

CAMS HILL SCHOOL

GOOD BEHAVIOUR POLICY



Statutory

Date Created: 22 July 2013

Review Period: Annually

Last Reviewed: 30 June 2025

Ratified by Governors: 13 July 2025

Next Review Date: 30 June 2026

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Introduction

Cams Hill School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our school community, we adhere to the values of: Courtesy, Courage and Commitment.

Our pupils behave well, are friendly and cooperative, and act as excellent ambassadors. It is important that successes are recognised through praise and rewards. Central to the ethos of Cams Hill School is the understanding that we will all work together - staff, parents, carers and pupils - to ensure the best possible outcomes for every single pupil.

Cams Hill School considers all reasonable adjustments when applying the Good Behaviour Policy.

Principles

At Cams Hill School, we aim to provide every pupil with the opportunity to reach their full potential in a supportive and respectful environment. We promote cooperation, positive relationships, and personal responsibility, ensuring that teaching and learning can take place without disruption. We are committed to equality and strongly reject all forms of abuse or discrimination. These values underpin the behaviour expectations for all members of our school community.

We value strong, positive relationships with parents and carers, working in partnership to support pupils in achieving their full potential, both academically and as active, responsible members of the school and wider community. Our clear behaviour expectations are reinforced through consistent daily routines and guided by our school policies.

Cams Hill School Behaviour Curriculum

Courtesy		
Be on time	because	it shows respect to our community
Be equipped	because	you must be prepared to learn
Wear full school uniform/correct PE kit on PE days	because	it is a key value of our community
Enter the lesson and exit calmly at the end	because	lessons need to start promptly and end calmly and quietly
Follow all instructions from members of staff – first time	because	our community members deserve respect and safety
Listen and respect the views of others, treating people fairly, regardless of differences	because	everybody has a right to feel heard and valued, included and safe
Be polite and show good manners to everyone	because	manners are an important part of a respectful society
Look after our environment and our community	because	we all benefit if the school's environment is a clean, tidy, sustainable and happy place
Respect the school rules	because	respecting them is an integral part of a community where members value each other
Courage and Commitment		
Take part fully in lessons	because	your learning and progress are the reasons you are here
Embrace challenge, new learning and new concepts	because	you will really benefit from pushing yourself

Be aware of what is happening around you and speak out about what's right	because	we all have a responsibility to make sure everyone is safe
Have a can-do attitude, positive mindset and aspire to be the best you can be	because	having a positive mindset will help you succeed
Be willing to make, and learn from, mistakes	because	this is how we learn and grow

Cams Hill School is committed to:

- Creating a culture of exceptionally good conduct: for learning, for community, for life.
- Building a community which values kindness, care, good humour, and empathy for others.
- Refusing to give pupils attention and importance for poor conduct.
- Ensuring that excellent behaviour is a minimum expectation for all.
- Encouraging pupils to recognise that they can and should make 'good' choices.
- Promoting self-esteem and self-discipline.
- Teaching appropriate conduct through positive intervention.
- Reinforcing good behaviour to help pupils feel good about themselves.
- Employing an effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each pupil's needs and their individual circumstances helps us to act in the fairest way possible for that pupil, at that moment.

Teaching the Behaviour Curriculum

Good behaviour is explicitly taught and regularly reinforced to ensure all pupils understand what is expected of them. Our learning behaviour framework sets clear standards and routines, creating a consistent language of expectations across the school.

All staff are responsible for delivering this curriculum, maintaining high standards to ensure pupils feel safe and can learn, while teachers are free to teach. We strive to provide a purposeful, well-ordered environment where all pupils are *Courteous and show Courage and Commitment*.

We value praise and recognition as powerful motivators. We aim for a 5:1 ratio of praise to correction to support a positive, growth-focused mindset.

Persistent disruptive behaviour is addressed through multi-agency support, off-site direction, managed moves, and alternative provision where needed.

Our Good Behaviour Policy aligns with the latest Department for Education guidance and meets our duties under the Equality Act 2010, including for safeguarding and supporting pupils with special educational needs.

Praise and Reward

Our praise and reward system celebrates success. We believe consistent recognition is key to reinforcing positive habits. Verbal praise, phone calls home, and positive postcards are routinely used to build strong relationships, with all rewards recorded on Arbor.

Positive behaviour points are awarded to recognise pupils who go above and beyond expected standards. Tutors and Heads of Year monitor these weekly to support progress and celebrate success. Points provide instant recognition and motivation, with termly celebratory assemblies marking achievements in subject areas and from the year teams.

Early Intervention

- Early intervention is central to the school's positive approach to behaviour management.
- Pupils are encouraged to take responsibility for their behaviour and understand its impact.
- Staff receive training to promote consistent and positive behaviour across the school.
- Parents and carers are promptly informed of serious behaviour incidents.
- Transition points at all Key Stages are managed to help identify pupils who may benefit from early support.

Behaviour Support

The school will regularly review the support available to individual pupils identified as being at risk of suspension or exclusion. This will include, but is not limited to:

- Mentoring – Trained staff offer 1:1 or small group mentoring to support individual pupils.
- Alternative Curriculum – Pupils may access external providers to support engagement and progress.
- Teaching Strategies – Heads of Year or the SENDCo provide staff with tailored strategies to support pupils with learning needs, disabilities, or medical conditions (reasonable adjustments).
- Planned "Time In" – Pupils with impulsive behaviour can use a Time In card for access to a trusted adult when support is needed.
- Planned Time Out – Used only with a medical or professional SEND referral.
- Report Cards – Issued for two weeks after a suspension or when monitoring/support is needed, outlining agreed behaviour targets.
- Individual Behaviour Support Plan (IBSP) – Sets clear targets and support strategies for pupils with persistent behavioural challenges.
- SENDCo Interventions – Short-term support delivered internally (e.g. by ELSA or Learning Coach) or by external agencies.
- Personalised Timetables – developed by the SENDCo or Year Teams to support behaviour or learning needs and can be accessed with or without the support of external agencies or an Education Centre.
- External Agency Referrals – Used when internal strategies are not sufficient, involving services like Educational Psychology, Youth Crime Prevention, the Police, and Children's Services.

Staff will follow the procedures below with any pupil whose conduct is hindering their own learning and that of the other pupils in the class. Each lesson will be treated as a fresh start.

STEPPED ACTIONS	
1.	CAUTION Give a clear verbal caution to make the pupil aware of their behaviour.
2.	REFLECT Ask the pupil to stand outside the classroom for no more than two minutes, to reflect on their next steps. Before they re-enter, the teacher will speak to the pupil outside to reset the boundaries, again reminding the pupil of their previous good conduct/ attitude/learning and giving them a final opportunity to engage. Log on Arbor.
3.	RELOCATE Ask the pupil to leave the lesson, and with work, to go to the appropriate teacher within the Department. Log on Arbor.
CLOSING THE LOOP If possible, a discussion should take place before the next lesson. An ideal opportunity for this would be during the Centralised Detention. It should be a non-confrontational conversation regarding the behaviour.	

Consequences for being relocated include a 90-minute detention to complete missed work after school.

The expectation that pupils behave appropriately extends beyond the classroom to break and lunchtimes, travel to and from school, school trips, and any situation that could affect the school's reputation, disrupt its orderly running, or pose a risk to others. Pupils who choose to associate with those behaving inappropriately may also face consequences.

Persistent inappropriate behaviour will lead to referral for further assessment (internally or externally) to identify any unmet needs. Such pupils will be closely monitored by the Curriculum Leader or Year Team, depending on the individual case.

Centralised Detention System (CDS)

Detentions are issued when a pupil breaches Cams Hill School's Good Behaviour Policy or fails to meet the school's expectations regarding conduct.

Staff will not set blanket 'whole class' detentions. Individual pupils will be issued with a detention as a sanction for their individual breach of the school's policy.

Pupils with Specific Identified Special Educational or Additional Needs

On a regular basis, the School's SENDCo meets with the Year Teams and the School's Safeguarding Lead to discuss and identify pupils with specific Special Educational or Additional Needs who may need reasonable adjustments to the typical sanction processes such as alternative locations or durations. Parents/carers will be notified by the School's SENDCo or the Safeguarding Lead if their child needs reasonable adjustments.

Detention Levels

Detentions are progressive and reflect the seriousness and level of the issue. Failure to attend a detention at one level leads to a next level referral. A pupil may, however, be issued immediately with a higher-level detention for a high-level misdemeanour. The detention levels can be found in Appendix 3 - 'Actions and Consequences', with the final decision at the Senior Leadership Team's discretion.

Detention Procedures

Issuing and Recording a Detention

When a detention is issued, the member of staff will record the detention on Arbor

The sanction does not begin until the end of the pupil's school day. Parents/carers will be informed of any after school detentions via Arbor. If a pupil is late to school (after 0900), parents/carers will receive a message informing them of their child's late arrival to school and any subsequent detention will be set on Arbor.

Pupils' punctuality to all lessons is recorded. Any pupil more than 5 minutes late to a lesson will be placed in a 20-minute detention.

Detention Clashes

A higher-level detention takes priority over a lower-level detention. Pupils must attend their higher-level detention in such circumstances.

Queries Regarding Detention - Pupil

If an administrative error has been made by the issuing member of staff, the pupil must discuss this with the member of staff prior to the detention.

Queries Regarding Detention - Parent/Carer

If a parent/carers has a query regarding the reason for a set detention, they must communicate with the member of staff who set their child's detention via office@camshill.com, marking the email FAO the relevant member of staff. Any general enquiries need to be forwarded to office@camshill.com.

Behaviour Points and Support Actions

Data is used to form regular discussions to support purposeful, proactive interventions for individual pupils during tutor time.

Pupils will also be raised by their Heads of Year/Assistant Heads of Year at the school's regular inclusion meetings to consider further support as part of an Individual Behaviour Support Plan (IBSP). Half termly data is also shared and discussed during Senior Leadership Team meetings. Persistent accumulation of behaviour points may also result in the removal of specific privileges such as representing the school, attending trips and use of sports facilities during break and lunchtime.

Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behaviour incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by leaders across the school including Governors.

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

- At school level
- By age group
- By protected characteristic

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

Community Service

Community service is used by the school as part of its sanction process. A pupil may be asked to engage in a community service activity such as litter picking, tidying a classroom, tidying the Dining Hall tables as part of or in place of a centralised detention.

Actions and Consequences

A table detailing the school's actions and consequences can be found in Appendix 3.

Internal Isolation (Referral Room)

There are alternative facilities which are used for those demonstrating behaviours which would usually lead to a suspension, it is a consequence for pupils who behave poorly and gives them an opportunity to reflect on their behaviour for learning. Internal isolation in the Referral Room allows pupils to access the school curriculum enabling them to remain part of the school community. The Referral Room reinforces expectations, the school rules and gives guidance to pupils to ensure that, although excluded from mainstream sessions, they still have specialist support. The Referral Room runs from 0830 through to 1530 (1500 on Tuesdays). Pupils who miss a day(s) in internal isolation through illness, non-compliance or any other reason will be expected to complete that/those day(s) prior to returning into mainstream classes. Pupils are expected to work in silence away from the rest of the school community. Pupils will have alternative rest breaks.

Senior Leadership Team (SLT) Isolation

The school may require pupils to complete their period of isolation under the supervision of a member of the Senior Leadership Team with similar protocols to those in the Referral Room. SLT Isolation runs from 0830 to 1600 (1530 on Tuesdays).

External Isolation - School to School

The school may require pupils to complete their period of isolation off site at another local school with whom the school has agreed similar protocols to those described above for Internal Isolation.

Suspensions

When an incident is deemed sufficiently serious that a detention or other in-school sanction is insufficient, the Headteacher may decide to issue a suspension for a fixed period of time or permanently. If a pupil is suspended for more than six days, alternative provision will be arranged. Parents/Carers have a right to make an appeal to the Governors' Disciplinary Committee.

Off-site Direction

An off-site direction can be used as part of a behaviour support package. An off-site direction requires a pupil to attend another educational setting to improve their behaviour and will be time limited. Pupils may be directed to attend either an alternative provision provider or another mainstream school/academy. An off-site direction may be used when interventions and targeted support have not been successful in improving a pupil's behaviour.

An off-site direction does not require the parents'/carers' permission, nor is there a process by which parents/carers can appeal the decision.

Permanent Exclusion

A permanent exclusion is when a child is permanently excluded from the school and not allowed to return. Their name will be removed from the school roll.

Cams Hill School works closely with other local secondary schools and consequently managed moves may be used to give a pupil a fresh start in a different environment. In addition, we will refer pupils to alternative provision as appropriate.

Confiscation, Searches and Screening

Searching, screening and confiscation at Cams Hill School is conducted in line with the DfE's latest guidance – [Searching, Screening and Confiscation: Advice for Schools \(July 2022\)](#).

In accordance with DfE guidance, the school will take account of the specific circumstances of pupils and will have regard to legislation concerning equal opportunities, SEND and vulnerable pupils.

Confiscation

Any prohibited items (see below) found in a pupil's possession as a result of a search will be confiscated. The items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Prohibited Items

- Knives and any dangerous items which can be construed as weapons and fireworks
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco (including e-cigarettes, vapes and filters), lighters/matches and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Banned Items

Includes all the prohibited items listed above and:

- Aerosols
- Laser light pointers
- Energy drinks

Weapons and knives, as well as any illegal drugs, will be, where applicable, handed over to the police.

Items which are not Banned

- Mobile phones and Smart Devices (pupils are allowed to have these items in school but they will be confiscated if they are seen/used).
- Smart watches (pupils are allowed to have these in school but they must be used solely to tell the time. These items will be confiscated if they are used for any other purpose).

Mobile phones will be confiscated for three days; stolen items will be returned to their owners where possible; other items may be destroyed.

Searching a Pupil

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.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, 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 pupil can carry out a search without another member of staff as witness if:

- The authorised member of staff carrying out the search reasonably believes there is a 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 pupil; 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 ensure 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 a pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

- Assess whether there is an urgent need for a search
- Assess whether or not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – eg 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 pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil 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/the Head of Year or Assistant Head of Year, to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items (identified above), but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. Outer clothing includes any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, eg a jumper or jacket being worn over a t-shirt, as well as hats, scarves, gloves, shoes and boots.

The member of staff may use a metal detector to assist with the search.

Searching Pupils' Possessions

Possessions means any items that the pupil has or appears to have control of, including desks, lockers, bags.

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

An authorised member of staff can search a pupil's possessions when the pupil 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.

Informing the Designated Safeguarding Lead (DSL)

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

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

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

Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil 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 Child Protection and Safeguarding Policies and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, early help intervention or a referral to children's social care is appropriate.

Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in contact with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who Will Be Present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, unless:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people, other than the pupil and appropriate adult, will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex, if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care After a Strip Search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's Child Protection and Safeguarding Policies and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Mobile Phones/Smart Devices

Cams Hill School does not allow mobile phones and other mobile/smart devices to be used during the school day. Research proves they can disrupt learning and progress and lead to increased incidents of bullying. If they are brought into school, they should be switched off and kept out of sight. Items are brought in at the owner's risk and Cams Hill School cannot take responsibility for loss or damage to these devices.

If a pupil is seen taking a mobile phone/smart device out during the school day, or if there is any use of a mobile phone/smart device during the school day, it will be confiscated and put in the school safe regardless of whether the mobile phone/smart device is the property of the person in possession of it. It will be securely locked away for three days. A phone call home will be made to advise parents and carers that this has taken place.

If a pupil refuses to hand over the mobile phone/smart device, they will be taken out of circulation and a three-day school to school sanction will be implemented.

The school acknowledges that some parents/carers and pupils may feel safer with access to a mobile phone. There is a school mobile phone which may be made available for a pupil to borrow if their phone has been confiscated. Use of this temporary phone will need to be organised via the Headteacher's PA and is only available in exceptional circumstances.

Social Media

The school prohibits the publishing and distribution of any images which bring its name into disrepute, such as posting inappropriate images of pupils in uniform or any other members of the school community on Facebook or other social media. This could include activities which take place offsite if the Headteacher believes that this behaviour is detrimental to the reputation of the school.

Pupils who are discovered to have accessed social media sites during the school day will be sanctioned and the device which they used to access the site confiscated for three days.

Online Behaviour

We acknowledge that even though the online space differs in many ways, we expect the same standards of behaviour online as those that apply offline; everyone should be treated with kindness, respect and dignity. Incidents that occur online but off school premises and outside school time are in the realms of parental responsibility. The school may sanction pupils if these incidents negatively affect the life of the school.

Measures to prevent bullying including sexist, prejudicial and discriminatory behaviour, child on child sexual violence and sexual harassment

Cams Hill School is committed to ensuring that everyone is included, respected, and safe in our community. We do not tolerate any discrimination, harassment or victimisation that is sexist, racist, homophobic, or based on a person's religion or belief, gender reassignment, disability, or involves any hatred comments or actions. This includes any behaviour or attitudes in person, or electronically, that create stereotypes of social roles based on any of the above. All members of the school's community are expected to constructively challenge this behaviour. All incidents will require a written apology in the first instance.

We have a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children, and measures will always be taken in line with the school's Actions and Consequences in Appendix 3 and the school's Child Protection and Safeguarding Policies. Additional support and/or education will be offered as appropriate and all incidents will be recorded and continuously monitored for any recurrence and sanctions escalated.

Reasonable Force

In accordance with DfE guidelines ("Use of reasonable force: advice for headteachers, staff and governing bodies"), the school does not operate a "no touch" policy and there are occasions when physical contact with a pupil is "proper and necessary". These may include:

- comforting a distressed pupil;
- congratulating or praising a pupil;
- demonstrating how to use a musical instrument;
- demonstrating exercises or techniques during PE lessons or sports coaching;
- giving first aid.

There may also be occasions when "reasonable force" is needed, such as to prevent a pupil from committing an offence, or injuring themselves or others.

In addition, the Headteacher and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items.

In all instances, the school will notify parents and carers of incidents where reasonable force has been used. These incidents will be recorded and reported annually to the governing body.

Allegations of Abuse against Staff

Any allegations of abuse should be reported to the Headteacher and will be dealt with according to the Staff Disciplinary Policy, Staff Code of Conduct and Staff Grievance Policy.

The Headteacher will ensure every effort is made to maintain confidentiality for the pupil and staff and will guard against unwanted publicity during the investigation. A member of staff will not automatically be suspended following an allegation - this outcome will only be determined as a result of evidence collated by the investigation.

Any allegations later found to be malicious or false may result in action being taken against the pupil(s) who has/have made these claims.

Monitoring this Policy

This Good Behaviour Policy will be reviewed by the Headteacher and the Pastoral Governors' Committee at least annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data. At each review, the Policy will be approved by the Local Governing Board (LGB).

APPENDIX 1 - Guidance Documents from the Department for Education

We ensure that our Good Behaviour Policy follows the latest guidance documents from the Department for Education:

- [Behaviour in schools: Advice for headteachers and school staff \(DfE February 2024\)](#)
- [Use of reasonable force: advice for Headteacher, staff and governing bodies \(DfE July 2013\)](#) – there has been a recent consultation on this (closed end of April), but this is in date presently.
- [Searching, Screening and Confiscation: advice for schools \(DfE July 2022\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(DfE September 2023\)](#)

APPENDIX 2: Responding to a Serious Safeguarding Concern or Significant Incident (involving physical behaviour)

In the situation of a serious safeguarding concern or other significant incident, please see the information below. We will gather information from all involved and, where possible, applicable or appropriate, review internally, CCTV as part of our investigation into the specific incident. CCTV cannot be shared externally unless requested by the police.

- We expect **all** pupils in the **immediate** vicinity to disperse and find a member of staff to support. This will dissolve the situation and help ensure that appropriate staff are able to support as soon as possible where needed. It also allows staff to intervene quickly and reduce the potential safeguarding risk.
- For any pupil **not** dispersing, or seen to be lingering or watching, we will view this as supporting antisocial behaviour and individuals will be sanctioned in line with the school's Good Behaviour Policy (ie L5).

The school's expectation for pupils is that they leave the area directly and seek support from a member of staff.

We have high expectations and every member of our community has a social responsibility that they need to fulfil. If pupils gather round and watch, we consider this to be inciting and encouraging behaviour. There will therefore be an appropriate sanction. This behaviour is not 'just what young people do', it is unacceptable and shows a lack of understanding with regard to social responsibility.

In addition to the above, and as outlined in the DfE publication 'Behaviour and Discipline in Schools – Advice for headteachers and school staff', the following will be dealt with in line with the school's Good Behaviour Policy:

- misbehaviour when the pupil is:
 - o taking part in any school-organised or school-related activity; or
 - o travelling to or from school; or
 - o wearing school uniform; or
 - o in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school; or
 - o poses a threat to another pupil or member of the public; or
 - o could adversely affect the reputation of the school.

APPENDIX 3: Actions and Consequences 2025 -2026

	Action	Consequence	Responsibility	Follow-up
Level 1	Issues which are a disruption to learning	1) Caution (not recorded) 2) Reflect (recorded in Arbor)	Class Teacher	During lesson
	Chewing gum		All staff	- record on Arbor (no need to assign) - intervention by tutor/relevant staff member - escalate repeated incidents *For uniform issues that present themselves after tutor time
	Antisocial language		All staff	
	Uniform expectations not met (inc PE kit)	Uniform Pass issued by tutor	Tutor/All staff*	
	Equipment expectations not met		Tutor/All staff	
	Lack of homework		Class Teacher	
	Poor behaviour in Breakfast Club		All staff	
Level 2	PE kit worn on non-PE day (1 st offence)	20-minute after school d/t	Tutor	- record on Arbor (no need to assign) - set detention on Arbor (detention for 5+ mins late to lesson sets automatically) - tutor/teacher intervention - escalate repeated incidents
	More than 5 minutes late to a lesson		Teachers	
	Unkind action		All staff	
	Poor behaviour around school			
	Low level incident			
	Repeated Level 1 incidents			
	Late to school before 0900	20-minute breaktime d/t	Attendance	- record on Arbor (no need to assign) - liaise with HOY/AHOY - phone call home before pupil leaves the school site by person who confiscated the phone
	Mobile/smart device in use/sight during the school day inc. time walking on/off school site	3-days' phone confiscation (See Level 5 for refusal)	All staff	
Level 3	More than 10 minutes late to lesson	40-minute after school d/t	Teacher	- record on Arbor (no need to assign) - set detention on Arbor - CL to consider Subject Report if repeated pattern - HOY to consider HOY Report if repeated pattern across subjects - discuss with pupil - involve SENDCo/DSL/DT if necessary - escalate repeated incidents *if a pupil is +5 minutes late to lesson 1 owing to being late to school after 0900 the pupil will come to the lesson with a late slip and teacher will change 'absent' mark to 'present'
	Minor physical altercation		All staff	
	Inappropriate action		All staff	
	Failure to attend 20-minute after school/breaktime detention		Isolation & Inclusion lead/Attendance	
	Poor behaviour at 20-minute after school detention		Isolation and Inclusion Lead	
	Out of bounds		All staff	
	Late to school after 0900 *		Attendance	
	Repeated Level 2 incidents		All staff	

Level 3+	Failure to attend 40-min after school detention	90-minute SLT after-school detention (Weds – Fri)	CL/HOY/ SLT to confirm	- record on Arbor and assign to either CL/HOY as applicable - set detention on Arbor (detention for x3 reflections/fortnight sets automatically) - discuss with pupil - involve SENDCo/DSL/DT where necessary - repeated incidents escalated
	Poor behaviour in 40-min after school detention			
	In toilet cubicle with another pupil (1 st offence)			
	One-off incident requiring more serious sanction			
	Reflection (disruption to learning) 3 times in a fortnight			
	Repeated Level 3 incidents			
Level 3+	Serious issue which necessitates pupil being removed for the remainder of the lesson to enable learning and progress to continue	Department Relocation for the remainder of the lesson with work and 90-minute after-school detention	Teachers/CL	- record on Arbor and assign to CL - set detention on Arbor - phone call home - discuss with pupil - Involve SENDCo/DSL/DT if necessary - CL to consider Subject Report if repeated - HOY to consider HOY Report if repeated across subjects - escalate repeated incidents
	Refusal to be relocated from lesson	Referral Room for the remainder of the day and 90-minute SLT after-school detention	Curriculum Leaders/HOYs	- record on Arbor and assign to CL - set detention on Arbor - phone call home - discuss with pupil - involve SENDCo/DSL/DT if necessary - CL to consider Subject Report if repeated - HOY to consider HOY Report if repeated across subjects - escalate repeated incidents
Level 4	Failure to attend SLT-90 min after school d/t	SLT – 90 min after school reset + Referral 0900 – 1530 (1500 on Tues)	HOY/CL/SLT	- record on Arbor and assign to CL/HOY as applicable - set detention on Arbor - book time in referral - phone call home - consider report card*
	Poor behaviour in SLT-90 min after school d/t			
	PE kit worn on non-PE day (2 nd offence)	Referral 0900 -1530 (1500 on Tuesdays) + removal of privilege to wear PE kit to be considered	Tutor//HOY	- record on Arbor and assign to HOY - book time in referral

				- phone call home - arrangements made for PE days to change into kit if applicable
	Foul and abusive language Any one-off incident requiring Level 4 sanction Refusal to follow instructions/comply with rules Bullying Smoking/vaping or with others smoking/vaping Truancing (on site) Theft Misuse of IT In toilet cubicle with another pupil (2 nd offence) Repeated Level 3+ incidents	Referral 0900 – 1530 (1500 on Tues)	CL/HOY/SLT	- record on Arbor and assign to CL/HOY as applicable - book time in referral - phone call home - parent/carer meeting where applicable - consider IBSP - consider Report Card - involve SENDCo/DSL/DT if necessary - consider external agency involvement where applicable - social worker/virtual School informed where applicable - consider RHP/AP inc off-site direction where applicable - escalate repeated incidents
Level 5	Criminal damage/vandalism Antisocial behaviour Intimidation/harassment Poor behaviour in Referral Rudeness/Foul language towards staff Loss of control/refusing to follow instructions Incidents involving drugs, alcohol, illegal weapons Sexual Violence/Sexual harassment Fighting Any serious incident, which merits suspension Refusal to carry out requests which potentially endangers self/others Racist, homophobic, sexist, religious hatred incident, discrimination against a protected characteristic Truancing off site (this is a safeguarding concern) Repeated Level 4 incidents	SLT isolation 0900 – 1600 (1530 on Tuesdays) External isolation (school – to – school) Suspension	CL/HOY/SLT	- Record on Arbor and assign to CL/HOY as applicable - phone call home (by DSL for incidents of sexual violence/sexual harassment) - reintegration meeting and IBSP which could include mentoring and/or RJ - consider Report Card - involve SENDCo/DSL/DT if necessary - social worker/virtual School informed where applicable - consider external agency involvement where applicable - consider RHP /AP inc Off-site Direction where applicable - escalate repeated incidents
	Refusal to be searched	3–days suspension minimum	HT/SLT	As above

	Refusal to hand in mobile phone/smart device	Referral room for remainder of the day and 3-day External Isolation (school to school)	HT/SLT/HOY	As above
Level 6	Persistent Disruptive Behaviour	Permanent Exclusion	HT	
	Serious one-off incident			
	Behaviour which endangers the education and welfare of other pupils, staff or any other member of the school's community			
	A single act relating to serious violence			

The Actions and Consequences are to be read in conjunction with Keeping Children Safe In Education 2025 (KCSIE)

*1 Tutor will issue uniform pass during tutor time – infringements beyond those detailed on pass to be actioned by all staff