

ES & 6TH FORM

EGGLESCLIFFE SCHOOL
AND SIXTH FORM

BEHAVIOUR POLICY SEPTEMBER 2025

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Egglescliffe Behaviour Policy

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

This Behaviour Policy applies to incidents inside and outside of school and is written in line with statutory guidance including:

- Behaviour in Schools (Dfe, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (Dfe, updated August 2024)
- Searching, Screening and Confiscation (Dfe, updated July 2023)
- Use of Reasonable Force (Dfe, updated February 2025)
- Keeping Children Safe in Education (Dfe 2025)
- Education and Inspections Act (2006)
- The Equality Act (2010).

Our Aims & Values

At Egglescliffe we follow 3R's: Ready, Respectful and Responsible. These guide and support our students in developing the characteristics that will enable them to be effective learners who are happy, successful and contribute to the school community.

Key Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- The behaviour policy is understood by students and staff with appropriate training and updates.
- Staff: teachers, support staff and volunteers always set an excellent example to students.
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy.
- Trained staff use reasonable force, as required in line with use of reasonable force policy.
- Students are supported in taking responsibility for their actions.

Parents/carers are informed of behaviour incidents where required with a primary restorative approach adopted and to foster positive working relationships between school and home.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient.

The school promotes resilience and perseverance as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff are aware that potentially traumatic adverse childhood experiences, including abuse and neglect, can potentially impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be considered and made where appropriate to support and promote their positive mental health.

Behaviour Definitions

Inappropriate Behaviour This is defined as any behaviour that does not meet basic expectations. This includes but is not limited to: - Disruption to learning within or outside of lessons. - Disruption between lessons and social times across the site. - Non-completion of work or independent learning. - Poor attitude to learning. - Incorrect uniform. - Unpreparedness for learning, including no/wrong equipment or iPad issues. - Not following safety systems including one way systems. - Single truancy - Poor punctuality - Disrespect	Serious inappropriate behaviour includes but is not limited to: - Repeated breaches of the school's expectations - Refusing to follow instructions - Foul language towards staff - Arguing back to a member of staff - Continued disrespectful behaviour - Any form of bullying - Sexual assault and harassment - Vandalism - Theft - Physical assault - Smoking - Racist, sexist, homophobic or discriminatory behaviour - Non-attendance to sanctions - Toilet misuse - Repeated truancy - Possession of prohibited items. These are: - o Knives and weapons - o Alcohol - o Illegal drugs - o Substances identified as 'legal highs' - o Stolen items - o Tobacco and cigarette papers - o Fireworks - o Pornographic images - o Other potentially harmful materials which cannot immediately be identified - o Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or - o To cause personal injury to, or damage to the property of, any person (including the student)
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The Head of School and other authorised senior staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Egglecliffe, authorised senior staff include a member of the senior and extended leadership team. Staff members may use common law to search students with their consent for any item.

They may:

- Ask any student to turn out their pockets
- Search a student's bag/ belongings.

A student's possessions will only be searched in the presence of the student, another member of staff and a member of the Senior or Extended Leadership Team, unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff. At least one member of staff will be the same sex/gender as the student.

Bullying

Bullying is not tolerated at Egglescliffe School. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is different from isolated incidents. All incidents will be investigated, but not all unkindness is bullying.

Has already been defined above. Bullying can take many forms, including:

- Direct/ indirect verbal (e.g. name-calling, threats, discriminatory language)
- Physical (e.g. hitting, pushing, damaging belongings)
- Social/Relational (e.g. exclusion, spreading rumours)
- Online (e.g. abusive messages, sharing inappropriate images)
- Financial
- Emotional
- Sexualised bullying
- Racial
- Ability based
- Transphobic

The anti-bullying coordinators in school are Miss Granycome and Mrs Wright.

Students and parents can report bullying in school and reports will be dealt with accordingly. Students have the ability to access safespace reporting:

Preventing Bullying

The school will:

- Create and promote an inclusive environment where there is mutual respect, consideration, and care for others.
- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related differences, and children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating students and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to help prevent and tackle concerns including all forms of prejudice-driven bullying.
- Create "safe spaces" where required for vulnerable children and young people.

The school is continually reviewing its anti-bullying strategies to monitor effectiveness.

Roles and Responsibilities

All members of our school have certain responsibilities to support, develop and create a positive culture and climate that supports effective learning, respect for all and a safe environment. Staff training will be provided which is appropriate to the role of each staff member.

The Trust Board	• The Trust Board is responsible for reviewing the behaviour policy and its impact to achieving the Trust aims and objectives
The CEO	• The CEO is responsible for consulting with the Executive team and Headteachers and keeping the policy under review, that expectations and systems are in place and understood by all stakeholders
The Local Governance Committee	• The Local Governance Committee is responsible for monitoring and approving this behaviour policy, its effectiveness and holding the Head of School to account for its implementation
The Head of School & Senior	• Senior leaders are highly visible and engage with students, staff and parents • The policy is communicated with all staff, fully embedded and adhered to • The school's environment encourages positive behaviour

Leadership Team	• Staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. • Keep behaviour records. • Establishing high expectations of conduct and behaviour, and implementing measures to achieve this.
Staff	• Be responsible for consistently applying the policy process and procedures • Have high expectations of students and praise students doing the right thing • Lead by example and model enthusiasm for learning • Model the positive behaviour expected by students • Model consistent and respectful behaviour, knowing the children and their needs • Establish class routines, welcome, starter, engaging lessons, feedback and praise • Meet the educational, social and behavioural needs of the students • Give feedback to parents about their child's success and behaviour • Be responsible and accountable for the progress and development of the students in their classes. • Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour
Students	• Be ready to learn • Respect themselves and others • Conduct themselves so that they and others are safe. Work hard all the time and take responsibility for their actions • Support and care for each other and to treat others fairly and with respect • Respect each other's property and work • Listen to others, respect their opinions • Behave in a way that allows other students to learn. Follow all staff instructions • Follow the school rules • Report concerns which could negatively impact themselves or other students
Parents	• To support the school by ensuring that their child is ready to learn. • Be aware of, support and promote the school's values and expectations • Ensure students arrive on time each day, in full school uniform and with the correct equipment • Communicate with the school any necessary information that will help to support the education of your child • Build good relationships with the school, working together to improve behaviour difficulties • Support the school in having high expectations for behaviour, engagement and conduct • Support the school's approach to independent study (homework)

Management of Poor Behaviour

The Education and Inspections Act 2006 introduced a statutory power for teachers and other school staff to discipline students. Subject to the school's Behaviour Policy, a teacher may discipline a student for any misbehaviour when the student is:

Taking part in a school-organised or school-based activity.

- Breaching Eggescliffe School expectations both during the school day and the journey to and from school. For example: lesson transitions.

School bus

- Whilst wearing Eggescliffe School uniform, including the school PE uniform.
- Misbehaving at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another student or member of the public and in doing so diversely affecting the reputation of the school

All staff have the right to impose a range of sanctions in accordance with the policy. The Head of School is the only person who can permanently exclude a student. Fixed term suspensions can only be authorised by the Head of School, or the Deputies in their absence.

The Department of Education (GOV.UK) states that the rules for detention are: 'Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given.' We will update ClassCharts with the detention to record the sanction.

Rewards, Sanctions and Consequences

The behaviour management system and procedures are designed to offer any student failing to meet the required expectations opportunities to rectify their behaviour and maximise learning. Teachers will use a range of strategies to ensure positive behaviour such as reminding students of expectations, using eye contact or standing next to students to keep them focused.

Rewards

At Eggescliffe, we pride ourselves on a highly effective reward system that acknowledges and celebrates good behaviour, achievements and successes of all our students. Students will be recognised for their:

- academic achievements,
- good and improved progress,
- contribution to the school community,
- good and improved behaviour
- good and improved attendance

To acknowledge and celebrate students' work, contributions and positive behaviour we will use ClassCharts to log these, as well as:

- Positive attendance certificates (annually).
- Verbal praise/encouragement during lessons, registration or whenever appropriate.
- Display work - in class and around school.
- Phone calls home.
- Positive postcards sent to parents / carers.
- Golden Tickets
- Weekly tutor rewards
- Star of the Cycle
- Superstar Showcase
- Headteacher and Head of Year Commendations
- Achievement assemblies at the end of each half-term by your Head of Year/ Behaviour Lead.
- End of Term Rewards
- End of Year Celebrations

Examples of work / contributions that will be acknowledged:

Ready	• Student arriving to school and lessons on time. • Student arriving to school in the correct uniform. • Student arriving to lessons fully equipped.
Respectful	• Student displaying good manners. • Student helping others. • Student engaging well within lessons.
Responsible	• Student to engage in wider curricular activities. • Student supporting the school community. • Students displaying acts of kindness.
Resilience	• Persisting in order to overcome a problem • Revisiting / revising a previous piece of work • Seeking help when struggling • Half termly most improved in attitude to learning • Excellent sustained effort.
Scholarship	• Achievement in a competition • All expected targets achieved for a term • Extra-curricular extension work • Outstanding /excellent home work • Outstanding class contribution • Knowledge from outside of the curriculum • Bringing in a book, article on a topic to add to the lesson • Completing work independently to plug gaps in knowledge

Progress	• Wider Reading • Improving relative to a previous assessment • Progress on a specific subject skill • Opting to redo and improve on last assessment • Opting to complete additional exam questions • Making More than Expected Progress in an assessment • Making significant improvements on the last assessment
Compassion	• Helping others • Act of kindness • Opting to complete community service • Showing respect for a different view point • Assisting with a charity event
Teamwork	• Contributing to paired / group work • Contributing to the whole class • Helped others with a difficulty

If students fail to follow the code of conduct or expectations, the school has a 4-stage sanction process.

The school 4 stage sanction process is outlined below:

Stage	Detail when to apply	Sanction	Record
S1	Student breaks code of conduct or expectations	Verbal Warning	Class Whiteboard
S2	Student further breaks code of conduct or expectations despite warning.	Student given opportunity to rectify behaviour	- Class Whiteboard - ClassCharts
S3	Student further breaks code of conduct or expectations	A) Reflection time outside of classroom B) Removal to Reflection for the remainder of the lesson	- Class Whiteboard - ClassCharts
S4	Persistent disruption Health & Safety Risk Verbal Abuse of staff/students	Removal from lesson and isolated for remainder of day / following day if required ()	- ClassCharts - Parental contact

If student fails to comply with S1-4 Sanctions:

S3a: Student fails to leave classroom	Student isolated for the full day
S3b: Student fails to attend Reflection	Student isolated for the full day with SLT
Fails to comply with internal isolation rules	Suspension

Behaviour Codes on Class Charts

Behaviour Codes	Possible Causes
S1	The initial instance in which a student has not demonstrated a: readiness to learn; a respect for staff/student/lesson; a responsibility to behave appropriately
S2	Continued negative attitude to learning; disrespect; irresponsible behaviour; inadequate classwork; lesson disruption

S3	Continued negative attitude to learning; continued/3rd instance of disrespect; continued irresponsible behaviour; continued inadequate classwork; continued lesson disruption
S4	- Any behaviour deemed to be extreme in nature and under one or more of the following categories: - Health & Safety Risk - Verbal or Physical Abuse of staff/students - Persistent defiance

Managing behaviour at break and lunch times

At Eggescliffe School, we expect that all students feel safe throughout the school day. . In order to maintain consistency, students failing to behave appropriately may receive: a warning, detention, removal from social area to designated area for the remainder of the social time or the remainder of the day depending on the behaviour.

Removal from classrooms

Removal from class (S3b / S4) is a serious sanction and will only be used when necessary. Removal will occur, when for disciplinary reasons, the member of staff has followed the staged process but there is a need to:

- Restore order and calm following any unreasonable high-level disruption
- Enable disruptive students to be taken to reflection where education can be continued in a managed environment

The reflection room is supervised by staff and is a suitable place to work. It contains the necessary equipment and learning resources to ensure learning continues. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement from the Head of School / Executive Head Teacher.

Students are expected to continue with their studies in silence. As the removal continues over lunchtime a packed lunch will be provided unless dietary requirements are such where this is not possible. At the end of the removal time, students will engage with the member of staff to determine how they can change their behaviour and engage positively in lessons so re-integration is successful.

Students who are removed that have SEN, the Head of Year will inform the SENCo to determine next steps. Students who have a Child in Need plan, a Child Protection plan or are looked after will have social workers informed by the school within their review meetings

The school will maintain removal from lesson records to monitor and analyse who is being removed, frequency and any characteristic patterns. This will support any further interventions, support or training.

Sanctions

Sanctions will occur if students fail to meet the school expectations, rules and code of conduct. The school will use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to complete work in another class
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Contact with parents/carers
- Putting a pupil 'on daily / weekly report'
- Agreeing a behaviour contract
- Student sent to the reflection room (ref stages) and / or if they are disruptive, and expected to complete set curriculum work
- Individual Behaviour Plan

At Egglecliffe school, we work hard to ensure that discipline is consistent and behaviour expectations and sanctions are clear to all, applied consistently, fairly and without discrimination, considering SEN needs and disabilities as well as the additional challenges some vulnerable students may face. We encourage parents / carers to communicate with the school any concerns so that we can offer any reasonable adjustments necessary for the child.

We promote our code of conduct, school rules and expected standards through staff training, the school website, school assemblies, around the school building and in every classroom. Staff are a constant presence around the school to monitor student behaviour.

Mobile Phones

Mobile phones must be switched off and in bags. Mobile phones will be confiscated, if seen in school and stored in the school safe for parents/carers to collect.

The school takes seriously instances where a mobile phone has been used to film, photograph or record staff or students without their permission. In such cases the mobile phone will be confiscated, and the student's parent/carer contacted.

There may be exceptional circumstances where phones may need to be confiscated pending a further investigation. In the result of sexualised misconduct, the mobile phone cannot be returned until police authorise us to do so. Further information can be found in the Safeguarding Policy. In such cases, parents/carers will be contacted.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. DFE guidance also states that there is no need to have parental consent to search through a young person's mobile phone. These data or files may be erased before returning the item if they believe there is good reason to do this.

Management of behaviour on school buses or other school transport

Teachers have the power to discipline students for misbehaving outside of the school gates. (Education and Inspections Act 2006). Non-criminal behaviour that is witnessed by a member of staff or reported to the school will be dealt with as if the event had happened in school. This includes travel to and from school on the school buses. Eggescliffe expects the same standard of behaviour on the school bus as we would in a classroom. If students do not meet these basic expectations, then sanctions will be imposed in school and their right to travel on the school bus could be withdrawn for either a fixed time or permanently by Eggescliffe or the bus operator.

Positive handling

In some circumstances, staff may use positive handling to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others or creating a situation which places themselves in danger.
- Damaging property

Positive handling must never be used solely to enforce compliance with instructions or as a disciplinary sanction.

Incidents of positive handling must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible to achieve the aim.
- 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 as soon as practically possible

The school will record all incidents of positive handling which the local governance committee will be able to review and monitor information as required.

Positive handling methods include:

- **Guiding** – Gentle physical prompts or steering, such as guiding a student by the elbow or hand to help them move away from danger.
- **Blocking or Standing in the Way** – Placing an adult between students, or between a student and danger
- **Holding** – Using a safe “hold” to prevent a child from hurting themselves or others.
- **Leading by the Arm** – Taking a child’s arm and guiding them to a safer space.
- **Escorting by Two Staff** – Sometimes called a “two-person hold,” where two staff escort a student to remove them from a situation.

The following methods of positive handling are not permitted at Eggescliffe School, unless specified in an individual pupil risk assessment and plan, and only by staff specifically trained:

- Prone restraint (holding a pupil face-down on the floor)
- Supine restraint (face-up)
- Any hold or action that restricts breathing or places pressure on the neck, chest, or joints
- Any hold intended to cause pain or discomfort (pain compliance techniques)
- Mechanical restraint (handcuffs, straps, ties, etc)

- Seclusion (locking a pupil alone in a room)

These actions are expressly forbidden except where explicitly detailed in an agreed positive handling plan, based on risk assessment and best practice. Reasonable adjustments will always be made for students with SEND, and restraint will never be used in a way that discriminates or fails to make reasonable adjustments for disability.

All staff who may need to use positive handling must be trained via externally approved training providers. Only positive handling techniques taught and approved within that training will be used.

Students and staff involved in positive handling will be offered appropriate support/debrief following the incident, including time to recover and talk through what happened.

Suspensions and Permanent Exclusion

'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports head teachers in using suspension as a sanction where it is warranted.' (DfE 'Exclusion from maintained schools, Academies and Student Referral Units in England 2017') Suspensions will only be used as a last resort and issued by the Head of School or Deputy Head in their absence. Only the Head of School can permanently exclude.

A student can be suspended for failing to meet the school's behaviour expectations. This can include (but is not limited to):

- Persistent refusal
- Non compliance
- Verbal/physical violence and/or aggression towards a member of staff/student
- Racial / sexualised / transphobic / homophobic behaviours
- Dangerous behaviour that puts student/other students/staff at risk of harm or injury
- Bullying of staff/student
- Possession of materials as described about or prohibited by school policy
- Child on Child Abuse
- Deliberate Vandalism of school property
- Bringing the good name of the school and/or staff into disrepute

The school may bypass sanction steps should a student's behaviour warrant such action. It may be appropriate to move a student to a higher step if behaviour is escalating or of such a serious nature. This may mean recommending a student is permanently excluded from School in response to a single, serious breach of the school rules. For example, supplying drugs or carrying a weapon on the school premises would result in an immediate recommendation of permanent exclusion.

Before deciding to suspend or permanently exclude a student, the Head of School will consider the student's views, taking into account their age and understanding. Where appropriate, the school will provide support to help the student express their views. These views will be recorded and considered as part of the decision-making process.

Suspensions (Fixed Term)

- A student can be suspended for up to 45 days within an academic year.
- Following a suspension, the parent/carer will be required to attend a reintegration meeting where a plan for reducing the likelihood of further suspensions will be discussed, alongside wider support strategies.

- If a student is excluded for 15 days or more in a term, a Local Governing Body Discipline Committee Panel Meeting will take place to discuss the student's behaviour.
- Eggescliffe School may decide to hold a governing body discipline committee panel at any time, where behaviours warrant particular concern.
- Parents cannot appeal a suspension equal to or below 15 days, but can make written representation to the governing body to consider.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying), persistent and serious disruption of teaching and learning across the school or repeated possession and/or use of an illegal drug/weapon on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug (on or off the premises)
- Possession or use of an illegal drug (see Drug Related Exclusions).
- Carrying an offensive weapon.
- Arson.

Eggescliffe will consider police involvement for any of the above offences.

Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him." Please note: any person found in possession of an illegal weapon (e.g. knife) must be reported to the Police.

The Head of School and authorised staff have the statutory power to search students without consent when they have reasonable grounds for suspecting that serious harm will be caused to a person if the search is not conducted immediately. This extends to instances where a member of staff has lawful control or charge of a student. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

If the Head of School is satisfied that, on the balance of probabilities, the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the Head of School will always look at each case on its own merits. While it is important to ensure that decisions are both fair and consistent it is also true that the circumstances of each case will be different and therefore it will inevitably be the case that students will receive different sanctions and differing exclusions for what may seem to be similar offences.

In considering whether permanent exclusion is the most appropriate sanction, the Head of School will consider:

- a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and
- b) The effect that the student remaining in the school would have on the education and welfare of other students and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Behaviour Committee, when it meets to consider the Head of School's decision to exclude. This Committee will require the Head of School to explain the reasons for the decision and will look at appropriate evidence, such as the student's record, witness statements and the strategies used by the school to support the student prior to exclusion.

Alternatives to Exclusion

The school will work closely with third parties such as the Local Authority, other Secondary Schools and other schools within Spark Education Trust, to undertake offsite direction or respite provision where such a course of action could be of benefit to the student.

Direction off-site

A Direction off Site is when a student is required to attend another education setting to their behaviour. A Direction off Site is a temporary measure where interventions or support have not been successful in improving a student's behaviour, and may be used to prevent further suspensions or exclusion. In such instances where this is appropriate, discussions with parents and the student will take place. Governors will be informed of placement decisions as part of standard reporting processes by the Head of School. During the direction off-site, the school will liaise with the placement provider to monitor and discuss progress. Upon returning to Egglecliffe, a reintegration meeting will be held to review the placement and support the reintegration processes.

Managed Moves

A Managed Move to another school/Academy is viewed as an intervention, occurring when it is in the best interests of the student. A Managed Move is the start of a permanent move to another school/academy. All Managed Moves are voluntary and agreed by all parties involved.

Lunchtime Suspension

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as 0.5 day fixed term exclusion and parents will have the same right to gain information and to appeal.

CCTV

Egglecliffe may use CCTV for the purpose of maintaining discipline and managing behaviour and safety across the site.

Student Code of Conduct

At Egglecliffe School we recognise that each member of our school community has a right to be treated with respect and to work in a calm and safe environment. To achieve this aim, we expect our students to:

Show respect for others Working sensibly in lessons and not disrupting the learning of others Do not shout out during lessons, or shout to one another in the school building Be polite and respectful at all times to staff, students, school visitors Disobeying staff is not tolerated Be considerate of your peers, the extended community and members of the public Rude, derogatory, racist or defamatory language will not be tolerated.	Show consideration for others by moving around the school quietly and safely Walk around the building quietly, calmly and do not run Follow the one-way system in the school Open doors for others Enter and leaving school by the correct doors.	Come prepared each day wearing the correct uniform and bringing the necessary equipment Bringing the correct equipment (pens, pencil, ruler, scientific calculator, student planner and a bag large enough to carry an A4 file) Tutors will carry out an equipment check each morning. Following the school uniform code. Not bringing valuable items to school. Not bringing to school anything which could injure/harm another student. This includes knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images and any article that could be used to commit an offence, cause personal injury or damage to property. If you bring a mobile phone to school, it MUST be switched off and in your bag. You must not use it at all whilst on site. If you need to make a call for any reason, please see your Pastoral Manager or member of the Admin Team.	Attend school regularly and arrive in plenty of time for the start of lessons Being punctual for registration and lessons. If you arrive late this will be recorded in the register. Bringing a parental note to school following an absence to be handed to the office. Seeking permission from school if you are taking a holiday during term time. Making certain you sign out at the office if you are leaving the school premises for a medical appointment.
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Classroom expectations

Students ready to learn at the start of each lesson (5 to Start):	During the lesson:	At the end of the lesson students (4 to Finish):
Arrive on time to all lessons Wear school uniform correctly Enter the classroom quickly and quietly, stand behind chair in silence Students have books and equipment out Complete the recall /review/recap task immediately. Remain silent during the register (except when your name is called)	Work hard on the assigned tasks and start them immediately. Remain silent when the teacher is talking. Remain seated in the seat assigned to you by the teacher. Do not shout out, raise your hand to ask a question. Do not interrupt or disrupt others' learning.	Tidy their workspace. Only pack away your books and equipment when instructed by the teacher. Return all loaned equipment and ensure the classroom is tidy. Stand behind your desks before the teacher dismisses small groups in a calm and purposeful way. Check their uniform is smart

	Ask permission to leave the room to visit the toilet. Keep mobile phones switched off and in your bag. Eating and chewing are not allowed. If you want to drink water from your own bottle, you may do this at the start or end of the lesson, but bottles need to be put away during the lesson.	Exit calmly and silently to your next lesson following the one-way system.
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Behaviour Contract and Behaviour Support Plan

Behaviour contracts (BCs) and Individual Behaviour Plans (IBPs) may be used to identify precise and realistic behaviour outcomes and usually operate for a period of approximately twelve weeks but this may be longer where appropriate. They are usually reviewed every 4 weeks.

Behaviour contracts and Individual Behaviour Plans may be used for students who have had several exclusions, internal or fixed term, or who have been identified as being 'at risk' of failure at school through disaffection.

School staff will interact with Parents/carers to discuss and share the Behaviour Contracts and Individual Behaviour Plans and aim to provide updates every 4 weeks and discuss their child's progress.

Detentions

Detentions are supervised by assigned staff in an assigned room. All students will work in silence during the detention. Students must bring their own work to complete during the detention. If students are absent on the day of the detention they will complete it on the first day of their return to school.

Students will be placed in detention at social times (break time and/or lunchtime) if staff deem students have poor behaviour, if they are out of bounds at social times, or to de-escalate a situation.

Detentions after school are given the following day or completed once the student returns to school. Uncooperative behaviour during detentions will result in a further sanction being issued.

Further failure to meet expectations could result in Internal or External Suspensions.

If appropriate, restorative activities can be arranged in school. This may involve 3 lunch times picking up litter or helping in the dining hall cleaning tables/trays. Restorative activities can be used as an alternative to school detention.

Other Sanctions

In addition to the four-point plan for managing behaviour, where a student behaviour is a serious concern, this may result in:

- Withdrawal from lessons
- Break, lunch and/or after school detention

- Internal exclusion
- Behaviour contract
- Individual Behaviour Plan
- SLT Behaviour Review meeting with the student and student's parents / carer
- Convene a Governors' Behaviour Review Panel to which the student and student's parents will be invited (*NB. If behaviour escalates and a formal Behaviour committee is called, different Governors will form the committee*)
- Fixed-term suspension
- Permanent exclusion (in specific circumstances)

Supporting students following a sanction

The school will consider a range of initial interventions to support students to manage their behaviour and help them understand the school's expectations, code of conduct and norms. These may include:

- Engagement with parents / carers to agree strategies and actions
- Mentoring and coaching
- Emotional resilience coaching
- Behaviour Contracts or Individual Behaviour Plans
- Limited time in the inclusion base
- Engagement with external agencies for support

Appendix 1 – Specific Incidents

Deliberate Vandalism of School Property	Any student found to have deliberately vandalised school property will receive an appropriate sanction ranging from a detention through to exclusion depending on the severity of the incident. In all cases parents/carers will be billed for the cost of making good the damage
Alcohol	Any student who brings alcohol on to Eggescliffe premises will receive a suspension. If the student brings alcohol on to Eggescliffe premises a second time, a recommendation of permanent exclusion will be made. Any student who 'spikes' the drink of another student with alcohol will be permanently excluded.
Weapons	A student who brings a weapon on to Eggescliffe premises is likely to be permanently excluded. The Head of School will make a judgement of the level of threat the weapon itself represents to the health and safety of the other students. Weapons include knives (including objects fashioned together to resemble a knife), darts, guns of any description, including air pistols and BB guns. In all cases of a weapon being brought on to Eggescliffe premises, the school will inform the police.
Illicit Substances	Any student using illicit substances in Eggescliffe will result in a permanent exclusion. The school will also notify the police.
Physical Assault	Students involved in fighting with other students will be dealt with in line with the school behaviour policy with all sanctions considered, depending upon the nature of the incident. This can include (but not exclusively) detentions or internal suspension
Smoking / Vaping	This is a non-smoking site, a rule which applies to staff and students alike. There will be serious consequences for any student who chooses to breach the no-smoking/vaping rule. Sanctions include internal suspension, suspension or permanent exclusion; depending upon the nature of the product. Students caught in the company of smokers/vapers, will be sanctioned appropriately.
Bringing the good name of the school and/or staff into disrepute	Any student who brings the good name of the school and/or staff into disrepute in the public domain may be excluded. This will be a fixed term or permanent exclusion depending on the circumstances.

Appendix 2 – Drugs Education

This policy has obvious links with the following school policies; Health and Safety; The Administration of Medicines. This policy reflects local and national aims and priorities expressed within the Government White Paper 'Tackling Drugs to Build a Better Britain' (1998), 'Every Child Matters' (2003) and The Healthy School Programme it also incorporates the key messages contained in Drugs: Guidance for schools. This policy sets out the schools approach to drug education and how the school will respond to drug related incidents within the responsibilities of the school.

To whom does the policy apply?

This policy applies to all of the following people when they are on the school premises: Students, staff, parents/carers and visitors. This policy also applies to students and staff when off-site when the staff are acting in loco parentis. So, this includes all educational visits, including those abroad (see education visits policy).

Although the school is not responsible for students traveling to and from school we will work with parents and /or other agencies should any problems be identified. The school is responsible for students during break and lunchtimes (except when it has been agreed between parents/carers and the safeguarding lead that students will travel home for lunch) and this policy applies during these times. It also affects the use of school premises after normal school hours. Organisers of any after school events should be made aware of the policy and their responsibility to implement it.

Definition of a drug

For the purpose of this policy the following definition of a drug will apply:

"a substance people take to change the way they feel, think or behave."

This broad definition allows for the inclusion of all medication (see the school's Administration of medicines policy), legal/illegal drugs (including alcohol and tobacco – see Smoking Policy) volatile substances (see also the school's Health and Safety Policy and COSHH Policy) and all over the counter and prescription medicines. Alcohol is not permitted at any time on the school site or during school visits except on special occasions at the discretion of the Headteacher and when staff are not acting in loco-parentis.

Overall Aims of the Policy

- To provide a framework for effective drug education
- To provide systems for dealing with drug related incidents within the school environment.

To ensure that the school's drug education programme reflects the aims and values of the school and its governing body.

Roles and Responsibilities, Governors

As part of their general responsibilities for the management of the school, the governors have agreed this policy. They will continue their involvement through regular evaluation of it. The named lead Governor with responsibility for this policy is Mrs H Perkins.

Head of School

The Head of School takes overall responsibility for providing a safe place of work for all staff and students and as such takes responsibility for this policy, its implementation, and for liaison with the Governing Body, parents, the Local Authority

and appropriate outside agencies in the event of a drug-related incident. Students who are suspected of being at risk from drugs, and in particular truanting students will be supported and monitored with assistance from relevant agencies such as The CGL Project, Preventions, VEMT Preventions Group, MIND/ Alliance Service, Attendance Officers Child Protection Officers, and police.

Deputy Head (Quality of Education)

The Deputy Head is responsible for ensuring that all students receive appropriate drug education and provide guidance on what should be taught and when. The PD Coordinators are also responsible for the PSHE provision for students and appropriate staff training.

Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Leads (DDSL)

The safeguarding team is the first point of contact for a drug related incident. The appropriate pastoral staff will be responsible for investigating the incident.

All Staff

Drug prevention is a whole school issue. All staff should be aware of the policy and how it relates to them should they be called upon to deal with a drug related issue. The school premises are regularly checked. Any substances or drug paraphernalia found will be reported to the DSL/DDSLs.

Parents & Carers

Parents and carers are encouraged to support the school's drug education programme. They are responsible for ensuring that guidelines relating to medication in school are followed in line with policy. As a general rule parents will be informed of an incident that could result in potential harm to their child.

Confidentiality

If a child discloses information relating to misuse of drugs then absolute confidentiality cannot be guaranteed. However, health care professionals (such as the school nurse) are able, under certain circumstances, to maintain confidentiality except in circumstances where they have Child Protection concerns. If rumours of drug misuse are disclosed the DSL should be informed who should assess the information and decide whether further action is to be taken.

Monitoring and Evaluating the Policy

This policy will next be reviewed every two years by the DSL and will involve staff, students and other relevant outside agencies e.g. the Police. This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitor.

Appendix 3 – Search and Confiscation

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Egglecliffe School will inform parents, where necessary, if a search has been done. Complaints about searching should be dealt through the normal school complaints procedure.

Prior to a search the Head of School will be informed of the facts and told of the reasonable grounds for suspecting that the student may have a prohibited item on them. The staff member carrying out the search will be the same sex as the student being searched; and there will be a staff witness. There is a limited exception to this rule. Senior staff will consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

Following guidelines from DFE: 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)', school staff can search a student for any item if the student agrees.

Schools are not required to have formal written consent from the student for this sort of search – it is enough for the staff member to ask the student to turn out their pockets or if the staff member can look in the student's bag and for the student to agree. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply appropriate sanctions as set out in the school's behaviour policy.

Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items that Egglecliffe school will do searches for include:

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

There is no legal requirement to make or keep a record of a search. Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Confiscation

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Appendix 4 – Indecent Images of Children (IIOC)

Dealing with Incidents of Sexting

STEP 1: Disclosure by a child.

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated. Support will be offered during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving or sharing an image, sending an image
- What sort of image is it and how widely has the image been shared?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- Does the child need immediate support and/or protection?
- Are other children and/or young people involved?
- The situation will need to ensure school Safeguarding and On-line Safety policies are followed.

STEP 2: Searching a device

It is important to establish if the image has been created and shared on a mobile device and the location of the image. As this may be distressing for the young person involved, support will be offered.

The revised Education Act 2011 gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

The decision to view the imagery would be based on the advice of police. If the decision is made to view the imagery, the Designated Safeguarding Lead would need to be satisfied of the following:

- is the only way to decide about involving other agencies
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report is unavoidable because a student has presented an image directly to a staff member or the imagery has been found on a school device or network.
- In line with Searching, Screening and Confiscation advice, if it may be necessary to view the imagery then the DSL should:
 - Never copy, print or share the imagery; this is illegal.
 - Discuss the decision with the Head of School
 - Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Head of School
 - Ensure viewing takes place with another member of staff present in the room, ideally the Head of School or a member of the senior leadership team.

- Wherever possible ensure viewing takes place on school or college premises, ideally in the Head of School or a member of the senior leadership team's office.
- Ensure images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions Ensure this is signed and dated.
- If any illegal, or suspected illegal images of a child are found, you must inform the police.
- Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.
- Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device in response to an allegation or disclosure. All incidents of IIOC will be referred to the police by the safeguarding team and parents/carers informed, if the disclosure does not involve parents directly.
- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere

Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/SLT about the alleged incident before searching a device
- Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site to the police.

Appendix 5 – Use of Reasonable Force – Additional Context

This section is written in line with the Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE, 2025), alongside Keeping Children Safe in Education (September 2025).

Relevant staff attend 'Positive Handling' training and are therefore able to use positive handling techniques effectively when needed. These members of staff are trained to use de-escalation techniques and only used as a last resort, proportionately and in the best interests of the child.

Examples of this include:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder.

All staff within school have a legal power to use 'reasonable force' in line with Keeping Children Safe in Education (September 2025). Staff use their professional judgement to decide whether to use force depending on the circumstances and the individual.

Although this is not an exhaustive list, reasonable force may be used in circumstances such as preventing injury, removing a disruptive child from a room, preventing a pupil leaving when it is unsafe, or breaking up a fight. It will only ever be used as a last resort. All incidents involving reasonable force will be recorded promptly and parents/carers informed as soon as reasonably practicable.

Decisions on the use of force must be reasonable. Typically, such decisions need to be made quickly with little time for reflection. Staff need to make the clearest possible judgements about:

- seriousness of the incident, assessed by effect of the injury, damage or disorder
- potential for injury, damage or disorder
- the relative risks associated with physical intervention compared with using other strategies.

Deciding if use of force would be appropriate:

Decisions on the use of force must be reasonable. Typically, such decisions need to be made quickly with little time for reflection. Staff need to make the clearest possible judgements about:

- seriousness of the incident, assessed by effect of the injury, damage or disorder
- potential for injury, damage or disorder
- the relative risks associated with physical intervention compared with using other strategies.