



Holmer Green Senior School

Behaviour and Anti Bullying Policy

July 2026

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Introduction

1. Holmer Green Senior School is a learning community where students and staff have high aspirations for themselves and each other.
2. We are committed to creating a safe, inclusive and purposeful learning environment where high expectations, positive relationships, and consistent support enable every student to succeed. This policy is designed to create this environment.
3. We believe that excellent behaviour underpins excellent learning and helps students to feel safe, respected and valued within our community.
4. Through this policy, we encourage students to take responsibility for their actions, contribute positively to school life and develop into confident, independent and responsible young people.

Roles and Responsibilities

Governing Body

5. The governing body monitors the effectiveness of this policy and holds leaders to account for its implementation.

Headteacher and Senior Leadership Team

6. The headteacher and senior leadership team are responsible for promoting a positive culture of behaviour, ensuring this policy is implemented consistently and supporting staff to maintain high standards across the school.

Staff

7. All staff are responsible for creating a calm, safe and respectful environment, modelling positive behaviour and implementing this policy consistently.

Guidance for Staff on Responding to Behaviour

8. All staff are expected to promote and model positive behaviour through clear expectations, consistent routines, and respectful relationships with students. All staff have responsibility for establishing a positive learning culture and responding to disruptive or unacceptable behaviour in line with this policy.

9. Guidance for staff is outlined in the following documents:

- Staff Code of Conduct
- Behaviour Playbook
- Classroom Behaviour Ladder
- Behaviour Flowchart

Behaviour Curriculum

11. We believe that strong routines, high expectations and attention to detail create a calm, purposeful and disruption-free environment in which all students can succeed.

12. Our behaviour curriculum explicitly teaches the behaviour, routines and habits that enable students to thrive academically, socially and personally. Students are taught these expectations when they join the school, at the start of each academic year and through regular reinforcement throughout the year.

13. Central to our behaviour curriculum are the following non-negotiables:

- Be on time and ready to learn
- Maintain a positive attitude to learning

- Wear the correct uniform and bring the correct equipment
- Follow instructions first time
- Show respect to all members of the school community

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

Rewards

15. The school's rewards systems is centred around the school's values of Work Hard, Be Kind and Have Passion. Students are recognised for consistently demonstrating these values, as well as for making positive contributions to extracurricular activities and the wider school community.

16. Our values are broken down into positive behaviours that students can understand: (Appendix 1)

17. Staff should promote and encourage students to live by our school values at every opportunity.

18. Students may be recognised and rewarded through:

- Words of praise
- Achievement points awarded through SIMS
- Weekly email home to the top achievers
- Weekly form time recognition
- Positive phone call home
- Lapel pins
- Celebration assemblies
- Exceptional performance badge
- Attendance to last day of Year 11 assembly
- Attendance to Proms

Sanctions

19. At HGSS, we believe that sanctions play an important role in maintaining high standards of behaviour and creating a calm, safe and purposeful learning environment. The purpose is to help students reflect on their choices, take responsibility for their actions and make positive changes to their behaviour.

20. Unacceptable behaviours exist on a spectrum, ranging from low-level disruption and failing to meet our behaviour non-negotiables to more serious incidents that may place the safety, wellbeing or learning of others at risk (Appendix 2).

21. Staff will seek to understand the context surrounding an incident, where appropriate, and will consider individual needs when applying consequences. However, all students are expected to meet the school's behaviour expectations and non-negotiables.

22. Where behaviour falls below expectations, a range of sanctions may be applied:

- A reminder of expected behaviour in and around the school
- Recording behaviour points on SIMS
- Removal from class by our Duty Leader system
- Same day detention
- Email or phone call home to parents
- Parental meeting
- Withdrawal from lessons on a temporary basis, including time in The Focus Room, The Base or The Bridge
- Confiscation of items
- Internal suspensions
- Suspensions

- Managed move to another school
- Direction to an off-site provision
- Governor's warning panel
- Permanent exclusion

23. Where a student's behaviour gives cause for concern, the school will take appropriate steps to provide support and prevent further incidents, where appropriate. This may include additional pastoral support, behaviour monitoring, targeted intervention and working closely with parents/carers.

24. Where an incident has been dealt with, but the desired result/impact has not been seen the escalation procedure is as follows:

- Form tutor/relevant subject teacher
- Assistant Head of Year
- Head of year/relevant head of department
- Assistant Headteacher Safeguarding (where a safeguarding concern)
- Deputy Headteacher Behaviour (where a behaviour concern)
- Senior Deputy Headteacher
- Headteacher

Restrictive Interventions

25. Restrictive interventions are actions that limit a pupil's movement, liberty or freedom. They may include reasonable force, physical restraint, guiding or escorting a pupil, blocking a pupil's path, removing harmful objects, or seclusion (where a pupil is kept alone in a room or area and prevented from leaving). Restrictive interventions will only be used where necessary and proportionate to prevent harm and will always be used as a last resort. They must never be used as a punishment.

26. Reasonable force may be used to prevent pupils from hurting themselves or others, damaging property, or causing serious disorder. The decision to physically intervene is a matter of professional judgement and will depend on individual circumstances. Examples of situations where reasonable force may be used include:

- removing a pupil from a classroom where they refuse to follow an instruction and their behaviour is placing others at risk
- preventing a pupil leaving a classroom or supervised area where doing so may place them at risk
- preventing a pupil from attacking another pupil or member of staff
- stopping a physical fight
- restraining a pupil at risk of harming themselves through physical outbursts
- preventing serious damage to property

27. Seclusion may be used only where it is necessary to manage a situation involving significant risk of harm and where a pupil needs time and space to regain emotional regulation.

28. Any incident involving restrictive intervention, including reasonable force or seclusion, will be recorded promptly and accurately in line with school procedures. Incidents will be reviewed by senior leaders to ensure appropriate use of restrictive interventions and to support future planning. Logs will also be reviewed by Governors to ensure any patterns have been identified/are being addressed and that if there is an impact on one particular group, more than another, this is known and also being addressed.

29. The school is committed to reducing the need for restrictive interventions through preventative approaches including behaviour support, clear expectations, positive relationships and use of de-escalation strategies. Restrictive interventions will only be used after other strategies have been considered, unless there is an immediate risk of harm.

30.The school promotes a consistent approach to behaviour and safety through staff training, safeguarding procedures and monitoring of incidents. Some pupils may require individual risk assessments or behaviour support plans to help reduce the likelihood of restrictive intervention being required.

31.Where any student's behaviour gives cause for concern, the school will take appropriate steps to provide support and prevent further incidents, where appropriate. This may include additional pastoral support, behaviour monitoring, targeted intervention and working closely with parents/carers.

Reasonable Adjustments for Students with SEND

32.A predictable and secure environment benefits all students, and this is particularly valuable for students with SEND. Where appropriate, reasonable adjustments may be made to behaviour strategies and responses to ensure that individual needs are considered. Such adjustments do not lower expectations for behaviour; rather, they provide students with the support necessary to achieve the same high standards expected of all members of the school community.

Confiscating Items

33.Prohibited and banned items brought into school by students may be confiscated by a member of staff and returned at a later time to the student or parent/carer.

34.Prohibited items are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, and any article that is likely to be used to commit an offence, cause personal injury or damage to property. In the case of a weapon or other illegal item, the police will be informed and the item released only to them.

35.Items include excessive items of unhealthy food and drink, chewing gum, lighters, matches, mobile phones and other electronic devices. From time to time, certain items not listed here may be deemed to be banned by the Headteacher if they reasonable pose a threat to the safety and wellbeing of students or the good order of the school.

Searching Students

36.The Headteacher or SLT in charge of behaviour can authorise a search without consent when it is suspected the students may be holding items such as stolen property or banned items. (See Section 7 for instances where reasonable force may be used).

37.A member of staff carrying out a search:

- May not require a student to remove any clothing other than outer clothing g, i.e. any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear.
- Must be of the same sex as the student, unless the member of staff carrying out the search reasonably believes that there is a risk of serious harm will be caused to a person if the search is not carried out as a matter of urgency.
- Should carry out the search only in the presence of another member of staff, unless in the time available, it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

Screening

38. What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

- Schools' statutory power to make rules on student behaviour, and their duty as an employer to manage the safety of staff, students and visitors, enables them to impose a requirement that students undergo screening and
- Any member of school staff can screen students.

39.If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires the school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a student fails to comply, the school will not permit the student to attend. This will not be considered exclusion, but the absence will be treated as unauthorised. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Incidents Outside of School

40.In accordance with the Department for Education's "Behaviour & Discipline in Schools", the school has a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable". This would include any misbehaviour when the student is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a student at the school. In extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school or could pose a threat to another student or member of the public or could adversely affect the reputation of the school. In rare cases, the school may decide to educate a student elsewhere.

Child-on-Child Abuse

41.We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

42.Most cases of students hurting other students will be dealt with under this policy. Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy.

Internal Suspension

43.An internal exclusion at HGSS means that a student will complete a reflection form at the start of the day and then their set work in the Focus Room which is staffed by a Pastoral Leader for the day. They will also not be permitted to be with the general school population at break or lunchtime.

Suspension (please refer to Buckinghamshire's Exclusion Guidance – [click here](#))

44.Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion.

This includes, but is not limited to, the following:

1. Behaviour that puts the safety of others in the school at risk
2. Persistent disruptive behaviour
3. Threats, intimidation and/or assaults on any member of the school community
4. Possession of an offensive weapon such as a knife
5. Possession of prohibited items including illegal drugs, vapes and alcohol

45.Suspension procedures:

- If an incident is deemed serious enough to involve suspension, the school will endeavour to contact the parents on the day of the incident
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them
- Work will always be provided for the length of the suspension

- Parents will be requested to meet with a member of the Year Team or Leadership Team on the day that the student returns to school to ensure such events don't reoccur
- Procedures to appeal against a decision are also clearly outlined in the letter

46. The letter which is issued when a student is excluded explains clearly the responsibility that the student should not be in a public place during the period of the exclusion. For suspensions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded pupil after a period of 5 days.

47. Before re-entering the general population of the school, parents should be met with to ensure a positive reintegration.

Direction to Off – Site Provision

48. In certain circumstances, and at the discretion of the head teacher, pupils may be directed to off-site provision.

49. Off-site direction procedures:

- The school will notify the parent/carer in writing about the off-site direction, as soon as practicable, but no more than 2 school days before it is due to begin.
- The notice will include: the address where the educational provision will be provided; the number of days the student will attend the off-site direction; the reasons for the off-site direction and the timings of sessions at the educational provision.

Managed Moves

50. The local authority operates a protocol on managed moves. The school will consider all pupils whose behaviour warrants a permanent exclusion for a managed move, subject to the strictures laid down in the managed move protocol.

Governors' Warning Panel

51. If a student accrues several suspensions and behaviour incidences or is involved in a serious breach of the behaviour policy, parents and the student may be invited to a governor warning panel to discuss the student's behaviour and what steps can be taken to prevent a permanent exclusion.

Pastoral Support Plans

52. On rare occasions it may be felt that a student is at risk of permanent exclusion due to the inappropriate behaviour being displayed.

53. In this circumstance the school may put a Pastoral Support Plan (PSP) into place in order to support the student and try to prevent this occurring. This is a 12-week plan that will usually involve the student, school and parents in working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Where appropriate, agencies including external support will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the student. A PSP involves regular reviews to assess progress and make amendments as needed. This will be carried out by a member of the pastoral team. Introduction

54. This policy has been developed in accordance with the legal obligation for schools to have measures to prevent all forms of bullying among students. In particular (section 89 of the Education and Inspections Act 2006) the policy complies with the Human Rights Act 1998 and the Equality Act 2010.

Malicious Allegations

55.If a student deliberately makes a false allegation against staff or another student, the school may take disciplinary action. Unfounded claims may also be reviewed with the local authority, considering whether the student needs support.

Bullying

Definition

56. Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

57.It takes many forms and can include:

- Emotional – being unfriendly, excluding, tormenting
- Physical – hitting, kicking, pushing, taking another's belongings, any use of violence
- Prejudice-based and discriminatory bullying including racial, faith-based, gendered (sexist), homophobic, biphobic, transphobic and disability based – taunts, gestures, graffiti or physical abuse focused on a particular characteristic
- Sexual – explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Direct or indirect verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying – bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

58.Bullying can take place anywhere on the school premises, on the journey to and from school, on residential trips. It can also take place outside of school and online.

Aims and Objectives

59.HGSS seeks to maintain a caring, and positive teaching and learning environment for everyone who works or studies here.

60.Holmer Green Senior School does not tolerate bullying and recognises that bullying can be extremely distressing for the victim. Our aim is to work with all members of the school community to prevent bullying using two main approaches:

- to support victims and give them strategies for coping
- to work with those with bullying tendencies to help them to understand the underlying causes and modify their behaviour

61.All students are encouraged to see bullying as something that should not be condoned or tolerated. Parents and carers should be confident that bullying will be firmly and fairly dealt with by the school. The school seeks to promote equality for all members of the community.

Procedures

62.If bullying does occur, students, in addition to telling a parent or carer, may tell one of the following:

- Their tutor
- A subject teacher
- Their Pastoral Manager
- Their Head of Year
- A member of Senior Leadership
- LSAs or cover teachers

- Any member of the school staff
- A member of SUSU or a MIND Mentor

Criminal Law

63. Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence.

64. If the school or parents feel that an offence may have been committed they should seek assistance from the police or advise parents to do so. For example, (under the Malicious Communications Act 1988), it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. The school will do its best to communicate with the Police through its liaison officer, but can only do so if the school has been made aware of a crime reference number by the parents/student. Where the school is aware, the school will record the crime reference number and set a regular review date until an outcome of the case from the Police is received which will be marked 'closed'.

Safeguarding Children and Young People

65. A bullying incident will be viewed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. (Children Act 1989). Where this is the case school staff should inform the Designated Safeguarding Lead, Emily Reed or Deputy Safeguarding Lead, Laura Foster, who will report concerns to social care.

Recording of Bullying Incidents

66. Bullying incidents are recorded on SIMS and CPOMS and reviewed regularly by Pastoral Managers and Senior Leaders for follow-up intervention.

67. There is ongoing tracking and review of bullying incidents and all incidents are reported to Governors via FGB meetings.

Sanctions

68. Each case will be dealt with according to its particular aspects. Sanctions may include:

- Parents contacted and meeting arranged
- Detention (including same day detentions)
- Internal suspension for a day or number of days
- Exclusion from school for a fixed period.

Bullying Outside School Premises

69. The Headteacher has the statutory power to discipline and apply sanctions to students for poor behaviour outside of HGSS premises (Section 89(5) of the Education and Inspections Act 2006). This can relate to any bullying incidents occurring anywhere off the HGSS premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted on. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Support

70. Support is needed for both the bullied and the bully. If the incident is of a physical nature, the parents of the victim will be informed. The following support opportunities are available to students:

- Assertiveness Training
- Anger Management
- Communication Skills
- Peer Counselling
- Restorative Justice
- Mentoring

Pastoral and Curriculum Input

71.All students cover aspects of bullying through PSHCE:

- Year 7 Effects of bullying and its unacceptable nature
- Year 8 Peer pressure and dealing with conflicts
- Year 9 Human rights
- Year 10 Healthy lifestyles
- Drama lessons also cover the effects of bullying and its unacceptable nature.
- Assemblies are delivered during the year to remind students of their responsibilities to others and where to seek help should they become victims of bullying.
- Anti-Bullying Week in November and the Safer Internet Day in February are promoted across the school.

Training

72.The member of Senior Leadership Team responsible for anti-bullying measures keeps up to date with current materials available through anti-bullying websites.

73.All new staff are instructed about our behaviour policy on induction and are given a staff hand book with information about our anti-bullying procedure in. Staff are reminded of Key Policy Procedures and expectations during training days.

Monitoring and Evaluation

74.Student questionnaires are issued annually, inviting dialogue on the causes and nature of bullying and the effectiveness of current anti bullying strategies at HGSS. Staff and parental surveys are carried out annually to identify student perception on a range of issues including safety and bullying.

75.Bullying incidents and strategies for tackling bullying are under constant review. This data is used to inform the policy and implement any necessary changes.

Intervention Guidance

76.The following intervention guidance is made available to the appropriate audience in the following ways:

- Staff via the Staff Handbook;
- Students via the Form-Time PowerPoint and Assemblies

Students

77.If you are being bullied in school:

- Talk to an adult in school that you trust, and take a friend if it helps, or speak to the student SUSU group. You can contact them via your Head of Year, Pastoral Managers, SLT or directly
- Don't listen to the bully when they say you will be in trouble if you talk to someone; if you don't talk to someone, it may continue
- What you say will be heard in confidence and no further action will be taken without your prior knowledge and agreement
- You will be taken seriously
- If you need somewhere to be safe, there will be places for you to go while the problem is being sorted out. Your Pastoral Manager will arrange this for you

78.If you see someone being bullied at school, follow the 'Stand Up: Speak Up' motto and tell a member of staff.

Staff

79.If a student comes to you and says they are being bullied in school, you must:

- Listen to what they have to say and take it seriously
- Encourage the student to use the student SUSU Committee.

- Make it clear that they have made the right decision to tell.
- Monitor those students involved in the future.
- Record any bullying incidents seen in a lesson or around the school directly onto CPOMS and SIMS.

80. Additional information on how to identify unreported bullying, and strategies for dealing with both victim and bully, can be found in the Staff Handbook.

Allegations Against Staff

81. HGSS believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between students or staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively through the Grievance Procedure Policy. Any staff disclosing information, regarding inappropriate behaviour by colleagues, will be listened to and supported by the Senior Leadership Team, in line with the Whistleblowing Policy.

Parents

82. If your child is being bullied or is bullying in school:

- Contact the school and ask to speak to the Tutor or your child's Pastoral Manager or Head of Year.
- Encourage your son or daughter to use the school support systems
- Don't let your child talk you out of contacting school. If the problem is to be solved, it needs to be addressed.

Mediation Approach

83. This can be used with students doing the bullying as well as the bullied:

- Discuss with the bullied student what they would like to do about the situation
- Talk to the student who bullies about what has been happening
- Get agreement with each that the bullied student is unhappy and that action needs to take place to prevent this situation from continuing
- Chat supportively with the bullied student so that they realise that they can be in control of this situation and take steps to alleviate future bullying before it escalates
- Check progress a few days later, and then meet all involved to reach agreement on reasonable long-term behaviour – at this stage participants usually cease bullying
- Check whether the bullying starts again or targets another student
- If bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement or change of class

Harassment

84. Harassment may be defined as any hostile or offensive act or expression by a person against another person who interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

85. Implicit in our ethos is the fact that we believe we are all equal regardless of ethnicity, culture, gender, sexual orientation, disability or religion. Our ethos therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

86. Harassment may present itself in the following ways:

- Physical assault because of ethnicity, culture, gender, sexual orientation, disability or religion;

- Derogatory name-calling, insults and jokes;
- Offensive graffiti;
- Provocative behaviour such as the wearing of racist badges or insignia;
- Bringing offensive materials such as leaflets, comics, magazines into the School;
- Verbal abuse and threats;
- Incitement of others to behave in an offensive way;
- Attempts to recruit other students to certain organisations and groups;
- Ridicule of an individual for cultural differences, e.g. food, music, dress, etc.;
- Refusal to co-operate with other student because of ethnicity, culture, gender, sexual orientation, disability or religion.

87. Sexual harassment specifically may present itself in the following ways:

- Unwanted physical contact of any kind;
- Offensive comments of a sexual nature;
- Coercive¹, controlling behaviour;
- Unwanted pressure e.g. for a date;
- Cat calling;
- Unwanted attention;
- Spreading rumours of a sexual nature;
- Inappropriate facial expressions;

88. Procedures for Dealing with Harassment

89. Harassment, in any form is totally unacceptable and will be dealt with in the following ways:

- Reported to Head of Year and a Pastoral Senior Leader;
- Recorded on CPOMS and SIMS;
- Reported to both the victim's and the perpetrator's parents/carers;
- In accordance with the DfE guidelines;

90. Exclusion and/or time in the Focus room are the likely outcomes for any student found to be a perpetrator of harassment in any form.

Victim Support:

91. At HGSS we will take steps to comfort and support any student who experiences harassment. The actions taken to deal with the offender will be explained and the attitude of HGSS towards such behaviour clearly stated. The victim will be given the opportunity to express their own concerns and feelings, and counselling will be provided where necessary. As appropriate, HGSS will arrange a meeting with the parents of the victim to explain the action taken and to discuss the matter with them. Restorative justice may also be used and may be managed by a Pastoral Manager upon the request of the Head of Year. For restorative justice to be successful all parties must be fully willing to participate.

Prevention

¹ Coercive control (under section 2 of the 2021 Domestic Abuse Act – coercive behaviour is only defined where both parties are 16 or over). Signs of coercive/controlling behaviour include: keeping victims away from family, friends & other supportive people; making the victim feel guilty for spending time with loved ones; putting financial, social and emotional barriers in the victim's way making it hard to get out of the relationship; controlling what the victim eats, wears, does; gaslighting; tracking; monitoring the victim online or in person and restricting/managing the victim's use of communication platforms.

92.To further promote an environment which celebrates diversity and mutual respect at HGSS we will:

- Ensure displays reflect our diversity;
- Challenge any intolerance within the classroom;
- Challenge intolerance in books, materials and comments in written or spoken form;
- Encourage students to share and celebrate their cultural experiences through the curriculum.

Legislation references:

- 'Keeping children safe in education – statutory guidance for schools and colleges', DfE, September 2025
- 'Behaviour in schools – advice for headteachers and school staff', DfE, February 2024
- 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', DfE, July 2026
- Buckinghamshire Council Exclusion Guidance, August 2024
- 'Special educational needs and disability code of practice: 0-25 years', DfE and DoH, January 2025
- 'Restrictive Interventions, including use of reasonable force – Guidance for schools in England', DfE, April 2026
- Education Act of 2011
- Section 89(5) of the Education and Inspections Act 2006
- Human Rights Act 1998
- Equality Act 2010
- Malicious Communications Act 1988
- Children Act 1989
- Domestic Abuse Act 2021

Appendix 1: Achievement Point Type

Achievement Type	Points
Working Hard	
Consistently completing homework to a good standard	1
Making noticeable progress through sustained effort	1
Attending revision, intervention or catch-up sessions	1
Persevering with challenging tasks	1
Maintaining a positive attitude to learning score in lesson	1
Showing Kindness	
Supporting a peer with their learning or wellbeing	1
Welcoming new students and helping them settle in	1
Including others in activities and group work	1
Showing respect and courtesy to everyone	1
Offering help without being asked	1
Having Passion	

Demonstrating enthusiasm and curiosity in lessons	1
Completing learning beyond what is expected	1
Taking initiative in independent projects or research	1
Participating actively in subject-related opportunities	1
Sharing knowledge, ideas or talents with others	1
Making a Positive Contribution – Extracurricular Activities	
Representing the school in sport, music, drama or competitions	1
Attending clubs or activities regularly	1
Taking part in performances, fixtures or events	1
Supporting the organisation of extracurricular activities	1
Showing leadership within a club, team or activity	1
Making a Positive Contribution – School Community	
Serving as a prefect or student leader	1
Supporting school events and visitors	1
Acting as a peer mentor	1
Contributing to charity, fundraising or community projects	1
Improving the school environment through service or volunteering	1

Appendix 2: Unacceptable Behaviours

The below are some examples of what we would consider to be unacceptable behaviour and the list is not exhaustive:

- Incorrect uniform
- Not following staff instructions
- Distracting others
- Not completing class work, coursework or homework
- Lateness to school or lessons
- Truancy from school or lessons
- Disrespecting members of the school community and the school environment
- Swearing
- Abuse of the school email or ICT network
- Inappropriate use of social media and ICT
- Bringing the school into disrepute
- Theft
- Violence or threatening behaviour
- Damage to property
- Being in possession of a weapon
- Smoking including the use of a vape
- Bullying
- Discriminatory language such as homophobia, or racist abuse
- Accumulation of large number of behaviour points and frequent lesson removals
- Not following the school's mobile phone policy

Approved by Governors: July 2026

To be reviewed: July 2027