



THE EARLS HIGH SCHOOL

EXCELLENCE | CARE | PARTNERSHIP

Behaviour Policy

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| Approved by: | LGB | Date: May 2026 |
| Last reviewed on: | May 2026 | |
| Next review due by: | May 2027 | |

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1. Aims

As a school we are extremely proud of our badge, because it sums everything that we believe in. The motto on the badge says 'Ut Fili Lucis Fiatis' which means 'to become children of the light', and that is the reason we exist as a school. We believe that every young person who walks through our doors has enormous potential, and our staff work hard to help students to reach their best and become children of the light.

For us, this means three things: **academic progress**, **character** and **kindness and compassion**. We work hard to provide opportunities for students to develop and thrive in all of these areas.



At The Earls High School, we believe that positive 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.

We value the partnership with parents and carers, and know that a shared approach will enable us to support students more effectively in school.

The aim of this policy, therefore, is to help our school community understand how we manage behaviour, and to set out how we will work together with students and their families to achieve a culture of positive behaviour.

2. 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.

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| <p>Ready</p> | <p>We expect students to be ready in every way to make the most of all the opportunities available to them at school.</p> <p>For example, students who are ready:</p> <ul style="list-style-type: none"> • Attend school regularly. • Arrive to school and to lessons on time. • Are smartly dressed in correct uniform, bringing the correct equipment. • Ensure that all work is completed to the highest standards. • Are prepared to take risks in learning. • Are prepared to develop new skills. • Recognise the importance of homework, and complete assigned tasks. |
| <p>Respectful</p> | <p>We expect students to demonstrate respectful behaviour towards each other, our staff and visitors and our facilities.</p> <p>For example, students who are respectful:</p> <ul style="list-style-type: none"> • Use kind, polite and respectful language towards all members of school community; verbally, in writing and online. • Demonstrate good manners, such as saying 'good morning' and holding doors open for others. • Respond positively to instructions and feedback. • Take ownership of their actions. • Value the viewpoints of other people, demonstrating tolerance • Look after the school buildings and grounds, and keep them litter free. • Respect other students' right to learn without interruption. |
| <p>Safe</p> | <p>We expect students to behave safely throughout the day, and to help create an atmosphere where everyone feels safe and that they belong.</p> <p>For example, students who behave safely:</p> <ul style="list-style-type: none"> • Follow instructions from all adults in school first time, every time. • Act with kindness and fairness. • Move around the site safely and calmly, respecting those around them. • Use break and lunchtime spaces safely, following the rules that apply there and listening to staff supervising them. • Report concerns about their own safety, or that of others, to staff. • Ensure they do not bring anything into school which could cause harm to themselves or others. • Act safely online. • Act safely and sensibly when travelling to and from school. |

3. Responsibilities

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

We expect Students to:

- Behave in a way that is Ready, Respectful and Safe at all times, including during lessons, at break and lunch, while moving around the site and before and after school.
- Make staff aware of any behaviour that is not Ready, Respectful or Safe.

We expect School Staff to:

- Treat all students equitably and with care, respecting them as individuals and being aware of their specific needs.
- Have high expectations of students in terms of their behaviour, attendance and academic achievement.
- Model behaviour that is Ready, Respectful and Safe.
- Contribute to ensuring that the school is a safe and purposeful learning environment, including by following the school's strong routines.
- Recognise and celebrate positive behaviours using school reward systems.
- Follow the procedures outlined in the Managing Student Behaviour Handbook.
- Promote positive relationships, and repair them following incidences of poor behaviour.
- Communicate with parents where we have serious or ongoing concerns about a student's behaviour.
- Record incidents and interventions accurately using the school's recording systems.

We expect Governors to:

- Monitor and review the effectiveness of the policy, including data on student groups.
- Provide appropriate challenge and support to the school to effectively apply the policy.

We expect Parents and Carers to:

- Work with the school to encourage behaviour from their child that is ready, respectful and safe
- Assist their child to be punctual, ready and equipped for learning every day.
- Support our policy on school uniform.
- Acknowledge that their child may make mistakes, and trust that school, like them, wants the best for their child.
- Engage in mechanisms to help their child improve their behaviour, in particular by attending meetings to discuss support.
- Support school policies, including the use of sanctions.
- Support their child to be safe online.
- Ensure that their communication with school models the respectful approach we promote in school for their child.
- Ensure that contact details are up-to-date and accurate, and keep school informed of any important information or change in circumstance.

4. Strong routines

We know that students thrive in environments where clear expectations are present. We have therefore developed routines to support positive behaviour throughout the day, for example:

- Purposeful starts to lessons
- Gaining students' attention in lessons
- Independent working
- Dismissal from lessons
- Switching off mobile phones
- Form time and assemblies
- Break and lunchtimes
- Movement around school
- Evacuation and invacuation procedures

5. Explicit teaching of positive behaviour

At The Earls High School, we know that young people need support and guidance to understand how to behave appropriately in school and in the community, and to develop the character, kindness and compassion needed to become good citizens now and in the future. As staff, we aim to model the behaviour we expect from students. High expectations in and out of the classroom, consistently applied across the school, will establish good behaviour as the norm.

We explicitly teach positive behaviour in many ways, for example:

- Our behaviour curriculum, delivered during form time.
- Assemblies and workshops delivered by school staff and visiting speakers.
- Our PSHE curriculum.
- Resets of expectations at the start of every term.
- Transition programmes (both at Year 6 to 7 and when students arrive at other times).
- Pastoral intervention programmes.

6. Recognising positive behaviour

At The Earls, we aim to give our first attention to behaviour that is **ready, respectful and safe**, and to recognise those students meeting and exceeding our expectations.

Recognition must act as a positive incentive for students, and must be issued fairly to all when criteria are met. Once it 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.

Recognition at The Earls High School includes:

- Verbal and written praise
- Positive communication home
- Achievement points
- Certificates
- Assemblies
- Flashes
- Privileges
- Positions of responsibility
- Reward events
- Recognition shared with key staff

We support individual members of staff, faculties and pastoral teams in recognising students in other ways which follow the spirit of this policy.

7. Mobile phones

At The Earls, we strongly encourage students to leave their mobile phones at home. While we recognise the importance that technology can play in modern life, we are clear that student safety, wellbeing and learning is improved by not having access to devices during the day.

Therefore, we have a clear and straightforward approach to mobile phones and similar devices in school: between 8:40am and 2:55pm (or when students are dismissed, if later) **phones must be powered down and kept in bags**. Students must not use wearable technology (e.g. smartwatches) to access the internet or to send or receive messages. Staff will not ask students to work on their phones during the school day.

Key messages from our policy include:

- If a phone is seen during the day, either in use or in a pocket, it will be confiscated by staff and returned to students at the end of the day. We will handle any refusal to hand over a phone for confiscation in line with the rest of this policy. We will involve parents in any repeated failure to meet our expectations around phones.
- We take a serious view of behaviour online or on social media that is not safe or respectful. We may search and / or confiscate a student's device where we believe it has been used in contravention of our behaviour policy.
- If a student needs to use their phone to support the management of a medical condition, we will make reasonable adjustments to our procedures in consultation with parents.

For further information on our approach, please refer to our **Mobile Phone Policy**.

8. Conduct outside the school grounds

Showing the wider community that we are proud of our school is very important to us, and therefore we may take disciplinary action against students in circumstances including:

- While taking part in any school-organised or school-related activity.
- While travelling to and from school.
- While wearing school uniform.
- When a student is otherwise identifiable as a member of our school.

We may also sanction students for behaviour which could:

- Have repercussions for the safe and orderly running of the school.
- Pose a threat to a member of our school community.
- Have an adverse effect on the reputation of the school.

In any of these circumstances, we may take the decision to notify the police or make referrals to relevant external agencies, following the school's Safeguarding procedures where relevant.

While we will always aim to be proactive and support positive behaviour outside school, there may be limitations to our involvement in some cases.

9. Child-on-child abuse (including bullying)

We recognise that bullying can happen at The Earls, as it can in any school, but we are very clear that we will not tolerate it. We teach students how to recognise bullying via our PSHE and behaviour curricula, and ensure that they know how to report it. Incidences of bullying will be managed in line with this policy.

For further information, please refer to the **Anti-Bullying Policy**.

10. Additional support with behaviour

We recognise that for some students, additional support will be required to ensure that they can meet our expectations. This might be as a result of individual needs, or following an incidence of negative behaviour, particularly where this is repeated.

Examples of support offered could include:

- Monitoring report
- Mentoring / check-ins
- Pastoral programmes
- Use of external agencies
- Access to calm spaces during unstructured times
- Re-integration programmes

11. Consequences of demonstrating negative behaviour

Where students have failed to meet our expectation to act in a way that is **ready, respectful and safe**, action will be taken.

We recognise that young people will make mistakes and that every act of behaviour has a context, and we will take this into account when considering how to respond.

However, we believe that when consequences are proportionate and fairly applied, they can help students understand what they have done wrong and encourage them to meet our expectations in future. We will base any decisions to impose a sanction on our professional judgement, having considered the evidence available to us. Such decisions can be made by any member of school staff.

We will do all we can to:

- Adopt a least to most intrusive approach.
- Share the reasons for our concerns with students.
- Encourage students to accept responsibility for their actions.
- Make sure that consequences are appropriate, fair, consistent, timely and followed through.
- Where possible, use consequences that aim to correct the impact of the behaviour.
- Remain calm, seek support if required and continue to work towards a resolution.
- Correct in private, treating students as individuals rather than using collective punishment.
- Work hard to repair relationships with students following incidences of negative behaviour, taking a 'fresh start' approach.

Examples of actions staff may take in a classroom environment:

- Reminder about what the student needs to do to get things right.
- Moving seats within the classroom.
- A short period of 'cool down time' outside the classroom.
- Issuing a behaviour point on Class Charts.
- Removal from the lesson using the 'on call' system.
- Restorative detention to discuss behaviour expectations and future actions.
- Catch up detention to complete or improve work.
- Subject / Faculty Monitoring Report.
- Withdrawal from lesson for set period within Faculty.

Examples of actions staff may take following negative behaviour during unstructured times:

- Supervision during break and lunchtimes.
- Removal of access to certain spaces (e.g. astroturf).
- Community service (e.g. litter, graffiti removal).
- Reparations (including financial) for damage caused by unsafe or dangerous behaviour.

Examples of actions staff may take following more significant or repeated negative behaviours:

- Meeting with parents/carers.
- Report cards to monitor daily behaviour.
- Pastoral Support Plans.
- Pastoral Interventions.
- Supervised learning in Refocus Room.
- Withdrawal of privileges.
- Referral to external agencies.

Sanctions may be escalated if issues continue, or if a sanction is not completed satisfactorily.

12. Withdrawal of a place on school trips

If a student repeatedly or seriously breaches our behaviour policy prior to a trip or extra-curricular activity, staff will complete a risk assessment to consider the safety of all participants. This could lead to the withdrawal of the student's place.

13. Detentions

We may issue a detention for various reasons, including:

- To hold a restorative conversation.
- To 'catch up' on or improve work or homework.
- Following lateness or truancy.
- Following poor behaviour in unstructured time.
- To address incorrect uniform.

Detentions are notified via Class Charts. Where a detention will last longer than 15 minutes after school, we will contact parents and give 24 hours' notice.

14. Refocus

This provision exists to support us in tackling more serious or persistent negative behaviour, and provides an alternative to suspension where appropriate. Our Refocus provision is a calm, supervised space where students will complete academic work, and can reflect on the negative behaviour that led to the sanction. It also provides an opportunity for restorative conversations and pastoral intervention work to take place.

In some circumstances, a student may be asked to complete a Refocus sanction at another school, where we feel this would reinforce the severity of the incident. We will consult parents in taking this decision.

15. Fixed-term suspension

Fixed-term suspensions are reserved for serious and / or repeated breaches of our behaviour policy, or when other interventions have not been effective.

Only the Headteacher can take the decision to suspend a student, and they will take into consideration the context of the incident, any mitigating circumstances, any individual needs of the student, and any risks to the safety and wellbeing of the school community.

Following a suspension, a re-integration meeting will be held with parents, the student and a senior member of staff. The purpose of the meeting is to discuss the behaviour that led to the suspension, reiterate our expectations, plan any necessary to support to allow the student to meet them, and to offer a fresh start, fostering a sense of belonging to our school community.

For further information, please refer to the **Suspension and Exclusion Policy**.

16. Off-site direction

The Headteacher may make an off-site direction to support a student to improve their behaviour in a new environment. This means that the student is required to attend an alternative place of education (another school or an Alternative Provision). The off-site direction will be time limited.

Although parental consent is not required, we will always engage parents and carers in any discussions where we are considering an off-site direction.

17. Alternative Provision

The Headteacher may direct a student to attend an Alternative Provision, where such provision would better meet the needs of, or support the improvement in behaviour of the student.

We work with a range of Alternative Provision providers, who can offer different types and levels of support. Off-site direction to an Alternative Provision may be full or part time.

Although parental consent is not required, we will always engage parents and carers in any discussions where we are considering an Alternative Provision placement.

18. Permanent exclusion

A decision to permanently exclude a student is only ever taken by the Headteacher as a last resort in response to serious or repeated breaches of the school's behaviour policy, and when allowing the student to remain in school would seriously harm the education or welfare of other staff and students in the school.

For further information, please refer to the **Suspension and Exclusion Policy**.

19. Restrictive intervention

In some situations, it may be necessary to use reasonable force in order to control or hold students so that they do not cause harm to themselves or others. We recognise that any restraint carries a risk of physical and psychological harm, and should be avoided wherever possible.

Therefore, before using a restrictive intervention with a student, staff will consider:

- If it's necessary.
- If it's proportionate.
- The student's welfare.

The school follows statutory guidance in our practice. For further information, please refer to the **Restrictive Intervention Policy**.

20. Searching, screening 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
- Matches and lighters
- Vapes, tobacco and cigarettes
- 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 searched where staff suspect they may have been used inappropriately. They 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.

21. Taking account of individual needs (SEND)

The Earls is an inclusive school, and welcomes all students who are part of our community. In applying our behaviour policy, we start from the principle that all students have the capacity to behave positively, but recognise that some students will require personalised support to allow them to do so, and that it might take longer for some students to learn how to meet our expectations in certain situations.

When considering a sanction, we will make reasonable adjustments for managing behaviour which is related to a pupil's Special Educational Need or Disability, while recognising the need to maintain appropriate boundaries while at school.

We will share relevant information through Plan, Do, Review profiles and Pastoral Support Plans, with input from the students and their parents and carers. In addition, staff may need to refer to the SENCO, named Key Worker or relevant member of the Pastoral Team for a particular student for further information or support.

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

22. Equality

At The Earls High School, we are committed to ensuring that this policy allows all students to be treated fairly and equitably.

Staff must consider 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 responding to any disciplinary issue, fulfilling our legal duties under the Equality Act 2010.

Behaviour data for groups of students will be monitored to ensure that this is the case, and to modify practice where it is not.

23. 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.

Detailed instructions for staff are found in the 'Managing Student Behaviour' document in the Staff Handbook. This is reviewed annually and shared with all staff in September and new staff during induction.

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.

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 or CPD.

24. Development, monitoring and communication

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

A workload impact assessment has been carried out.

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:

- The school website
- Newsletters
- The wider school curriculum
- Copies made available on request

25. Data protection law

This policy adheres to the principles under Data Protection Law. For further information please review the school's **Data Protection Policy** published on school's website.

26. Related policies

This policy should be read in conjunction with the following related policies:

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