southfield blazer Blazer worn without visible year group patch or House badge
Blouse	Plain white blouse Optional base layer	No jumpers are permitted over the blouse Polo shirts; sweatshirts; hoodies; coloured shirts.
Skirt / Trousers / Shorts	Southfield school skirt Southfield school trousers Southfield school shorts	Non-branded skirts or trousers; denim; leggings; tracksuit bottoms; sports shorts; skinny-leg trousers
Shoes	Sensible, plain black school shoes; plain black ankle boots	Trainers (any colour or style); canvas shoes (e.g. Vans/Converse); Crocs; heeled shoes; boots above the ankle
Socks / Tights	Plain black socks; plain black tights	Coloured or patterned socks or tights; socks with coloured logos, leg warmers
Outerwear	Coat removed in classrooms	

Physical Activity Kit

Students must bring the correct Southfield PE kit on timetabled Physical Education days. Students are expected to change for PE in the PE changing rooms and must wear full school uniform when travelling to and from school.

Item	Required	Not Acceptable
Top	Black, Grey White plain T-shirt or Optional Southfield School polo shirt	Other coloured t-shirts
Hoodie	Southfield school hoodie	Non-school branded hoodies or sweatshirts/jumpers
Shorts / Skort / Leggings	Black sport shorts; plain black skort; plain black leggings	Cycling shorts; non-black shorts; patterned leggings
Footwear	Trainers suitable for sport	School shoes, vans, crocs, converse

Personal Appearance:

- Make-up should be natural, no false lashes or eye eyelash extensions
- Nails must be a single colour and short
- Hair must be of a natural colour
- Jewellery: Maximum 2 stud earrings per ear, 1 plain nose stud (no rings), 1 watch and 1 bracelet, 1 plain ring per hand

Equipment Expectations:

To be ready to learn, students must have the following essential items every day:

- Black pen, green pen, Pencil, Ruler
- Scientific calculator
- Wired headphones are required for some assessments and learning in lessons

7.2 Mobile Phones (reference Mobile Phones and Electronic devices Policy)

- Students in Year 7 to Year 11: Mobile phones and other digital devices brought into school must be turned off and stored out of sight in the student's bag from 8:25, when the 5 minute warning bell sounds, until they leave their period 5 classroom at 15:10.
- 6th formers are trusted to be responsible with their electronic devices and may use them in Brew52 and G1, study rooms for music, and can be used in G Block classrooms at break and lunch but at no other time or place on school site within school hours unless directed by a member of staff.
- This policy meets DfE guidance requirements and serves as an important safeguarding measure, protecting students and staff from undesirable materials, filming, intimidation or harassment. There are plans in place to mitigate the risks

of distraction, disruption, bullying and abuse through this comprehensive approach.

- Exceptions to the rules may be permitted for medical or personal reasons, with appropriate documentation and approval from the pastoral team.

8. Responding to Behaviour

8.1 Classroom Management

All staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum and classroom expectations
- Develop positive relationships with pupils through greeting them, establishing clear routines and communicating expectations
- Highlight and promote good behaviour
- Conclude lessons positively and start each day afresh
- Have a clear plan for dealing with low-level disruption
- Use positive reinforcement consistently

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

8.3 Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. Positive behaviour will be rewarded with:

8.3.1. Verbal Praise

Students will, in the first instance, receive verbal praise from staff for doing the right thing around the school and in lessons

8.3.2. House Points

Students can be awarded house points by any member of staff around school at any point during the day. House points contribute to the House Rewards System, form/student of the term, access to some trips, rewards and the Shine Bright Awards.

8.3.3. Postcards

Each area of the school has bespoke postcards that can be given to students for making a strong impression or demonstrating exceptional effort. These are logged, receive praise points and taken home with a message praising the student.

8.3.4. Shine Bright Awards

Praise points accumulated over the year contribute to Shine Bright Awards with different thresholds:

Shine Bright Thresholds	KS3/KS4	KS5
Ruby	150	120
Sapphire	300	240
Emerald	450	360
Diamond	600	480

8.3.5. Additional Rewards:

- Certificates
- Communicating praise to parents/carers via phone calls or written correspondence
- Positions of responsibility, such as School Ambassador status
- Whole-class or year group rewards
- ORBIS reward trips for top performers
- Annual Southfield Awards Evening recognition

8.4 Responding to Misbehaviour

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

8.4.1. Behaviour for Learning (B4L) System

The B4L system provides graduated consequences in the classroom:

B4L Stage	Description
Behaviour for Learning (B4L): **Reminder(s)**	To support the student in making the right choices
Behaviour for Learning (B4L): **Warning**	Student's name on board (visual reminder), log negative behaviour incident, opportunity to make right choice
Behaviour for Learning (B4L): **Classroom Reset**	Teacher: Remove student to another classroom, timetabled by middle leaders, leave bag behind for restorative conversation. Classroom Reset logged
Behaviour for Learning (B4L): **B4L Removal (from Curriculum Area)**	Teacher: Emergency Alert triggered B4L Removal Logged Duty Team: Take student to isolation

8.4.2. The Southfield Way Behaviour Incident Points

Behaviour Incident	Points Awarded
6th Form Ambassador	+10
School Ambassador	+5
Postcard Received	+3
Be Ready, Be Responsible, Be Respectful	+2
Homework Completed	+2
Weekly Attendance	+2
Detention Not Attended (becomes severity 5 – flag to pastoral)	0
Interaction Log	0
Classroom Reset (successful B4L)	0
B4L Removal (refused/failed classroom reset)	-1
Not Ready, Not Responsible, Not Respectful	-1
Ready to Learn Slip	-1
Homework Inadequate	-1
Late to school	-1
Truancy from a lesson	-5
Serious Incident	-5

8.4.3. The school may use one or more of the following sanctions in response to unacceptable behaviours:

- A verbal reprimand and reminder of expectations
- Setting of written tasks such as an account of their behaviour
- Detention at break, lunchtime or after school
- Loss of privileges
- Removal from School trips, events such as the Prom and celebration assemblies and sporting fixtures
- School-based community service
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers or in school meeting with parents/carers
- Behaviour contract or being placed on behaviour report
- Removal from classroom or isolation
- Suspension or permanent exclusion in the most serious circumstances

The Southfield Way Sanctions

Trigger	**Sanction**
2 R2L Slips in a week	Lunchtime Detention
4+ R2L slips in a week	Afterschool Detention
B4L removed from Curriculum Area	Straight to isolation (equivalent of a full day – 5 lessons, break, lunch, tutor time)
3 Inadequate Homework logs in a week	Lunchtime Detention
2 Negative values in one day (Not ready, Not Responsible, Not Respectful)	Lunchtime Detention
3 Negative values in one day (Not ready, Not Responsible, Not Respectful, Truancy)	Isolation (equivalent of a full day – 5 lessons, break, lunch, tutor time)
Failure to attend lunchtime Detention	Afterschool Detention
Failure to attend After school Detention	Isolation
Late to school – 2 incidents in a week	Lunchtime Detention
1 Internal truancy	Afterschool Detention
Internal truancy – 2 incidents in a week	Isolation
Internal truancy – 3 incidents in a week	Suspension
Serious Incident	Investigation pending a sanction - possible suspension

8.5 Reasonable Force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

8.5.2. Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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

8.5.4. Positive Handling Plans: Individual students at greatest risk of requiring physical intervention are identified through the SENCO and Senior Leaders. Plans are developed in consultation with school, parents/carers and student.

The school notes that updated DfE statutory guidance on Use of Reasonable Force and Other Restrictive Interventions is in the process of coming into force and that this policy will be updated to reflect any new statutory requirements, including the requirement to record and report every significant incident of the use of force to parents, when that guidance takes effect.

8.6 Searching, Screening and Confiscation

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

8.6.1. Confiscation

Any prohibited items found in a pupil's possession will be confiscated. Items harmful or detrimental to school discipline will not be returned to pupils.

8.6.2. Searching a Pupil

Searches will only be carried out by a member of staff authorised by the headteacher. The authorised member of staff will be of the same sex as the pupil, with another member of staff present as witness, except in urgent circumstances.

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

- Assess whether there is urgent need for a search
- Assess whether not doing the search would put others at risk
- Consider safeguarding risks to the pupil
- Explain to the pupil why they are being searched and what it entails
- Seek the pupil's cooperation

8.6.4. Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item, including what happened, what was found, what has been confiscated and what action has been taken.

8.6.5. Scanning

The school uses scanning equipment (such as a handheld wand) as a proportionate and non-invasive screening measure to support the safety and security of the school community and the safety of the individual.

Pupils will be scanned before entering the Isolation area as a matter of routine. This is a safeguarding measure to ensure that prohibited or potentially harmful items are not brought into a supervised setting.

Scanning may also be used as a safeguarding measure for individual pupils where a concern has been identified. This includes, but is not limited to, pupils who are known to be at risk of self-harm, pupils who are subject to a safeguarding plan, or pupils where intelligence or information received gives cause for concern. In such cases, scanning will be carried out sensitively and in accordance with the pupil's individual needs, with due regard to any relevant SEND, medical or welfare considerations.

Prior to scanning, pupils will be asked to remove their shoes and empty the pockets of their blazer and clothing. The use of a wand is a screening exercise and does not constitute a search. However, where a scan gives cause for concern, the school reserves the right to conduct a bag search in accordance with the DfE's guidance on Searching, Screening and Confiscation. Refusal to comply with a scan or with a request to remove shoes or empty pockets may

itself be treated as a disciplinary matter and could result in a formal bag search being carried out by an authorised member of staff.

Pupils may also be subject to scanning on entry to examinations, where the school considers this necessary to uphold the integrity of the assessment process and ensure prohibited items, including unauthorised electronic devices, are not brought into the examination room. Parents and carers will be made aware of this practice through the school's general communications.

All screening and any subsequent searches will be carried out in a manner that is proportionate, respectful, and in accordance with the school's Searching, Screening and Confiscation procedures.

8.7 Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, travelling to or from school, wearing school uniform or in any other way identifiable as a pupil of our school.

Sanctions may also be applied for off-site misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or could adversely affect the school's reputation.

8.8 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when it poses a threat or causes harm to another pupil, could have repercussions for the orderly running of the school, adversely affects the school's reputation or when the pupil is identifiable as a member of the school.

8.9 Suspected Criminal Behaviour

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

8.10 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

8.11 Malicious Allegations

Where a pupil makes an allegation that is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy, while also considering whether the pupil needs help or support.

9. Sanctions

9.1 Parental Notification of Sanctions

9.1.1. The school is committed to keeping parents and carers informed of sanctions in a timely manner. Parents can see their child's live house points and negative points on Arbor with the incident category and reason for the points (narrative).

9.1.2. Parents and carers will be notified of sanctions via email and through their child's Arbor app account.

9.1.3. Where a pupil is issued an after-school detention, parents and carers will be given a day's written notice before the detention takes place, in line with statutory guidance.

9.1.4. Where a pupil is removed from the classroom and placed in isolation for longer than a single lesson, parents and carers will be informed on the same day. Where a pupil is placed in isolation for a full day, parents and carers will be contacted by the pastoral team.

9.2 Detention

9.2.1. Lunchtime Detention

- When: Every day
- Venue: D5
- Duration: First 20 minutes of lunch
- Failure to attend a lunchtime detention will lead to an after school detention

9.2.2. After-School Detention

- When: Tue to Friday at the end of school
- Venue: B1
- Duration: Until 4pm (50mins)
- Wed after school detention 2.35pm to 3.25pm
- Failure to attend an after-school detention will lead to a full day in isolation

9.3 Isolation

9.3.1. Triggers for Isolation could include:

- 2 B4L removals in one day
- B4L removal from curriculum area or refusal to move to reset classroom
- 3 negative incidents in one day
- 2 internal truancy incidents in a week

- 3 internal truancy incidents in a week, or refusal to go to isolation after 2 incidents, may result in suspension
- Removal beyond a single day requires the headteacher authorisation
- Extended triggers will lead to a pastoral review

9.3.2. Education in Isolation

- Pupils removed from classrooms will continue to receive meaningful education under staff supervision with subject booklets and access to IT
- Adaptations will be made for students who require them, for example movement breaks.
- Students can order food from the canteen at break and lunchtimes if they have money on their accounts

9.3.3. Severity 5 incidents will be subject to formal investigation. Sanctions will be determined by the outcome and severity of the investigation and may include any of the measures outlined above, up to and including suspension or Exclusion.

9.3.4. Students may be placed in isolation to write an incident statement or while an investigation is taking place

9.3.5. Refusal to go into isolation will lead to a suspension

9.3.6. Physical prevention of leaving is only lawful as a safety measure (not a disciplinary one) in exceptional circumstances.

9.4 Suspension (refer to Schools Suspensions and Exclusion Policy)

- Suspension is one of the most serious disciplinary sanction the school can impose and will only be considered in response to serious breaches of the Behaviour Policy, or in cases of persistent disruptive behaviour where previous interventions have been unsuccessful.
- The decision to suspend rests with the Headteacher, who will act in accordance with the Behaviour Policy, considering the circumstances of the case, the available evidence and the need to balance the interests of the individual student with those of the wider school community.
- During a suspension, students are required to remain at home and must complete the learning provided through electronic platforms.
- No pupil will be sent home informally for disciplinary reasons without a formal suspension being issued, doing so would constitute unlawful off-rolling.

9.5 Governors' Disciplinary Panel

The Chair of the LGB is informed of all suspensions. In line with DfE guidance, Governors are responsible for convening a Disciplinary Panel within 15 school days where a student has been suspended for more than 15 school days in a term, or where a permanent exclusion has been issued. Governors may also choose to meet with a student and their parent if they consider that the sanctions applied by the school are not having the desired impact and the student is at risk of permanent exclusion. (see the Suspensions and Exclusion Policy for full details of all governing body trigger thresholds)

9.6 Permanent Exclusion

Permanent exclusion is the most serious sanction a school can impose and will be considered only in response to a serious breach, or persistent breaches, of the Behaviour Policy, where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. The decision to permanently exclude rests with the Headteacher, who will carefully consider all the circumstances of the case, the available evidence, and the impact on the wider school community.

Permanent exclusion may be considered for very serious incidents, including (but not limited to):

- persistent and severe breaches of the Behaviour Policy
- persistent bullying
- serious assault, or threatened assault, on a member of staff
- serious assault on another student
- possession, use or supply of illegal substances
- possession of illegal substance paraphernalia
- sexual abuse or harassment
- extortion
- serious threats of violence
- continual and malicious disruption to the learning of others
- bringing weaponry onto the school site

All permanent exclusions must be reported to the Governing Board and the Local Authority without delay. The Governing Board must convene a Disciplinary Panel within 15 school days to review the Headteacher's decision.

9.7 Parents and Carers

Parents and carers have the right to make representations to the Governing Board about an exclusion. Where the Governing Board upholds a permanent exclusion, parents and

carers have the right to request an Independent Review Panel (IRP) to consider the decision.

9.8 Safeguarding Separation

- This is a time-limited measure used only where a pupil's presence on site poses a safeguarding risk during an active investigation
- This is distinctly different from a suspension and does not count towards the 45-day annual suspension limit

10. Responding to Misbehaviour from Pupils with SEND

10.1 Responding to Misbehaviour from Pupils with SEND

Where a pupil's behaviour may be linked to their SEND, the school will seek to put reasonable adjustments and proactive support in place to address the underlying causes and, wherever possible, prevent misbehaviour from occurring in the first place. This may include adapted expectations, targeted interventions, environmental modifications or additional adult support, as informed by the pupil's SEND profile and any relevant advice from specialists.

10.2 Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by SEND. When incidents arise, we will consider them in relation to a pupil's SEND, making decisions on a case-by-case basis.

The school will take its legal duties into account, including:

- Taking reasonable steps to avoid substantial disadvantage to disabled pupils (Equality Act 2010)
- Using best endeavours to meet SEND needs (Children and Families Act 2014)
- Securing provisions in EHC plans and cooperating with local authorities

10.3 Identifying Unidentified SEND

The SENCO may evaluate pupils exhibiting challenging behaviour to determine underlying needs. Support and advice will be sought from specialist teachers, educational psychologists, and medical practitioners where necessary.

10.4 Pupils with EHC Plans

For pupils with EHC plans, all provisions must be secured. If concerns arise about behaviour, the school will contact the local authority to discuss the matter and may request an emergency review.

11. Supporting Pupils Following a Sanction

11.1 Following a sanction, the school will consider strategies to help pupils understand how to improve their behaviour and meet school expectations. This includes:

- Reintegration meetings
- Daily contact and support with pastoral leads and Form tutors
- Report cards with personalised behaviour goals
- Restorative conversations
- Education offered at a suitable alternative provision
- Off-site Direction may be considered to support students behaviour if they are at risk of Permanent Exclusion (off-site direction is governed by the Suspensions and Exclusion Policy 2026 Regulations, all procedural requirements in that policy apply)
- Referrals to external agencies

12. Training

12.1 As part of their induction process, staff are provided with regular training on managing behaviour.

12.2 All staff receive regular training on behaviour management as part of their continuing professional development. This includes awareness of de-escalation strategies, the school's behaviour policy, and the circumstances in which physical intervention may lawfully be used. This ensures that all staff are equipped to recognise escalating situations and respond appropriately within their role.

12.3 In addition, a designated team of key staff receives specialist training in positive handling techniques, equipping them to manage and de-escalate situations safely, proportionately, and in the best interests of the pupil. This team is called upon where a situation requires physical intervention beyond the scope of general staff training. All specialist training is refreshed regularly to ensure currency and competence.

12.4 Training also equips all staff with an understanding of the specific needs of pupils at Southfield, including how SEND and mental health needs can influence and present through behaviour. Staff are supported to understand that behaviour is often a form of communication and are trained to respond in a way that is informed by a pupil's individual context rather than viewing incidents in isolation. All staff are also trained

in The Southfield Way and its consistent implementation, ensuring a shared understanding of expectations, language and approach across the school. Behaviour management is an ongoing element of continuing professional development for all staff and is revisited regularly to reflect the evolving needs of the school community.

13.Monitoring Arrangements

13.1 The school will collect data on:

- Behavioural incidents, including removal from classroom
- Attendance, suspensions and permanent exclusions
- Use of isolation, alternative provisions and off-site directions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of school behaviour culture through student, parent and staff voice

13.2 Data will be analysed termly by the Senior Leadership Team from various perspectives, including by year group, by individual, by time period and by protected characteristics, to ensure that no groups of pupils are being disproportionately affected by the policy. Findings will be shared and reported to the Local Governing Body

13.3 This behaviour policy will be reviewed annually by the headteacher and Local Governing Body, or more frequently if needed to address findings from regular behaviour data monitoring.

14. Links With Other Policies

14.1 This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone and electronic devices policy
- Anti-bullying strategy
- SEND policy
- Attendance policy
- Suspensions and Exclusion policy
- Uniform policy

This policy should be read in conjunction with all related policies available on the school website.

Appendix 1: 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
- Rudeness
- Incorrect uniform
- Late arrival without valid reason
- Chewing gum
- Littering

Serious misbehaviour is defined as:

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

- Mobile phones (when used inappropriately during school hours)

BULLYING

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, religion, disability)
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
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 content generated by artificial intelligence (AI)

Appendix 2: Southfield Home–School Agreement

By completing the admissions process, parents and students are acknowledging their agreement to abide by The Southfield Way, the school's policies, and this Home–School Agreement as a condition of enrolment and attendance.

As a Student at Southfield School, I will…	As a Parent/Carer, I will…	As a School, we will…
Be Ready by arriving each day on time, properly equipped, and in correct uniform, prepared to give my best effort to all learning opportunities.	Ensure my child arrives at school on time every day, properly equipped to learn and wearing the correct uniform, demonstrating our commitment to Being Ready.	Provide high-quality teaching and learning every day, ensuring all students have the opportunity to achieve their potential and experience enriching opportunities.
Be Respectful by treating all members of our school community with kindness and consideration, both in person and online.	Actively support the school in promoting The Southfield Way values and ensure all communication with the school is conducted in a respectful and professional manner.	Treat all students, parents, and carers with fairness, dignity, and respect, building positive relationships that support every child's success.
Be Responsible for my attendance, learning, and behaviour, attending every lesson and completing all work to the best of my ability.	Take responsibility for ensuring excellent attendance by only taking holidays during school holiday periods and reporting any absence on the morning of each day.	Set high expectations for behaviour, effort, and achievement whilst providing appropriate support to help every student meet these standards.
Show respect for our school environment by keeping it safe, clean, and tidy, and take pride in Being Proud to Be Southfield.	Regularly check Arbor to stay informed about my child's progress, behaviour, and homework, and discuss both achievements and areas for improvement at home.	Monitor attendance, behaviour, and academic progress closely, recording information on Arbor in a timely manner and keeping parents well-informed.
Listen to and follow instructions from all staff immediately, seeking help when needed and taking ownership of my learning journey.	Ensure my child completes all homework and catches up on any work missed through absence, providing appropriate support for their learning at home.	Provide clear, constructive feedback that helps students understand how to improve and make progress in their learning.
Engage fully with learning opportunities, respond positively to feedback, and actively seek ways to extend my knowledge and skills.	Inform the school promptly of any changes in home circumstances, contact details, or other factors that may affect my child's learning or wellbeing.	Offer a broad range of academic, creative, and enrichment opportunities that develop the whole child and open doors to future success.
Take part enthusiastically in the school's enrichment and personal development opportunities, making the most of every experience offered.	Support my child's participation in school activities and attend consultation evenings and relevant information events to stay engaged with their education.	Communicate with parents and carers in a clear, timely, and professional manner, ensuring families feel valued and informed as partners in their child's education.

Behave in a way that demonstrates I am Proud to Be Southfield both inside and outside school, upholding our values and reputation at all times.	Work in partnership with the school to address any concerns or difficulties, approaching discussions with a collaborative mindset focused on my child's best interests.	Provide individualised support and guidance to meet each student's needs, celebrating their achievements and helping them overcome challenges to reach their aspirations.