

Icknield High School

Behaviour Policy

July 2026 (updated September 2026)

Contents

1. Aims	2
2. Legislation, statutory requirements and statutory guidance	3
3. School Ethos	3
4. Bullying	4
5. Roles and responsibilities	5
6. The Respect Agenda	8
7. Responding to behaviour	10
8. The Power to Discipline Students	21
9. Responding to misbehaviour from students with SEND	28
10. Supporting students following a sanction	29
11. Rewards and Recognition	30
12. Inducting and transitioning students	32
13. Training	32
14. Monitoring arrangements	33
15. Links with other policies	34
Appendix 1: Student Code of Conduct	35
Appendix 2: Behaviour Flow Chart	36
Appendix 3: Behaviour management strategies	39
Appendix 4: Prohibited items	41
Appendix 5: Mobile Phone Confiscation Procedure	43
Appendix 6: Mobile Phone Confiscation Escalation Ladder	45

40

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of poor behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2026](#)
- [Use of reasonable force in schools 2026](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#) In addition, this policy is based on:

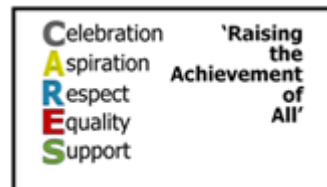
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an Anti-Bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and AntiBullying strategy

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

3. School Ethos

- At Icknield High School everything we do is underpinned by our overriding philosophy of 'raising the achievement of all'. We believe that every student, regardless of background, should be afforded the same opportunities to be successful and that nothing should hold a child back from pursuing their talents and passions. We have consistently high expectations of our students and encourage excellence in all aspects of school life.
- We promote equality and actively tackle bullying and harassment so students can feel safe in our school. All staff provide individualised support to students while promoting positive behaviour through the school's 'respect' agenda.
- Respect is a paramount value that lies at the core of Icknield High School, promoting the overall wellbeing of everyone within the community. It serves as the guiding principle that underpins all school rules, consistently communicated to students and staff alike. As a tangible reminder, each student carries a respect card that emphasises the importance of respecting yourself, others, and the school. This card serves as a comprehensive reference for all school rules, promoting a sense of cohesion. In addition to the respect card, regular reminders are shared through informative posters

and engaging videos every week. These reminders aim to address specific concerns and highlight finer details, ensuring that everyone is well-informed and vigilant about upholding the spirit of respect. Consequently, a holistic approach to promoting respect is pervasive at Icknield High School, with all members of the community actively endorsing and embodying the Respect agenda.



➤ This is further supported by a set of core values - known as 'Icknield CARES' - which permeate through every aspect of the school's culture. These are:

- Celebration
- Aspiration
- Respect
- Equality
- Support

4. Bullying

Icknield stands against bullying and strives to eradicate it from our community through various means such as a zero-tolerance approach and support through national schemes such as the 'Anti-Bullying Alliance' and the 'Diana Award'.

The Anti-Bullying Alliance defines bullying as:

"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online".

Bullying is not when children have the odd argument, fall out or engage in a one-off tussle. Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying.

There are four key elements to this definition:

- ☐ hurtful
- ☐ repetition
- ☐ power imbalance (difficult for victims to defend themselves against) ☐ intentional

Bullying will be treated as a safeguarding /child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The School will then follow the Safeguarding policy.

Please refer to our Anti-Bullying Policy for more information: [Anti-Bullying Policy](#)

5. Roles and responsibilities

5.1 The governing board

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

5.2 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 students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log on SIMs is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

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

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Lesson Monitor and SIMs
- Challenging students to meet the school's expectations
- Taking responsibility for behaviour management in their classroom including the use of rewards and sanctions

The senior leadership team (SLT) will support staff in responding to behaviour incidents (in line with Appendix 23 – Behaviour management flow chart)

5.4 Parents and carers

Icknield High School recognises that positive behaviour is most successfully developed when the school, students and parents/carers work together. Parents/carers, students and staff share a responsibility for supporting positive behaviour, strong relationships and a culture in which all students can learn, feel safe and succeed.

Parents and carers are expected, where reasonably possible, to:

- Familiarise themselves with the School's Behaviour Policy, Respect Agenda and CARES values and reinforce these expectations at home.
- Support their child in demonstrating respect for themselves, respect for others and respect for the school, both in school and when representing or identifiable as a student of Icknield High School.
- Support their child in adhering to the School's Behaviour Policy, Code of Conduct, routines and reasonable instructions from members of staff.
- Ensure their child attends school on time, appropriately dressed, correctly equipped and ready to learn.
- Encourage their child to accept responsibility for their actions, engage positively with restorative conversations and learn from sanctions or interventions.
- Recognise and support the School's authority to apply reasonable and proportionate sanctions in accordance with this policy.
- Inform the School promptly of any changes in circumstances, additional needs or concerns that may affect their child's behaviour, wellbeing or ability to meet school expectations.

- Engage constructively with communication from the School regarding behaviour and attend meetings, reviews or pastoral interventions where reasonably requested.
- Work collaboratively with the School and, where appropriate, external agencies where additional support is identified as being in the best interests of their child.
- Raise concerns regarding the management of behaviour directly with the School through the appropriate channels, while continuing to work constructively with staff.
- Model respectful communication and conduct in their interactions with staff, students and other members of the school community.
- Support the School in addressing behaviour occurring outside school, including online behaviour, where it has an impact on the safety, welfare or orderly running of the School or members of its community.
- Celebrate and reinforce improvements and positive behaviour, recognising that encouragement and recognition are important elements of sustained behavioural change.

The School will seek to establish positive and respectful relationships with parents and carers and will communicate both concerns and improvements in a student's behaviour. Where difficulties emerge, early communication and intervention will be prioritised so that the School, student and family can work together to identify appropriate support and prevent concerns from escalating.

Where a student is experiencing persistent difficulty in meeting behavioural expectations, the School will consider whether additional pastoral, safeguarding, SEND or external-agency support is appropriate. Parents/carers will be involved in this process wherever appropriate, with the overriding aim of supporting the student to participate successfully in school life and achieve positive outcomes.

5.5 Students

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

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

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

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

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for students who are mid-phase arrivals.

6. The Respect Agenda

Students are expected to:

- Carry their Respect Card at all times as an acknowledgement of respecting themselves others and the school
- Carry their 'Student Planner' at all times.
- Behave in a calm, orderly and purposeful way at all times
- Show respect to members of staff and each other
- In class, support the ethos of 'Right to teach & Right to learn'
- Move calm and quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given using them as an opportunity to learn and modify their behaviour
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Behaviour Curriculum

At Icknield High School, we recognise that positive behaviour must be explicitly taught, modelled and revisited regularly. A structured behaviour curriculum will be delivered to ensure that all students understand expectations, routines and the school's values of Celebrate, Aspire, Respect, Equality and Support.

The behaviour curriculum will be delivered:

- At the start of the academic year
- As a part of the tutor programme in morning registration
- At the beginning of each half term
- During RESET weeks
- As part of induction for new starters

- As part of targeted support for students requiring additional intervention The curriculum will include:
 - Clear expectations around conduct in lessons and around the school
 - Routines for transitions, entry and exit, and movement
 - Expectations around respect for self, others and the school
 - Anti-bullying, safeguarding and appropriate conduct
 - Behaviour for learning strategies
 - Appropriate use of equipment, uniform and mobile devices

This approach ensures consistency in expectations across all areas of the school, providing clarity for students about what constitutes acceptable behaviour. It promotes a proactive approach to behaviour management, reducing the need for reactive sanctions, while also ensuring equity by teaching expectations explicitly to all students, including new starters. In addition, it enables targeted support, allowing timely intervention for students who require additional guidance.

The school recognises that some students with Special Educational Needs and Disabilities (SEND) may require reasonable adjustments to behaviour expectations, routines and support strategies in order to access the Behaviour Curriculum successfully.

Staff will take account of individual needs, SEND Support Plans, Education, Health and Care Plans (EHCPs), and professional advice when implementing the Behaviour Curriculum. Adjustments may include adapted approaches to communication, additional processing time, visual prompts, structured support, personalised behaviour targets, and appropriately differentiated interventions.

While all students are expected to follow the school's expectations and values of Respect, reasonable adjustments will be considered to ensure that behaviour support remains fair, inclusive and proportionate to individual needs.

The impact of the behaviour curriculum will be monitored through behaviour data, student voice and staff feedback, and adapted where necessary.

6.2 Mobile phones

Mobile phones are not permitted to be used at Icknield High School and a zero tolerance for all mobile phones and electronic devices will be in place. This means mobile phones should not be seen, heard or used in school, from the moment they enter the site in the morning until they leave site at the end of the day. This includes during all unstructured times such as before school, break time, lunch time and after school. This is due to a number of reasons stated below but ultimately in order to support the wellbeing and academic achievement of our students;

- Government guidance

- It's estimated that one hour of learning is lost a day due to distractions caused by mobile phones
- Mobile-free schools have seen a decrease in digital bullying especially amongst girls
- Research has shown that wellbeing decreases when smartphones are present, students are "addicted" to their phones
- Mobile phones increase student's potential to be involved in anti-social behaviour

Exceptions to the school's mobile phone expectations may be authorised where a student requires access to a mobile phone or connected device as part of a documented medical need, or where such access is specified within an Education, Health and Care Plan (EHCP).

Any agreed arrangements will be approved by the school and communicated to relevant staff to ensure that the student's needs are met safely and appropriately.

For more detail please see the separate [mobile phone policy](#).

7. Responding to behaviour

At Icknield High School, our approach to responding to behaviour is centred around promoting a safe, inclusive and supportive learning environment for all students. We adopt a proactive approach, focusing on prevention through positive reinforcement, clear expectations and consistent consequences. Staff use a therapeutic approach, explicitly teaching the behaviours we expect to see, modelling these consistently and working alongside students to support them in making positive choices.

We recognise that behaviour is often a reflection of underlying needs or challenges. As such, we are committed to working in partnership with students, parents and carers, governors and external professionals to ensure that all students are supported effectively and given every opportunity to succeed. In doing so, we take full account of special educational needs, disabilities and other vulnerabilities, ensuring reasonable adjustments are made and support is appropriately tailored.

Our dedicated staff are trained to respond to behavioural incidents in a fair, consistent and balanced manner, using a restorative approach that promotes accountability, reflection and growth. Through open communication, targeted intervention and ongoing staff development, we aim to address concerns early and constructively.

Through this collective and inclusive approach, we strive to foster a positive school culture where all students feel valued, respected and supported, and are equipped to succeed both academically and socially.

The school uses Lesson Monitor to record reward and behaviour points. This information is centrally logged on SIMS. Edulink is used to communicate with parents and carers.

7.1 Classroom management

Teaching and support 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 students to be engaged
- Display the student code of conduct in their classrooms
- Use the **‘Chance, Choice, Consequence’** model of behaviour management with the students.
- Develop a positive relationship with students, which may include:
 - Maintaining high expectations while demonstrating respect and positive regard for all student
 - Follow the Icknield Lesson start and end procedures
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Having RAC (restorative conversations: Reason, Accountability, Change) following negative behaviours being displayed.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

Please refer to our child protection and safeguarding policy for more information [Safeguarding and Child Protection Policy and Procedures](#)

7.3 Emergency Callout Procedure

In situations where a student’s behaviour presents an immediate risk to themselves or others, the emergency callout system must be used to alert the on-call safeguarding or senior leadership team.

The callout should be made via Edulink and is to be used in the following circumstances:

- A student is exhibiting violent or threatening behaviour.

- There is a medical emergency.
- A safeguarding concern requires urgent intervention.
- A student is refusing to leave the classroom and significantly disrupting learning.

In the first instance, for behaviour-related incidents, staff should:

- **Request assistance from the Curriculum Leader or Assistant Curriculum Leader via email or, where appropriate, by asking a responsible student to inform them.**
- If the issue cannot be resolved at that level, the Curriculum Leader or Assistant Curriculum Leader should then initiate the callout via Edulink to escalate the matter.

For medical emergencies, staff must:

- Immediately press the callout button via Edulink.
- Send a responsible student to the medical room.
- Send a student to inform the Curriculum Leader or Assistant Curriculum Leader.

Staff must remain calm and ensure the safety of all students while waiting for support. After the incident, a behaviour log must be completed on SIMS, and a safeguarding referral made if appropriate.

7.4 Responding to good behaviour

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- 5's on Lesson Monitor
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, reward breakfasts, reward assemblies and presentation evenings
- Positions of responsibility, such as Student Voice and Prefect status
- Whole-class or year group reward trips

7.5 Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

As part of our commitment to fostering a respectful and supportive learning environment, Icknield High School adopts the **Chance, Choice, Consequence** model of behaviour management within classroom settings. This approach empowers students to take responsibility for their actions and understand the impact of their behaviour.

This model consists of:

- **Chance:** Students are given a clear and fair opportunity to correct their behaviour following a reminder of expectations. This step is designed to be non-confrontational and supportive, encouraging reflection and self-regulation.
- **Choice:** If the behaviour continues, students are explicitly presented with a choice. They are reminded of the expected behaviour and made aware of the potential consequences should they choose not to comply. This reinforces accountability and promotes positive decision-making.
- **Consequence:** If the student continues to disregard expectations, appropriate and proportionate consequences are applied. These may include detentions, restorative conversations, or other sanctions outlined in the behaviour policy.

Note: Staff should avoid using the terms C1, C2 and C3, as these can cause confusion with behaviour points (1s, 2s and 3s), which have distinct meanings within the school's systems. Instead, staff should consistently use the language of chance, choice and consequence to ensure clarity, consistency and understanding for students.

This model aligns with our restorative approach and supports the development of selfdiscipline, reflection, and personal growth. Staff are strongly encouraged to use this framework consistently to promote fairness, clarity, and a positive classroom culture.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour: See Flow chart Appendix 2

Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Reasonable adjustments will be made where appropriate.

All staff are expected to apply this model consistently to ensure fairness and predictability for students.

7.6 Uniform Expectations and Monitoring

Uniform expectations are a key part of maintaining high standards at Icknield High School. Uniform will be monitored throughout the school day, from the point at which students leave home until they return home, including their journey to and from school, time on site, and movement between lessons. Students are expected to wear their uniform correctly and consistently at all times.

All staff have a responsibility to challenge and address any uniform concerns. Uniform will be checked daily, and any breaches will be recorded and monitored centrally through a tracking system to identify patterns and repeat concerns. Where issues persist, sanctions will escalate in line with the school's behaviour systems, alongside communication with home where appropriate.

Failure to meet uniform expectations may result in:

- A reminder and opportunity to correct
- A logged incident
- Escalating sanctions for repeated breaches
- Parental contact where appropriate
- Further sanctions in line with the behaviour policy

High standards of uniform are important as they promote a sense of belonging, pride and identity, and contribute to a calm, focused and respectful learning environment. At Icknield High School, uniform reflects our CARES values: Celebrate, Aspire, Respect, Equality and Support, by ensuring that all students present themselves in a way that demonstrates respect for themselves, others and the school community.

7.7 Reasonable force

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

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

Incidents of reasonable force must:

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

- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

7.8 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.8.1 Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated and will not be returned to the student.

Prohibited items are defined in line with DfE guidance and include, but are not limited to: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and vaping products, fireworks, pornographic images, and any article that could be used to commit an offence, cause harm, or disrupt the safe and orderly running of the school (see Appendix 4).

The school will dispose of such items in accordance with DfE guidance, which may include retaining, destroying, or handing items to the police where appropriate.

The school may also confiscate items that are harmful or detrimental to school discipline. These items will normally be returned to the student or their parents/carers following discussion with senior leaders, where it is appropriate to do so.

7.8.2 Screening

The school may use screening methods, such as walk-through or hand-held metal detectors, as a preventative measure. Screening can be carried out without suspicion and students may be required to undergo screening as a condition of entry to the school site. Refusal to comply with screening may result in a behaviour sanction.

7.8.3 Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Authorised members of staff have the legal power to search a student without their consent where there are reasonable grounds to suspect that the student may be in possession of a prohibited item.

Subject to the exception below, where possible the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. **During this time the students will be supervised in a safe and appropriate location away from other students.**

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. **The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, including during off-site educational visits.**

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation
- The authorised member of staff may use a metal detector to assist with the search.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead, to try to determine why the student is refusing to comply.

If the student still refuses to cooperate then the school may contact parent or indeed the police if deemed necessary.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

All searches will be carried out with due regard for the student's dignity, privacy and wellbeing, and in a manner that is proportionate to the circumstances.

7.8.4 Searching students' possessions

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

- Mobile devices
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in appendix 4) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Where there is a safeguarding concern or risk of harm, authorised staff may examine data or files on electronic devices in line with DfE guidance. This will only take place where there is a clear reason to do so and will be conducted by authorised staff members.

7.8.5 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in appendix 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in appendix 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

7.8.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

All searches will be logged and monitored to ascertain any patterns or concerns.

Where appropriate, parents/carers will be informed of the search and its outcome, particularly where a prohibited item has been found or a safeguarding concern has been identified

7.9 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school
- Involves illegal activity or antisocial behaviour
- Involves harassment or intimidation of others, including online whether or not they are members of the school community
- Contravenes the school's values or expectations of respectful conduct

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

7.10 Online misbehaviour

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

- It poses a threat or causes harm to another student or member of staff

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

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

7.11 Suspected criminal behaviour

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

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the relevant member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.12 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information
https://www.icknield.beds.sch.uk/docs/policies/staff_Safeguarding_Policy_Sept_2022_Final.pdf

7.13 Behaviour Monitoring and Trigger Points

The school operates a robust monitoring system to identify patterns of behaviour and trigger timely intervention. Triggers for action include:

- Poor Behaviour Points (1s)
 - Accumulation within a subject
 - Accumulation across the school day/week
- Truancy (As)
 - Individual lesson truancy
 - Patterns within a subject area
 - Patterns across multiple subjects

Response to Triggers:

This approach will be supported through a range of clearly defined interventions mapped within structured escalation ladders. These ladders will be shared with all staff and consistently applied to ensure timely intervention, a coherent whole-school response and clarity in expectations. Staff will initiate early intervention, with communication with home taking place where appropriate, and students may be placed on monitoring or report systems. Behaviour leads and pastoral teams will review patterns over time and implement targeted support. Collectively, this promotes consistency in practice, enables effective and proportionate action, and ensures that behaviour concerns are identified early, addressed systematically and that the impact of interventions can be monitored and evaluated over time. This ensures that intervention is timely, data-informed and consistently applied across the school.

7.14 Truancy Protocol

The school will introduce a clear and structured truancy protocol from the beginning of this academic year to address instances where students fail to attend lessons. Truancy has a significant impact on students' outcomes, resulting in lost learning, gaps in knowledge and reduced progress over time, and can also disrupt learning for others both within lessons and across the wider school. In addition, it may present safeguarding concerns where a student's whereabouts are unknown.

In response, the school will apply a graduated and escalating approach, ensuring that concerns are identified early and addressed promptly through a combination of sanctions, parental communication, and increasing levels of intervention and support. This will involve curriculum leaders, pastoral teams and senior staff as appropriate. The protocol is designed to provide both clarity and consistency, while allowing for professional judgement, reasonable adjustments and consideration of individual circumstances, ensuring that responses are proportionate, supportive and focused on securing regular attendance to lessons.

7.15 Staff Presence and Classroom Protocols

Students are expected to stand, remain silent and give their full attention whenever a member of the Senior Leadership Team or their Pastoral Leader enters the classroom. This is a long-standing tradition of the school, reflecting its commitment to high standards and mutual respect.

This practice promotes a culture where staff are recognised as leaders within the school community and where respect is consistently demonstrated. It also ensures that students are immediately focused, attentive and ready to listen, minimising disruption and maximising learning time. In addition, it reinforces clear expectations, supports smooth communication, and enables senior and pastoral staff to address groups quickly and effectively where required.

Maintaining this protocol contributes to a calm, orderly environment, strengthens relationships between staff and students, and supports the school's values of **Respect, Aspire and Support**. It also helps to foster a shared sense of pride and belonging, ensuring that expectations are upheld consistently across all areas of the school.

This expectation will be applied reasonably and sensitively, taking into account students with SEND or additional needs.

8. The Power to Discipline Students

The Education and Inspections Act 2006 (EIA 2006) changes the legal basis of teachers' and other school staff's authority to discipline students. It provides for the first time a statutory power for teachers and certain other school staff to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct, replacing and superseding the previous legal authority based on the common law principle of the teacher being in loco parentis (in place of the parent/carer).

All teachers and other staff in charge of students have the power to discipline. The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers. The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. This includes behaviour on activities arranged by the school, such as educational visits and

sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place. The latter would be related to bullying of another child, insulting a member of staff or member of the public, behaving in a way that would harm the reputation of the school.

8.1 Sanctions

Sanctions are needed to respond to unacceptable behaviour. We shall spend time explaining to individual students why any sanction is being applied and what changes in behaviour are required to avoid future sanctions. In such a way, students can move forward positively in the spirit of reconciliation. All teachers and teaching assistants have the right to impose sanctions other than exclusion. The use of sanctions should be characterised by two features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishments.

The following sanctions and interventions are used by the school, to ensure for early and timely intervention to prevent further escalation of behaviour, and their use is characterised by both flexibility and consistency: Note, there may be exceptions and individual students' circumstances when not each step of the behaviour flow chart needs to be followed.

Detentions

Detentions are structured in escalating stages, ranging from subject teacher detentions to SLT detentions, depending on the severity and frequency of behaviour.

Detentions should be fair, consistent and should support the 'Respect Agenda'.

The following should always be considered;

- The nature of the behaviour being sanctioned
- The age of the student
- Any special travel arrangements
- Any special educational needs

'Same day Detentions': Detentions for Poor behaviour (1s), Electronic device offence (4s), Respect Breaches and Late to lesson marks (Ls) should follow these guidelines - Calendared every day

Recording the Incident:

- Log the incident on SIMS using the correct behaviour code.
- Clearly state the sanction applied.

Chance and Choice:

- Before issuing a consequence for a '1', Chance and Choice should have been offered to the student.

Issuing Detentions:

- A same-day 30-minute detention should be issued.
- **Band A in BS1 Band B in BS2**
- Detentions are supervised by UPS Teachers and TLR holders.
- Any staff member may issue a same-day detention.
- Parents/carers must be informed via Edulink when the detention is set.

Detention Procedure:

- **Students will be escorted at 3:10 PM to the designated room by their period 5 teacher.**
- Upon entry, students will be given a RAC Reflection Sheet with their details on, which they are expected to complete as the first task.
- After completing the reflection, students will be provided with a computer to engage in productive work, such as completing homework or revision.
- The staff member who issued the detention must attend and conduct a Restorative (RAC) conversation.
- Detentions should only be set for days when the issuing staff member is available to attend.

Escalation Protocol:

- Poor behaviour during detention, or absconding from detention, will result in an escalation to an SLT detention on the following day.
- If a student already has detentions scheduled for the current and following day, and a third detention is required, the matter will be escalated to a SLT detention on the third day.

'Subject Teacher Detentions- Detentions for missing homework (2s), Lack of equipment (3s), should follow these guidelines - Set as required.

- All detentions set for 2s and 3s should be set at break or lunch time.
- Detentions at Break (11:00am-11:20am)
 - Will be for up to 10 minutes
 - Students will be supported in completing their homework if necessary
 - A restorative conversation will be conducted

- Students will be allowed time at break to visit the toilet or water fountain
- All detentions will be set on Edulink

Detentions at Lunch (13:20pm-14:10pm)

- Will be for up to 30 minutes
 - Students will be supported in completing their homework if necessary
 - A restorative conversation will be conducted
 - Students will be allowed time at Lunch to eat, pray, visit the toilet, or water fountain
 - All detentions will be set on Edulink
- Homework completion focus for 2s: Due to the nature of detentions for missing homework, these should be run by subject specialists with the aim to complete the homework and ensure the learning reinforcement takes place.

‘Curriculum Leader Detentions’ (Up to 60 Minutes) – for escalation due to serious incidents or repeated incidents – Set as required

- Curriculum Leaders may organise extended detentions of up to one hour in response to more serious or repeated incidents.
- These detentions are intended as an escalation from standard classroom sanctions.
- The threshold for issuing a Curriculum Leader Detention should remain high. The school’s behaviour approach prioritises certainty over severity.
- Wherever possible, standard 30-minute detentions with a Restorative (RAC) conversation should remain the default response.

Senior Leadership Team (SLT) Detentions (60 Minutes): for serious incidents and escalation from Same Day Detentions - Calendared every day

- SLT detentions represent the most serious level of detention and are issued through Pastoral Leader and SLT referral only.
- These detentions last 60 minutes and are reserved for significant breaches of conduct or repeated non-compliance.

Non-Attendance and Absconding:

- Students who refuse to attend or abscond from detention will face escalated sanctions.
- The first response will be a referral to Fixed Term Isolation.
- Continued refusal or repeated absconding may lead to further consequences, up to and including permanent exclusion, in line with the Behaviour Management Flow Chart (Appendix 2).

Additional Detention Practices:

- Whole-class detentions are not permitted, as they may unfairly punish students who have not breached expectations.
- Prior to an after-school detention taking place, the detention must be recorded on Edulink to ensure that parents/carers have been formally notified. Where this has not occurred, students must be allowed to leave at the end of the school day.

All detentions must be:

- Recorded on Lesson Monitor with a clear comment.
- Communicated to parents/carers by logging the detention on Edulink.
- During the detention, where appropriate, a RAC conversation should take place:
 - R:** Reflect on how the student breached the **R**espect agenda.
 - A:** Take **A**ccountability for the behaviour displayed.
 - C:** Commit to **C**hange to reduce the likelihood of recurrence.

For more information please see the flow chart in appendix 2

8.2 Corridor behaviour

Students will always carry a planner which has pages to log any negative behaviours outside of class. If a negative behaviour is displayed the member of staff will log the date, time, reason and sign it. Every time three infringements are logged it will result in an after-school detention which will subsequently be logged on Edulink. Ongoing issues will be referred to the relevant Pastoral Leader to escalate.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy and the use of exclusions (Appendix) for more information.

8.4 Fixed Term Isolation (FTI)

There may be several reasons why the school chooses to use an isolation room as a bridge between detention and exclusion. Here are a few possible reasons:

1. Progressive discipline: The use of an isolation room can be seen as a step in a progressive discipline approach. It allows the school to implement consequences for students' behaviour without immediately resorting to exclusionary measures such as suspension or permanent expulsion. This approach allows students to reflect on their actions and learn from their mistakes while still being within the school environment.

2. **Behaviour modification:** Isolation rooms can serve as a space for students to self-reflect and modify their behaviour. By providing a separate and controlled environment, it allows students to have time and space for introspection, helping them understand the consequences of their actions and motivating them to make positive changes in their behaviour moving forward. This introspection is encouraged through the work set whilst in FTI.
3. **Avoiding academic disruption:** Placing students in an isolation room can help maintain the overall learning environment by removing disruptive or potentially harmful behaviours. It ensures that the student's behaviour does not negatively impact the educational experience of other students in the classroom. This allows teachers to continue with their instruction without interruption.
4. **Individualised support:** In some cases, an isolation room may be used as a way to provide individualized support to students who may be struggling with behavioural or emotional challenges. Rather than immediately excluding them from the school, the isolation room can give staff members an opportunity to assess the student's needs and provide appropriate interventions and support services.
5. **Transition period:** Using an isolation room as a bridge between detention and exclusion can provide a temporary period of reflection and assessment before deciding on a long-term consequence. It allows school administrators and counsellors to gather more information about the student's behaviour, seek input from teachers and other staff members, and make a more informed decision regarding potential exclusions.

It's important to note that the use of an isolation room should be implemented with sensitivity, care, and consideration for the well-being of the student. Icknield has clear policies and procedures in place to ensure that the use of isolation rooms is fair, consistent, and aligned with the school's overall disciplinary approach.

8.5 Fixed Term Isolation (FTI) – Processes

Fixed Term Isolation (FTI) is used as part of a structured and graduated response to serious or repeated breaches of the school's expectations. Where appropriate, FTI will be implemented in line with agreed behaviour pathways, including the school's truancy protocol, ensuring that prior interventions and evidence have been considered.

- Following a serious incident, or as part of an escalation process (e.g. Stage 4 or 5 within the truancy protocol), FTI may be issued by SLT. Where applicable, staff must ensure that previous stages, interventions and RAC (Respect, Accountability, Change) evidence have been completed and recorded prior to referral.
- Referrals for FTI must be submitted via the school's online system and supported by appropriate evidence, which may include behaviour logs, RAC documentation, and records of parental communication. This ensures that sanctions are proportionate, consistent and well-evidenced.
- Administration staff, in conjunction with SLT, will allocate a suitable date and provision for the FTI. Parents/carers will be formally informed via Edulink. In cases of escalated

concerns (e.g. truancy), a meeting with parents/carers may also be required alongside the sanction.

- Students will attend the FTI provision from 08:45am until 3:30pm in a supervised environment.
- Students may be searched or subject to screening on entry, where there are reasonable grounds, in line with the school's searching and confiscation procedures to ensure the safety and orderly conduct of all students and staff.
- Upon arrival, students will be required to hand in any mobile devices, which will be securely stored for the duration of the day and returned at 3:30pm. This supports the maintenance of a focused and disruption-free environment.
- They will have access to appropriate facilities, including toilet and prayer provision. The FTI provision is monitored by CCTV in line with the school's safeguarding and security procedures.
- Students will complete work aligned to their usual curriculum, including access to Oak National Academy resources where appropriate. Work will be set in line with the lesson content and curriculum sequence being delivered to their peers to minimise disruption to learning and ensure continuity of education.
- Upon arrival, students will complete a structured reflection process, which may include a RAC reflection sheet. This will focus on:
 - How the student has breached the school's Respect Agenda
 - Accountability for their actions
 - What will change moving forward
 - Where appropriate, this will be reviewed and followed up by the referring member of staff, Curriculum Leader or SLT.
- Students will be provided with a managed lunch period, typically between 1:00pm and 1:15pm, ensuring supervision and maintaining expectations of behaviour throughout the day.
- Following completion of FTI, students will engage in a restorative and/or reintegration process, which may include:
 - A meeting with a Curriculum Leader, Behaviour Lead or SLT
 - A further RAC conversation
 - Agreement of clear targets and expectations for return to lessons
 - Parental involvement where appropriate
 - This is particularly important where FTI forms part of an escalation pathway (e.g. Stage 4 or Stage 5 of the truancy protocol).
- In some cases, and where proportionate and reasonable, adjustments to the student's school day may be considered as part of a graduated response to ongoing behavioural concerns. Any such arrangements will be communicated clearly to parents/carers and

reviewed regularly. The school will also consider whether underlying needs, including SEND or safeguarding concerns, may be contributing to the behaviour and whether further support is required.

- In cases of repeated or significant concerns, FTI may extend beyond one day or be followed by further intervention, including additional FTI, suspension, or targeted support, in line with school systems.
- Where a student is repeatedly placed in the FTI room, the school may implement additional sanctions and support measures. These may include an extended period of placement in FTI, attendance at review meetings with parents/carers, a behaviour support plan, or other targeted interventions.
- In exceptional circumstances, FTI may be delivered off-site at another provision where this is deemed appropriate and in the best interests of the student and wider school community.
- All FTI placements will be formally logged, monitored and reviewed, with particular attention given to patterns of behaviour, equality considerations, and the effectiveness of interventions in supporting positive change.

Expectations within FTI mirror those of a classroom environment, with a clear focus on readiness to learn, respectful conduct, and full engagement in all set work. Poor behaviour during FTI may result in further escalation, including suspension.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

9.2 Adapting sanctions for students with SEND

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

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

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

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

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

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting students following a sanction

Following a sanction, the school will implement appropriate strategies to support the student in understanding and improving their behaviour, and to enable them to successfully meet the expectations of the school.

Where appropriate, this will include a restorative approach, ensuring that students reflect on their actions through the RAC (Respect, Accountability, Change) process and are supported to make positive changes moving forward.

Support strategies may include:

- Reintegration meetings following removal, FTI or suspension
- Restorative (RAC) conversations to address the behaviour and repair relationships
- Behaviour contracts outlining clear expectations, targets and consequences
- Daily or regular check-ins with the Year Team or key staff
- A report card with personalised behaviour goals from the Form Tutor, Head of Year or SLT
- A Pastoral Support Plan (PSP) with clearly defined targets and review points
- Parental/carers meetings to ensure a consistent approach between school and home
- Targeted support or interventions from pastoral, SEND or safeguarding teams, where appropriate
- Adjustments to support needs, including reasonable adjustments for students with SEND

All support strategies will be proportionate, monitored and reviewed regularly to ensure they are having a positive impact on behaviour and engagement.

11. Rewards and Recognition

At Icknield High School, we believe that recognising and rewarding positive behaviour is central to promoting our ethos of Respect, Aspire, Celebrate, Equality and Support. Rewards are designed to reinforce excellent behaviour, encourage consistent effort and celebrate students who embody the school's values.

11.1 Principles of the Rewards System

The rewards system is built around:

- Consistency and fairness
- Celebration of effort, improvement and achievement
- Recognition of students who demonstrate the Respect Agenda in action
- Providing both immediate and long-term incentives

All rewards are logged and monitored through the school's behaviour systems.

11.2 Use of Positive Behaviour Points ('5s')

Positive behaviour is recognised through the awarding of '5s' on Lesson Monitor, which reflect students demonstrating expected and exceptional behaviours for learning.

Students are encouraged to consistently achieve 5s across all lessons and areas of school life. These contribute towards:

- Weekly recognition
- Raffles and awards
- Physical rewards
- Eligibility for reward events and trips

11.3 Reward Trips

Reward trips form a key part of the school's celebration programme.

- Students will be eligible for reward trips by achieving 15 '5s' per week during designated collection periods
- Collection windows will be clearly communicated to students and parents/carers
- Trips may include events such as:
 - Theme parks
 - Activity-based experiences (e.g. trampoline parks, bowling, ice skating)
- Final eligibility may also take into account behaviour, attendance and punctuality

These trips recognise sustained positive behaviour and commitment to learning over time.

11.4 Physical Rewards

Students will also receive tangible rewards to recognise their achievements.

These may include:

- Certificates (awarded in assemblies)
- Badges linked to achievement and school values
- Stationery and small prizes
- Thresholds for these rewards will be based on the number of '5s' collected
- Specific targets and thresholds will be shared with students at the start of each academic year in September

11.5 Weekly and Ongoing Recognition

Students will be recognised regularly through:

- Star/Student of the Week awards nominated by staff and peers
- Curriculum Behaviour Awards for outstanding behaviour for learning
- SLT Awards for exceptional achievements
- Top '5s' recognition (e.g. Flying Start / Top 30 students)

These rewards celebrate both consistency and excellence across subjects and year groups.

11.6 Reward Events

Throughout the year, students may be invited to:

- Reward assemblies
- Reward breakfasts
- Celebration events

These provide structured opportunities to celebrate success publicly and reinforce positive school culture.

11.7 Raffles and Values-Based Recognition

In addition to formal rewards, the school will run regular raffles to further promote positive behaviour.

- Students who consistently demonstrate the school values (CARES) will be entered into raffles
- Entries may be awarded for:
 - Demonstrating respect to others
 - Supporting peers
 - Showing aspiration and resilience
 - Contributing positively to the school community
- Prizes may vary and will be designed to maintain engagement and motivation

This approach ensures that all students have an opportunity to be recognised for living out the values of the school.

12. Inducting and transitioning students

12.1 Inducting incoming students

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

12.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

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

- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

Behaviour data will be shared with Senior Leadership Team (SLT) and middle leaders on a bi-weekly basis to ensure timely and effective monitoring. This will operate on a two-week cycle:

- One week will focus on behaviour data from the previous fortnight, enabling the identification of recent concerns and the prompt implementation of targeted interventions
- The following week will focus on year-to-date data, allowing leaders to identify longer-term patterns, trends and any emerging concerns across departments, year groups and key groups of students

This structured approach ensures that both immediate issues and sustained patterns are identified and addressed through appropriate and proportionate interventions, supporting a consistent and proactive whole-school response to behaviour.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by SLT and the Student Affairs committee (Governors)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Student Affairs Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the members of the Student Affairs Committee.

15. Links with other policies

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- Mobile phone policy
- Anti-Bullying Policy
- Attendance Policy
- Uniform Policy



Student Code of Conduct



Icknield students will;

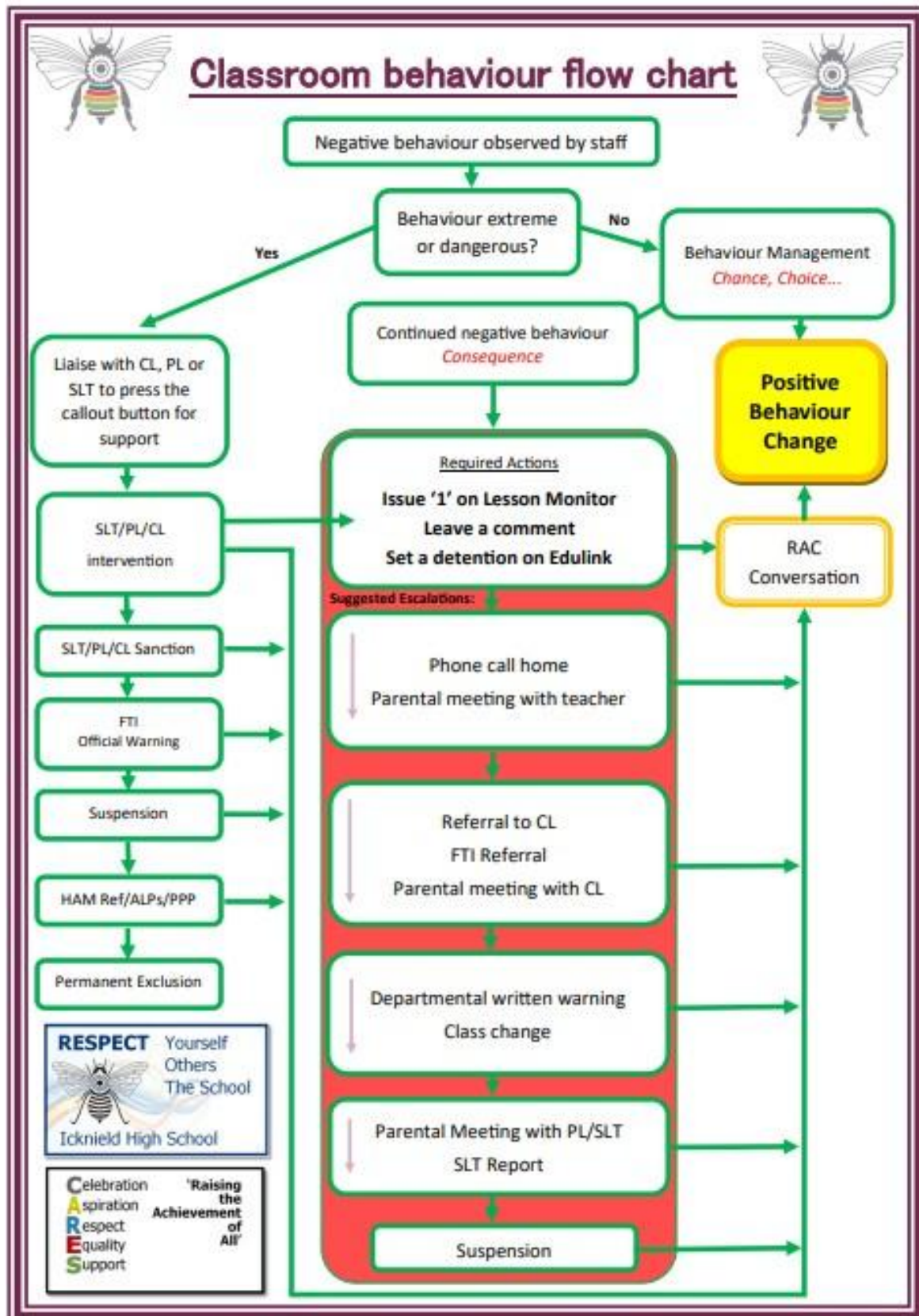
- Conform to the schools Code of Conduct
- Follow the 'Respect Agenda' at all times
- Stand against bullying and any other sort of discriminatory behaviour
- Attend school every day and on time
- Bring the correct equipment, including a reading book
- Have your student planner on you at all times
- Wear the correct Icknield uniform
- Wear the Bee Badge with pride and uphold the school's reputation
- Be polite and well-mannered
- Follow staff instructions and classroom rules
- Support other Icknield students
- Respect the school environment, keeping it clean and tidy
- Remain calm, orderly and purposeful around the school building
- Complete homework/coursework on time and to the highest standard
- Communicate information to parents and monitor school emails
- Respect the local community
- Be the best you can be!



Icknield High School

Appendix 2: Behaviour Flow Chart





This flow chart is to be used as a guide and wont always be strictly adhered to. Reasonable adjustments must be considered to take into account each students individual circumstances and needs.

Date Agreed
July 2025

Governors Sub Committee-Student Affairs

Review Date
July 2026

Appendix 3: Behaviour management strategies



Behaviour management



School Policy

By far the most common mistake is not using the school behaviour policy consistently.

There is strength in numbers and if students see that there are unique rules in one classroom then they will exploit this. Use the language / systems - you are not alone!



Negative Framing

It is tempting to say what you don't want to see. Don't turn around, Jodie. That's distracting others.



But much better is: 'Facing the front, please. Jodie, it tells Jodie what to do and it builds a positive culture.'

Tilt

When something goes wrong it's tempting to go on tilt. This behaviour is outrageous. I'm trying to teach and all you can do is... This makes you seem out of control. Just follow the system and practice running back to the learning with positivity and control.



Low Expectations

Most schools I know have an in-class system similar to: 'Warning, move, out.'

A common mistake is to allow students five instructions before moving to 'Warning'. Be strict! Students can do it if they know the expectation will be followed through.



Positioning

Poor positioning - immediately after you set students off on some thing, don't walk over to the side for one-to-one conversation.

Stand still, central and be seen looking. Scan the room. Narrate positive behaviours. Sanction off-task behaviour.



Drift

A common problem is allowing expectations to drift over time. Individual students are allowed to shout out, routines become sloppy, relationships remain undeveloped.

One way to arrest this is to narrate things consistently. Remember we always (insert expectation).

Negativity

Allowing general negativity to enter the classroom is a common problem. Stop yourself, reset the class, if necessary and start narrating the positive.

The overall tone of the classroom should be positive, even if you feel the opposite.



Countdowns

Without them, ADULTS keep talking longer than they should. If in doubt, use them. Narrate what you want to see between the numbers.

'Tools down in 5, returning to seats in 4, preparing your desk in 3, silence in 2, eyes on me in 1 and... we're ready.'



Grudges

It is rarely the right thing to have a long 1:1 conversation with a student about their behaviour during a lesson. Most students will prefer a protected conversation about their behaviour and all the attention that brings. Don't let the whole class suffer!



A common and perfectly understandable grudge. Students are accountable for their behaviour but we are the adults.

Our job is to give clean slates as much as we can following sanctions. Ham up the positivity with the students you really need to win!



Routines

A common problem is allowing expectations to drift over time. Individual students are allowed to shout out, routines become sloppy, relationships remain undeveloped.

One way to arrest this is to narrate things consistently. Remember we always (insert expectation).

Voice

Students giving inaudible answers damages pace but also causes behaviour problems as students get frustrated.



Explicitly teach students how to project their answers. 'Class voice please David - go!'

Excuses

We have heard them all: wind, Period 5, Year 9, boy heavy - I would steer clear of all this. See BM as a puzzle to be solved. The students deserve ordered lessons, not for us to give up on them because it's windy.



Lacking energy / passion

This looks very different for each teacher. But BM can be massively improved by showing passion for the subject material.

Try to find the most charismatic, energetic and authentic version of yourself and be that teacher.



Giving Up

When that class has defeated you it's tempting to call it in. Don't. Seek help. Start the next lesson with a silent 20 minute task.

Get SLT in the room. Call home. Speak to the troublemakers after the lesson. Remember we've all been there!



Neglecting Relationships

If you leave all relationship building to the classroom it may be a struggle. Transitions, break, lunch, before and after school give little moments to build relationships. Can't wait to teach you, Ahmed!



Class Narrative

If you don't tell a story to the class about where you are going and why, then you risk that narrative becoming negative.

'We're one step closer to our aim - everyone in this room will be writing fluent essays by the next assessment. Let's make it happen.'

Common error. Be explicit in your instructions. 'Right - you know what you need to do. Off you go vs 'You have 2 and a half minutes to complete questions 12.3.

This is independent work completed in silence. Start in 3.21. Go! Students need clarity!



Punishing the Whole Class

Just don't. You know you shouldn't. So just don't.



Appendix 4: Prohibited items

In order to promote and safeguard the welfare, health and safety of all students at Icknield High School, the following is a list of ...

BANNED ITEMS

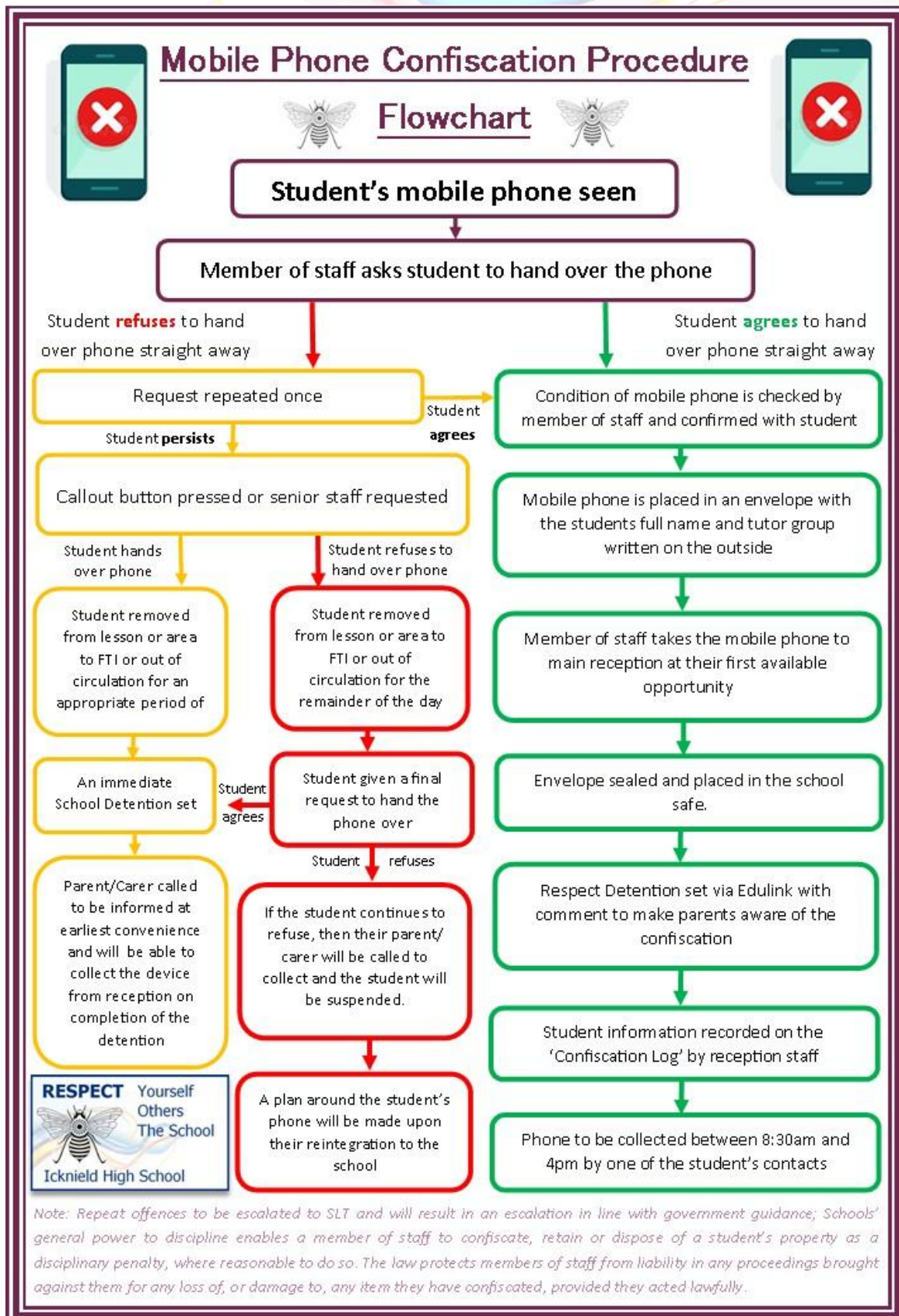


- Any items that could be used as an offensive weapon including knives, blades and BB guns
- Alcohol
- Illegal drugs and legal highs
- Cigarettes and all tobacco products
- Lighters and matches
- Vapes, electronic cigarettes and shisha pens
- Board marker pens
- Spray paint cans
- Any items that could be used as projectiles, e.g. water balloons, fun snaps, etc
- Chewing gum
- Fireworks
- Pornographic materials
- Stolen property
- Any items prohibited by the School's uniform code, e.g. hoodies, jackets under blazers, nose studs, etc
- Offensive or inflammatory materials likely to incite hatred or target individuals or groups (e.g. racist, sexist, homophobic)
- High energy drinks
- Any item deemed harmful or detrimental to school discipline.

Any items on this list brought into school may be confiscated and dealt with as a breach of school discipline. Possession of some of these items could lead to a variety of sanctions including suspension, permanent exclusion and/or the involvement of the police.



Appendix 5: Mobile Phone Confiscation Procedure



Appendix 6: Mobile Phone Confiscation Escalation Ladder

MOBILE PHONE & ELECTRONIC DEVICES SANCTION LADDER



This policy aims to address some of the challenges posed by mobile phones in school, such as:

Risks to child protection - Data protection issues - Lesson disruption - Cyber bullying
Risk of theft, loss, or damage - Inappropriate use of technology in the classroom

Mobile phones, smartwatches, airpods and any similar devices should not be seen, heard or used in school. They should be off and stored away in a bag or a locker whilst on school site. If these rules aren't adhered to they will be confiscated and the following sanctions will be implemented;

Not Seen, Not Heard, Not Used... Not Taken!

First Offence

- Device confiscated
- Detention issued

Second Offence

- Device confiscated for 1 week
- Detention issued
- Parental contract signed

Third Offence

- Device confiscated for 2 weeks
- Detention issued
- Written warning added to student file

Fourth Offence

- Device confiscated for 1 calendar month
- 1 day in Fixed Term Isolation

Fifth Offence

- Device confiscated for 1 full school term
- Second written warning
- 1 day in Fixed Term Isolation

Sixth Offence

- Device confiscated until the end of academic year
- 2 day suspension
- Final warning

Seventh or Subsequence Offences

- Device disposed of (DfE guidance)
- 2 day suspension
- Note: Further offences may lead to permanent exclusion

*Note: These sanctions apply to the number of confiscations withing a single academic year.
Bringing a new device does not reset the escalation level.*

