



THE EARLS HIGH SCHOOL

EXCELLENCE | CARE | PARTNERSHIP

Behaviour Policy

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1. Ethos

At the Earls High School we believe that good behaviour is fundamental to the aims of our school. Everyone is expected to take responsibility for helping to maintain a culture where all members of our school community feel safe and secure, where teachers are able to deliver high quality lessons and where students are able to learn to the best of their ability. The school behaviour policy applies not only when students are in school or travelling to and from school, but at all times when they are acting as members of our school community.

2. Purpose

The purpose of this policy is:

- 2.1. To promote good relationships; encouraging people to work together with the common purpose of helping everyone learn.
- 2.2. To ensure that The Earls High School is a safe and positive environment conducive to learning.
- 2.3. To facilitate a consistent whole-school approach to managing behaviour.
- 2.4. To ensure that the expectations of every member of the school community are clear.
- 2.5. To celebrate and recognise successful learning behaviours and positive attitudes towards learning.
- 2.6. To give clear support and guidance to students who demonstrate behaviours which may impact adversely on their learning, the learning of their peers and the delivery of their teachers.

3. Key principles for behaviour at The Earls High School

At The Earls High School, we base our expectations for behaviour around three key principles; Ready, Respectful, Safe. These simple principles are positively and constructively framed, and ensure that all members of the school community can remember and apply them consistently.

	Examples
Ready	Students who are ready to learn: • Attend school regularly and punctually • Are smartly dressed in correct uniform Bring correct equipment • Approach activities with a positive mindset • Ensure that all work is completed to the highest standards • Are prepared to take risks in learning • Are prepared to develop new skills

Respectful	Students who are respectful: • Follow instructions the first time • Use polite and respectful language towards all members of the school community • Demonstrate good manners • Value other viewpoints • Take ownership of actions • Look after the school buildings and grounds, and keep them litter free • Are able to work collaboratively • Are open minded to new experiences
Safe	Students help keep our school safe when they: • Behave safely when moving around school • Act with kindness, equality and fairness • Set a positive example to others • Think before speaking or acting • Act sensibly when travelling to and from school

At The Earls High School, we recognise that good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. The pastoral and behaviour curricula provide opportunities to develop students' social, emotional and behavioural skills. High expectations in the classroom, consistently applied across the school, will establish good behaviour as the norm. Students also learn by example, and all adults at the school, including visitors, have a responsibility to model the high standards that we expect.

4. Responsibilities

In managing behaviour, we recognise that all members of our school community have a responsibility to ensure behaviour is the best it can be.

4.1. Student's responsibilities:

- To behave in a way that is Ready, Respectful and Safe at all times: during lessons, at break and lunch, while moving around the site and before and after school.
- To make staff aware of all behaviour that is not Ready, Respectful or Safe.
- To be polite to each other and to all adults in school.
- To follow all instructions and requests from staff without arguing.
- To behave well in all lessons so that everyone can learn and the teacher can teach.
- To wear the correct uniform every day.
- To arrive at registration and all lessons on time with all the correct equipment.
- To walk and not run inside the buildings.
- To take care of the school buildings, furniture and grounds.
- To treat others as they would want to be treated themselves.
- To eat and drink during break and lunchtimes only (unless it is water in a lesson).

- To travel to and from school safely and sensibly.

4.2. School staff's responsibilities:

- Follow the school's behaviour procedures as outlined in the Managing Student Behaviour booklet.
- To have high expectations of students in terms of their behaviour and academic achievement.
- To model behaviour that is Ready, Respectful and Safe, and treat all students equally and with care.
- To ensure the school is a safe and successful learning environment.
- To respect individual students and be aware of their specific needs.
- To recognise and celebrate positive behaviours using school reward systems.
- To promote positive relationships following incidences of poor behaviour.
- To communicate with parents where behaviour falls short of the behaviour principles.
- To record incidents and interventions accurately using the school's recording systems.

4.3. Parents' and carers' responsibilities:

- To ensure that their children understand the importance of good behaviour and attendance.
- To communicate with school and foster good relationships between school and their children.
- To support the school's Behaviour, Uniform and Attendance policies.
- To keep school informed of any important information or change in circumstance.
- To assist students in being ready and equipped for learning every day.

5. Taking account of individual student needs

Wherever possible, staff must take into account available information when dealing with the behaviour of young people. We are aware of, and will take into consideration, issues related to protected characteristics (age, disability, race, religion, sex and sexual orientation), and their impact on the individual needs of pupils when considering any disciplinary issue by fulfilling our legal duties under the Equality Act 2010. The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Staff should seek advice from the SENCO if they are unsure about how to manage a pupil's behaviour where this is related to a special educational need or disability.

All relevant information will be provided through SEN Student Profiles and Pastoral Support Plans. In addition, staff may need to refer to the SENCO, named Key Worker or member of the Pastoral Team for a particular student for further information or support.

There is a clear expectation that where information is available, particularly for a student with SEND, it is acted upon by the staff.

6. Equality

At The Earls High School we are committed to ensuring that this policy allows all students to be treated fairly and equitably, and that rewards and sanctions are also applied fairly and equitably. Behaviour data for groups of students will be monitored and reported alongside whole-school data to ensure that this is the case, and to modify practice where it is not.

7. Rewards and Consequences

7.1. Rewards for demonstrating positive behaviours

At The Earls High School, we aim to give our first attention to good behaviour, and to recognise those students meeting and exceeding our expectations. Rewards must act as positive incentives for the students, and must be issued fairly to all when the set criteria are met. Once a reward is given it should not be taken away. We aim to issue more positive than negative comments or consequences in every lesson or situation in school.

Rewards at The Earls High School include:

- Verbal praise
- Communication with parents/carers
- Written praise
- Achievement points
- Certificates
- Assemblies
- Reward trips and events
- Displaying good work
- Flashes
- Mentions in Newsletter / on website / social media
- Privileges
- Positions of responsibility (e.g. Junior Leadership Team, Sports Leaders, Student Voice representatives, guides, subject ambassadors)
- Recognition shared with other key staff

We recognise and support that individual members of staff and Faculties may reward students in other ways which follow the spirit of this policy.

7.2. Consequences of demonstrating negative behaviours

Where students have failed to meet the expectations set out in the policy, action will be taken. In the first case we will seek to explain to students the reasons for our concerns. Any consequences will be designed to help them understand and correct what they have done wrong, and encourage them to meet our expectations in the future.

Serious breaches or repeated breaches of this policy may result in the student being suspended from the school for a fixed period of time or permanently excluded. There is a separate policy 'Suspension and Exclusion' which gives more detail about this.

As staff we will adopt the following approach:

- Make sure that consequences are appropriate, fair, consistent and followed through.
- Where possible set consequences that seek to correct the impact of the unacceptable behaviour.
- Encourage students to accept responsibility for their actions.
- Seek support if required and continue to work towards a satisfactory resolution.

Examples of actions staff may take:**During lessons (use stepped consequences)**

- Reminder about what the student needs to do to get things right
- Clear warnings, including the use of scripts
- Moving seats within the classroom
- A short period of 'cool down time' outside the classroom (remembering that students must be supervised at all times)
- Issuing a behaviour point on Class Charts
- Removal from the lesson using the 'on call' system

End of lessons

- Discussion and agreed actions. Wherever possible, this should not prevent the student getting to the next lesson on time. If absolutely necessary, the student should be given a note to hand to their next teacher.

Follow up after lessons

- Discussion with students to explain behaviour expectations and future actions
- Catch up work / improvement of work
- Detention (short, as soon after the offence as possible, activity related to the offence)
- Subject/Faculty Monitoring Report
- Withdrawn from lesson for set period within Faculty (ensuring that appropriate work is set and students are supervised)

Repeated problems across subject areas/out of lessons

- Report cards to monitor daily behaviour
- Meeting with parents/carers
- Pastoral Support Plans
- Pastoral Interventions
- Supervised learning in Refocus Room

Problems at social times

- Supervision during break and lunchtimes
- Community Service (e.g. litter, graffiti removal)
- Reparations for damage caused by unsafe or dangerous behaviour

8. Searching and Confiscation

Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe.

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below. The list is not exhaustive and may include other items that the school rules identify.

- knives and weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers
- vapes
- fireworks
- pornographic images
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting poses a risk to staff or students, is prohibited, or is evidence in relation to an offence.

Mobile phones may be confiscated and returned at the end of the day, either to the student or parent, if their use is outside of the mobile phone policy.

The DfE has published [Searching, Screening and Confiscation Advice for schools](#) in July 2022 which gives guidance on how schools can approach searching and confiscation.

9. Behaviour management training

The Earls High School is committed to developing staff expertise in managing behaviour, and providing appropriate training to promote positive and consistent standards of behaviour across the school. This will be drawn from a range of sources, including external providers and the sharing of good practice within the school and the Stour Vale Academy Trust.

Staff experiencing issues with behaviour management can receive additional support from the Senior Leadership and Pastoral Teams, and other staff with additional responsibilities for behaviour.

There is a planned Behaviour Curriculum to teach students how to behave at school and in the community, this is reviewed throughout the year so that trends and changes in student behaviour can be addressed.

10. Development, monitoring and communication

The Earls High School Behaviour Policy was developed following consultation with staff, student and Stour Vale Academy Trust representatives.

The views of key stakeholders are sought systematically as part of Staff, Student and Parent Voice activities.

The standards of behaviour in school are monitored regularly by the School Leadership Team, Pastoral Leads and Faculty Leaders using data from the school's recording systems and are reported at every meeting of the school's Local Governing Body.

The key principles of this policy are shared with stakeholders through:

- Website
- Prospectus
- Newsletters
- Assemblies
- Copies made available on request

11. Data Protection Law

This policy adheres to the principles under Data Protection Law. For further information please review schools Data Protection policy published on schools website.

12. This policy should be read in conjunction with related policies:

- SEND
- Anti-Bullying
- Safeguarding & Child Protection
- Equal opportunities
- Health and Safety
- Staff Wellbeing
- Suspension and Exclusion
- Mobile Phones

Detailed instructions for staff are found on the staff handbook in the 'Managing Student Behaviour 2025-6' document.