



Behaviour and Pupil Discipline Policy 2025-26

(including Anti Bullying Approach)

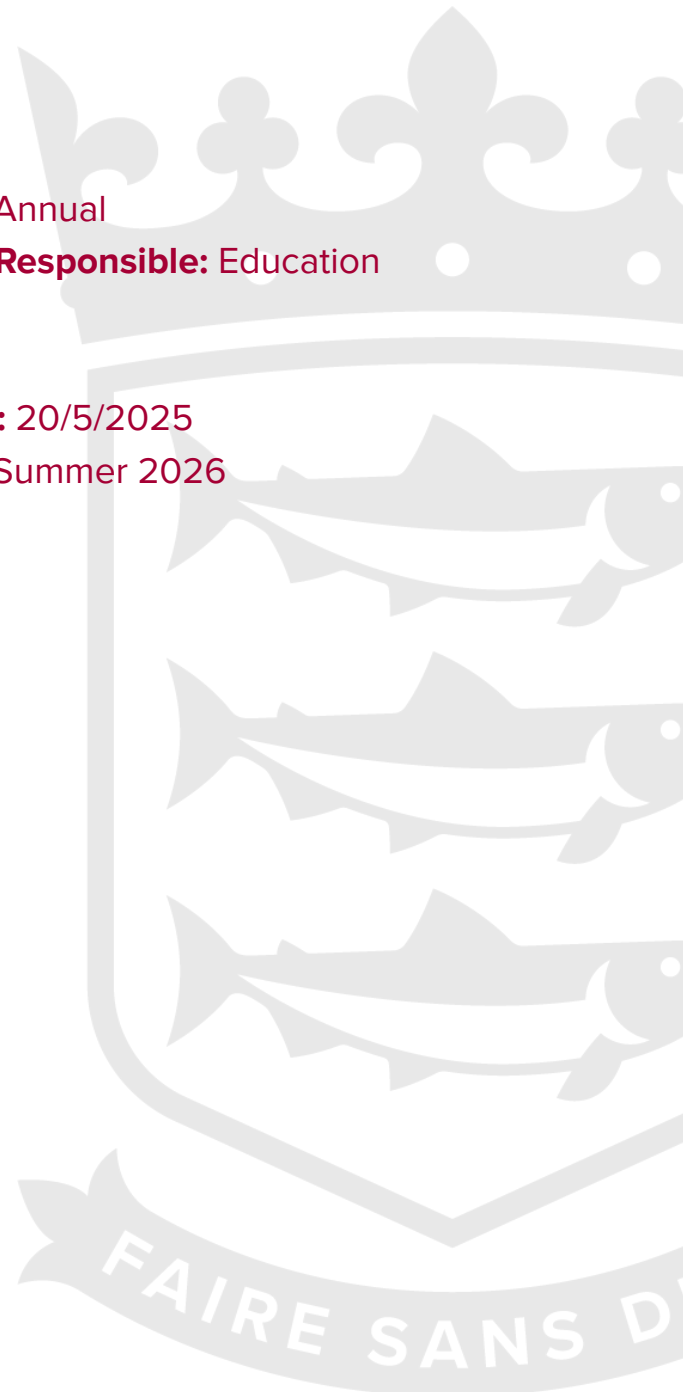
STATUS: STATUTORY

Review Cycle: Annual

Governors/ School Committee Responsible: Education

Date of Last Review: 20/5/2025

Date of Next Review: Summer 2026



1. Legislation and statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools](#)
- [School suspensions and permanent exclusion](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

This policy should be read in conjunction with Tiffin's Exclusion policy.

2. Introduction and purpose of policy

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and students and consistency of practice is needed across the school to ensure that students know the standards of behaviour expected of them.

A shared commitment from parents, governors and the wider community is an important factor in promoting good behaviour, as is the support of the SENCO, local education authority, social services departments, health services and the police in dealing with the range of challenging behaviours sometimes seen in the school. Tiffin recognises that a multi-agency approach may be needed in dealing with some situations.

This policy aims to:

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

3. Acceptable behaviour

The school defines acceptable behaviour as that which promotes respect, courtesy, inclusivity, cooperation and consideration from all students in terms of:

- their relationships with other students within and outside the school
- their relationship with teachers and other school staff
- their treatment of the environment
- their treatment of visitors or other persons within and outside the school premises.

The school has identified examples of unacceptable behaviour as

- that which disrupts learning both within and outside the classroom
- non-completion of classwork or homework
- poor attitude and incorrect uniform.

Serious misbehaviour includes

- repeated breaches of the school rules
- Any form of bullying or abuse, including threatening language or behaviour, name calling, verbal abuse, intimidation, physical abuse, violence, unkind banter, harassment, abuse that is sexual, racist, religious, cultural, sexist, gender based and gender identity based or sexual orientation-based. This behaviour might be in person or online.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member 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 pupil)

The school communicates regularly the school ethos and the standards of acceptable and unacceptable student behaviour to students and parents / carers through the Student Code of

Conduct, newsletters, assemblies, tutorials, 21st Century Life programme of study (PSHE/Citizenship/RSE), notice boards and letters to parents / carers.

The school communicates the school ethos and the standards of acceptable and unacceptable student behaviour to staff through staff induction, Professional Development, the staff Code of Conduct, Staff handbook, Teaching Standards and professional development and performance management programmes.

In implementing the rules, the school will ensure a shared ethos, consistency of response, early intervention and early involvement of parents

4. Supporting good behaviour

a. Praise and encouragement

The school believes that praise and encouragement are the best motivators and that coupled with good teaching they will enable students to achieve their potential. The school's system of recognition and reward is chiefly through the Merit system, and will include the use of praise and positive feedback, certificates and awards, badges, letters to parents/carers and extension of school privileges.

b. Rules

The school also recognises that in order to create the caring and secure environment needed for learning to flourish and for student wellbeing, some simple and clear rules are required. These rules are based on common sense, respect, courtesy and a commitment to the values and ethos of the school. The rules are designed to promote good behaviour, self-esteem, self-discipline, respect for authority, respect for others, positive relationships, equality, a safe and pleasant environment, and freedom from harassment, abuse, discrimination or bullying. Within the framework of these guidelines students will be expected to take responsibility for their own behaviour having been made fully aware of the school's policies, procedures and expectations. The rules are laid out in the Student Code of Conduct, the Anti-Bullying policy below, the equality policy, as well as the principles of APPLE (Appearance, Politeness, Promptness, Learning and Environment). As would be expected, students are also subject to the Law of the Land on the school premises.

c. Roles and responsibilities (see point 7 below)

The clear disciplinary procedures start with the roles and responsibilities of the classroom teacher and lead through a clear structure and process to the role of the Headteacher and Governors. The aim will always be student focussed and seek to find a solution to help the student. Sanctions, including detention, Tutor/Head of Year/Head of Key Stage report, fixed term suspension and, in extreme cases, permanent exclusion will be used if necessary. The systems of behaviour management are shown by the Behaviour Matrix and supported by pastoral care and Safeguarding procedures. See the Exclusion policy regarding suspension and exclusion.

d. Behaviour beyond the school site

In addition to when they are on School premises, students may also be disciplined and subject to this behaviour policy whenever they are wearing school uniform, representing the School, on a School trip, are otherwise associated with the School or identifiable as a student of the School in person or online. Even if these conditions do not apply, the School may discipline students if their misbehaviour could have repercussions for the orderly running of the School, if it poses a threat to other students or members of the public, if it breaks the law or if it could adversely affect the reputation of the School.

5. Procedures

When considering behaviour, sanctions and rewards, attention should also be given to the principles of behaviour, and rules, laid down in the Learning & Teaching Policy, Equality Policy, APPLE, the Student Code of Conduct, Staff Guidance on Behaviour and the Behaviour Matrix.

Sanctions will be given for poor conduct when moving around the school. A teacher will make a strike on the students ID/Lunch card sticker and three strikes will result in a demerit and school detention. The tutor will identify the student with 3 strikes and will organise the sanction and demerit. The poor conduct might include:

- Breaking the dress code e.g. shirt untucked, top button not fastened, trainers
- Corridor misbehaviour
- Excessive noise
- Being out of bounds e.g. the school field, staff car park, etc.
- Swearing
- Queue jumping

6. Sanctions: Detentions & demerits, suspensions and exclusions

a. Demerits

Demerits are the record of a sanction given to a student for infringing the expectations we have of their behaviour. The school's Behaviour Matrix lays out clearly for staff which level of sanction should be given, from and strike on their behaviour card or an S1 (A recorded verbal warning) to S5 (A suspension or permanent Exclusion). Teachers may detain a student for up to 10 minutes after school, without notice. At least one day's notice will be given for detentions after school, and parents will be informed by email or phone. Students will not be excused from detention without the permission of the member of staff setting the detention.

Suitable sanctions, as laid out in the Behaviour Matrix, include:

- S1 a verbal reprimand
- S2 a 30 minute teacher given school detention
- S3 a Curriculum Leader or Head of Year 1 hour Departmental detention
- S4 A Senior Leadership Team 1 hour detention
- S5 A Head of Year of SLT given internal suspension or A Headteacher given fixed term external suspension

Demerits must be recorded on the School Management Information System/Arbor. Students must be informed, and parents will be able to see these demerits and note of the specific poor behaviour on Arbor.

Demerits will record the detentions and suspensions could be given for the following categories - not a restrictive list:

- Attendance (leaving school without permission, truancy, missed detentions)
- Attitude (Defiance, disruptive behaviour, insolence, non-cooperation, talking out of turn, talking in assembly)
- Bullying (Gender, racism, sexuality, other based)
- ICT misuse (Chromebook not charged, phone confiscated, network contract breach, inappropriate photos/audio/video, other)
- Illicit Substance
- Inappropriate language (Gender, race, sexuality, other based)

- Lack of equipment
- Lateness (repeated)
- Physical
- Property (damage and theft)
- Verbal abuse
- Work (inadequate, incomplete plagiarism etc.)

Demerits will be cumulative:

- 10 demerits will lead to formal School Senior Leadership Team (SLT) Detention
- After 2 SLT Detentions, the next SLT Detention will be an internal suspension
- After 2 further SLT Detentions, the next SLT Detention will be a formal fixed term external suspension from School
- SLT Detentions accumulate through one Key Stage and reset to 0 at the start of the next Key Stage.

Form Tutors and Heads of Year will monitor demerits, and will intervene in order to address behaviour when a student accumulates demerits, with the aim of preventing that student's behaviour deteriorating further.

- At 5 demerits a student will be set targets on a tutor report.
- At 15 demerits a student will be set targets on a Head of Year report.
- At 25 demerits a student will be given targets on a Head of Key Stage report.

Detentions take place after school. When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

b. SLT detentions, suspensions and permanent exclusion (See Exclusion Policy)

SLT Detentions, internal suspensions, and formal fixed term suspensions will be used for individual acts of serious misbehaviour, including an accumulation of demerits. See the Exclusions Policy for further guidance on suspensions and exclusions.

SLT Detentions will be issued by the Head of Year and recorded on Arbor. The nature and severity of the sanction imposed will be influenced by a number of factors which will include the severity and/or frequency of the misbehaviour, and whether a failure to sanction appropriately would have a negative impact on discipline in the School community and/or the individual's personal development. The Behaviour matrix will be applied to ensure consistency of sanctions given across key Stages.

SLT detentions will be determined by the Head of Year and Director of Keystage, they may be given for the following, though this is not an exhaustive list:

- Accumulation of 10/20 demerits
- Leaving school site without permission
- Truanting lessons/school
- Cheating/plagiarism
- ICT code of conduct breaking e.g. Filming/photographing/recording others, bypassing GoGuardian, using another students login, misuse of email
- Damage to property/vandalism
- Rudeness or verbal abuse towards staff

Serious cases of disruptive behaviour may result in fixed term suspension, see the Exclusion Policy.

Internal Suspensions will be determined by the Head of Year and Head of Key Stage/Assistant Head Pastoral. Fixed term external suspensions will be determined by the Headteacher. Suspensions may be given for the following, though this is not an exhaustive list:

- Accumulation of 3 SLT detentions
- Bullying (Based on Gender, Sexuality, Race etc.)
- Discriminatory language/verbal abuse (Sexism, gender, race, homophobia etc.)
- ICT misuse serious e.g. online abuse, harassment, hacking, using another's identity etc.
- Bringing drugs, alcohol or illicit substances onto site and/or being intoxicated at school or on trip
- Smoking/vaping at school
- Physical assault
- Fighting
- A blow or punch to the head will always result in External fixed term suspension
- Bringing the school into disrepute
- Theft (Canteen will usually be IS) (From staff or students will usually be FTES)
- Abusive behaviour towards or harassment of a member of staff, in person or online

c. Permanent exclusion (see the Exclusion Policy)

Permanent exclusions will be used if necessary in cases of an extreme/serious breach of the Code of Conduct and the Behaviour Policy including, but not restricted to

- bullying
- physical or sexual assault on students or staff
- possession of an offensive weapon or object used as an offensive weapon
- posing a risk of harm to other students or staff
- possessing/dealing/trafficking/supplying/repeated use of drugs, alcohol or banned substances
- vandalism
- theft
- fighting

Permanent Exclusion might also be used for persistent breaches of the School's Code of Conduct and/or The Behaviour Policy.

All exclusions from School will follow

- the Exclusions Policy
- guidelines and procedures laid down by the DfE for Academies
- guidance on School suspensions and permanent exclusion .
- guidance from Keeping Children Safe in Education.

The school will also take account of "The School related weapons or potential weapons incidents protocol" from AfC and the The Safer Kingston Partnership.

d. Merits

In line with the Learning and Teaching Policy, student achievement should be rewarded and recognised. This should be done through the merit system. Like demerits, Tiffin aims to be as consistent as possible. Students and parents must be informed via the school's MIS, Arbor. Merits do not need to only cover lessons, but can include wider opportunities.

Actions worthy of a merit may include, but are not restricted to, the following:

- Production of an especially good piece of work
- Particularly good effort for a piece of work
- Particularly good contributions to a lesson/activity
- Consistently good effort over a period of time

- Consistently good contributions over a period of time
- Consistently good attitude over a period of time
- An especially helpful act
- Positive role model conduct

Students will be awarded a certificate for the accumulation of Merits. This will normally be done in Assemblies, by the Head of Year, who will inform parents and record the certificate in Arbor.

- 10 = Bronze
- 25 = Silver
- 40 = Gold
- 60 = Platinum certificate, including a lapel badge
- 80 = Head's Certificate, including a Headteacher Award lapel badge

7. Roles and responsibilities

a. The Governing Board

The Governing board is responsible for reviewing and approving The Behaviour and Pupil Discipline Policy in conjunction with the Headteacher to ensure that the policy is designed to promote good behaviour and discipline. Governors will monitor the policy's effectiveness, holding the Headteacher to account for its implementation. The Governors will carry out this review with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010. Governors will review annual behaviour reports, with data showing incident logs from the academic year. This report will include racist, homophobic, transgender and sexist incidents, bullying and sanctions.

b. The Headteacher

The Headteacher is responsible for reviewing The Behaviour and Pupil Discipline Policy and annual behaviour reports, in conjunction with the Governors. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Headteacher will ensure that staff have appropriate induction and training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health on behaviour, so they can fulfil their duties set out in this policy. The Headteacher will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary. The HT will delegate behaviour monitoring, and reporting to the Deputy and Assistant Pastoral Heads. The Headteacher and Pastoral leads will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy. See the SEND addendum for further information on applying the Behaviour policy to students who have SEND.

c. Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing The Behaviour Policy and Behaviour matrix with consistency
- Modelling positive behaviour and relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including students with SEND (See SEND Addendum at the end of this document.)
- Recording behaviour incidents on Arbor and when appropriate, CPOMS.

Teachers will create a positive learning environment and develop positive relationships with students through the following whole school approaches:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines, including START for morning registrations (Students greet and sit, Task, Appearance and Equipment, Register, Teacher talk/notices)
- Communicating and modelling expectations of behaviour in ways other than verbally
- Highlighting, promoting and rewarding good behaviour
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement

Teachers will respond to misbehavior in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour. They will endeavor to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed. When giving sanctions, staff will also consider what support could be offered to a student to help them to meet the behaviour standards in the future. Strategies may include

- A verbal reprimand and reminder of expectations
- Giving a demerit if the behaviour repeats itself
- Setting a written task that requires reflection upon the behaviour
- Detention according to the behaviour matrix
- Email or phone call home to parents/carers
- Putting a student on report
- A behaviour contract

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The Senior Leadership Team will support staff in responding to behaviour incidents and ensuring consistency of response.

d. Parents

Parents are expected to:

- Get to know the student Code of Conduct and behaviour policy and reinforce it at home
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions and reintegration meetings after an external suspension)
- Raise any concerns about the management of behaviour with the school directly, via the form tutor or Head of Year, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

e. Students

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy and Student Code of Conduct
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

8. Bullying

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 deliberately hurtful, repeated, often over a period of time and difficult to defend against. Bullying must not be excused as "banter", repetitive harmful banter is understood to be bullying. Bullying can be emotional; such as excluding, tormenting, being unfriendly; and/or physical.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Tiffin School works to prevent bullying through

- Our Anti-Bullying pledge/policy
- Our educational pastoral programs
- A clear vision and aims
- The student code of conduct
- A clear process for reporting and recording behaviour on CPOMS and the school MIS
- A clear behaviour matrix for consistency with sanctions
- Regular staff CPD and Safeguarding training
- Clear routes of reporting for students - in person and on-line
- Regular analysis of behaviour data to identify patterns and concerns
- Staff training in restorative justice
- Regular student voice

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy at the end of this document in Appendix. 1

9. Mobile Phones

The rules on student mobile phones are laid out in the student code of conduct.

In summary, students must switch off their mobile phone on site and on trips unless directed otherwise by a member of staff or unless they are in the sixth form. See the student code of conduct for further information.

Failure to abide by the school's rules on mobile phone use will result in the phone being confiscated until the end of the day and a one hour school detention.

10. Malicious allegations

Where a pupil makes an allegation against a member of staff or student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. The severity of the sanction will be dependent upon the severity of the false allegation; this may be an SLT detention or an internal or external suspension. The decision will be taken by the Headteacher and Pastoral leadership team, based upon the evidence provided.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

11. Reasonable Force and Physical restraint

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. The incident must be recorded on CPOMS.

12. Searching and Confiscation

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These 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.

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. In most cases this will be with a member of the Leadership Team or Safeguarding Team.

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 a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the 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 and the Safeguarding office is recommended if available. 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 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 – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the 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 cooperate, the member of staff will contact the Deputy or Assistant Head Pastoral or Headteacher, to try to 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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

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

'Outer clothing' includes:

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

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 in section 3) 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 should 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 in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system CPOMS.

Informing parents/carers

Parents/ carers will always be informed of any search for a prohibited item (listed in section 3). 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 safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. See "The Confiscation of Inappropriate Items Policy".

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

13. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, reasonable adjustments in support will be considered and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

14. Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Assistant Head or Deputy Head Pastoral or the Safeguarding team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

15. Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding and Child Protection policy for more information.

16. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

The school's Behaviour Policy works in conjunction with the Safeguarding Policy. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Reporting serious behaviour concerns and all wellbeing and safeguarding concerns on CPOMS
- Responding to a report i.e. Designated Safeguarding Leads and Head of Years
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding and Child Protection policy for more information.

17. SEND and Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support

programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

18. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher on new students' day and induction days. In addition, key staff members hold transition meetings e.g. SENCo. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

19. Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, parents/carers and other stakeholders (via anonymous surveys)

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

20. Staff training

Our staff are provided with training on managing behaviour as part of their induction process, including use of the Behaviour matrix and positive behaviour for learning, and at the start of each academic year. Behaviour management will also form part of continuing professional development. Training includes the needs of the students in the school and how SEND and mental Health needs can impact behaviour.

Appendix 1: Anti-Bullying

1. Rationale

- To work towards the elimination of bullying at Tiffin School
- To enhance the Behaviour Policy which confirms the school expectations
- To involve all members of the school community in countering bullying
- To enable students, staff, parents and governors to understand what constitutes bullying and their specific responsibilities
- To ensure that there are strategies to minimise the risk of peer on peer abuse and procedures
- To enable parents and students to feel confident that bullying will be firmly dealt with by the school
- To inform all members of the school community that bullying behaviour will not be tolerated.

2. What is bullying?

- 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 deliberately hurtful, repeated, often over a period of time and difficult to defend against. Bullying must not be excused as “banter”, repetitive harmful banter is understood to be bullying.
- Bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, gender identity, sexual orientation. It might be motivated by real or perceived characteristics.
- The various types of bullying can be:

Verbal bullying - involving name calling or making use of written notes, e-mails or mobile phone messages, pictures or video clips (so called ‘cyber bullying’); this bullying may include threats of physical violence, racist insults or threats, sexual insults or threats or other prejudice based behaviour.

Physical bullying - consisting of deliberate jostling, bumping, pushing or shoving or sexual touching. Those responsible may maintain that it was accidental when first detected, but it is a criminal offence if it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property, accompanied by the threat of violence. Not all theft or damage is bullying, but it is where it is repeated and the intention is to create fear or to intimidate.

Indirect bullying - involving the manipulation of social networks with the intention of belittling an individual or individuals or excluding them or marginalising them from their friends and normal relationships; this can be by spreading rumours or making malicious accusations and might involve cyber bullying.

Cyber bullying - the use of digital technologies, such as social media, messaging apps, or online forums, to harass, threaten, or humiliate someone. It can happen through texts, images, or videos and often involves repeated, aggressive behavior intended to harm or upset the victim. Examples of cyberbullying include: Sending threatening or insulting messages via social media or text; posting embarrassing photos or videos of someone without their permission; spreading false rumors about someone online; creating fake profiles to impersonate or mock someone.

- The imbalance of power can manifest itself in several ways, it can derive from intellectual imbalance, or by having access to support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence and/or isolation physically or on-line.

- Bullying invariably undermines self-confidence and initiative and can create a cycle of poor performance and further criticism, potentially causing depression, stress, mental or physical ill-health, with consequent absence from school or work.

Some forms of bullying may break the law and may be reported to the police by the school:

- Violence or assault
- Theft
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and peer on peer abuse
- Hate crimes – any incident which the victim, or anyone else, thinks is based on someone’s prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

3. The school’s commitment to prevent bullying

This should be read in conjunction with the Safeguarding and Child protection policy, the Behaviour and Exclusions policy and the Equality policy.

Preventing bullying behaviours can be possible through a range of proactive measures. We look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

- The issue of bullying is included in the curriculum
- Bullying is addressed through the PSHE programme (21st Century Life) and is aligned with the standards of the PSHE Association.
- The Form Time and Assembly programmes reinforce British Values and the ethos of the school.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Duty points have been carefully considered to ensure there are no ‘dead spaces’ where bullying can take place undisturbed.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- The School Mental Health Ambassadors and the Tiffin Student Voice considers new ways to prevent bullying through their whole school projects.
- External speakers raise awareness of issues such as racism and homophobia.
- Posters around the school emphasise the importance of diversity in the school community.
- The Student Code of Conduct outlines the core responsibilities of students at Tiffin School including the responsibility to respect others.
- Working with the wider community such as the police/children’s services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.

Tiffin School recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

The prime aim of any action is to prevent bullying. The school has a responsibility to address, resolve, monitor and record all incidents of bullying, therefore the school will:

- Not tolerate bullying and will take seriously all allegations of bullying.
- Work with staff, students and parents to prevent bullying.
- Fully promote the code of conduct and anti-bullying pledge to the students and parents through the curriculum, assemblies and school discipline systems.
- Ensure that all staff are informed on the bullying policy and procedures and deliver regular anti-bullying CPD.
- Create a safe and inclusive environment where students can openly discuss and report bullying without fear.
- Educate the students about issues of difference and bullying through RP, 21CL, Assemblies, Tutorial program and other dedicated themed events/projects to ensure that all students understand the school's approach and are clear about the part they play in preventing bullying, including when they find themselves as bystanders.
- The school has appointed a DEIB lead within the staff
- The School shall seek to use the resources of outside organisations to help tackle bullying.
- Where bullying is reported to take place outside of school it will be investigated and acted upon in school. Where necessary, for criminal actions, the police may be notified.
- Students who do not uphold the school code of conduct and anti-bullying policy will be subject to disciplinary measures in line with school discipline policy, alongside consideration for the well-being of both the bully and the victim. The school will support the victim upon finding out about bullying, but will also seek to work with the perpetrator of the bullying in order to prevent further incidents in the future.
- Parents will always be informed.

Safeguarding- Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, the school DSL should report their concerns to the local authority children's social care/Single Point of Access. See Tiffin Safeguarding and Child Protection Policy for further guidance.

4. Awareness and Warning signs of bullying

Bullying can happen to all children and can affect their social, mental and emotional health. Some groups of students may be more vulnerable to bullying, prejudice and discrimination, isolation and social exclusion, for example, though not exclusive to, students who are:

- disabled or have special educational needs
- LGBTQ+ students
- young carers
- children affected by difficult family circumstances
- looked after children
- Students from low income families
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, gender identity or sexuality

Although not solely associated with bullying, symptoms of bullying may include

- Change in personality or appearance
- Deterioration of work or organisation
- Spurious illness
- Isolation
- Desire to remain with adults
- Change in friendship groups
- Erratic attendance

5. Procedures and reporting bullying

a. Staff will:

- Encourage students to inform adults immediately of incidents of bullying.
- Not tolerate incidents of bullying inside or outside of lessons/school, including banter
- Support victims of bullying immediately.
- Record the incident on CPOMS
- Inform the tutor and HoY via CPOMS and the Tutor/HoY will investigate allegations
- Gain written reports from students involved and witnesses
- Follow the school Student Behaviour policy and Safeguarding Policy regarding Child on Child abuse. Record acts of bullying on the Management Information System (Arbor) as a demerit/exclusion with a clear explanation of events recorded on CPOMS.
- Use the Sims categories to record the type of bullying incident, especially if based in prejudice and discrimination (bullying/ racist incident /physical / verbal abuse /Sexist gender based bullying/ Sexual orientation based bullying).
- Record all incidents, reports, communications and interventions on CPOMS
- Follow guidance in the Safeguarding Policy concerning Child on Child abuse.
- Make all students aware of the anonymous safeguarding reporting form and the DSL contact form on the Student Portal Safeguarding tab
- Provide Governors with a behaviour report that includes incidents of bullying

b. The students involved

The nature and level of support required for the victim will depend upon the individual circumstances and the level of need. Support may include:

- A conversation with a teacher
- Support from the pastoral team/tutor/Head of year, and encouragement of self-confidence and self-esteem if necessary
- Formal counselling or support through the school Therapeutic Practitioner or Health Worker
- Engaging with parents
- Referring to local authority children's services
- Referring to Kingston Mental Health Support Team (MHST)
- Referring to Child and Adolescent mental Health Services (CAMHS)
- If the bullying results in pronounced social, mental or emotional health difficulties the school will make provision and provide an action plan for the child's short term needs. They may receive SEND support and the school will do all they can to ensure the bullied child continues to attend school.
- The incidents and support will be recorded on CPOMS
- Where there is a Special Educational Need, the SENCo will be consulted on the appropriate support for the student.

Disciplinary measures will be applied to pupils who bully, in line with the Behaviour and Pupil discipline policy and the Exclusions Policy.

- The school will work with the student(s) to help them understand the impact of their actions and the need to modify their behaviour.
- When appropriate, a referral may be made for support to the school Health Worker, the Therapeutic Practitioner, MHST or CAMHS, or for Early Help.
- Where there is a Special Educational Need, the SENCo will be consulted on the support the student requires and reasonable adjustments may be made to the application of the Behaviour Policy.
- Parents/carers will be informed.

Restorative Justice will always be sought to address harm, rebuild relationships, and promote accountability in a constructive way. This might include

- a risk assessment
- voluntary involvement from the students involved
- a trained member of staff to facilitate
- restorative meetings/circles/conference
- managed apologies
- accountability and agreement to prevent recurrence and to support the rebuilding of trust.

c. All students

Every student has the right to enjoy a school life free from bullying, therefore:

- Students will be made aware of the range of people they can talk to about bullying issues
- Students must feel that they can talk about incidents of bullying and that something constructive will be done about them.
- Peer support needs to be harnessed to prevent bullying
- Students will be regularly reminded of the anti-bullying policy, the code of conduct and the electronic reporting forms on the Student Portal
- Students will be reminded that being a by-stander to bullying will be treated as being a participant in bullying.
- Students will be reminded that stereotypes and “banter” directed at individuals or groups can often constitute bullying and may be treated as such by the school.

d. The parents

- Parents will be informed of the school anti-bullying policy and the student Code of Conduct policy.
- The school will work with parents to offer support to both the victim and the bully.
- The school recognises that parental support is vital for the success of the anti-bullying policy.
- At all times Tiffin will seek to work with parents and students to ensure that incidents of unkind behaviour/ bullying are dealt with to the satisfaction of all concerned. If at this point an agreement cannot be reached, the matter may be dealt with through the formal complaints procedure detailed on the website

6. Links

The websites listed below offer direct links to other sources of information for parents and young people.

- Stonewall: www.stonewall.org.uk Useful information and links on LGBTQ issues.
- BBC Schools: www.bbc.co.uk/schools Includes information about bullying.
- ChildLine: www.childline.org.uk Primarily a helpline for children but has useful information and links on bullying. Chips (Childline in Partnership with Schools) encourages schools to support students in setting up anti-bullying projects.
- The Children’s Society: www.childrenssociety.org.uk Includes information about bullying.
- Family Lives: www.familylives.org.uk Useful information and links on bullying and related issues for parents and carers.
- Kidscape: www.kidscape.org.uk Advice for children, parents and teachers as well as training and sample policies.
- Schools Out: www.schools-out.org.uk Campaigns for better support networks for LGBT+ students and clearer guidance for teachers on issues of sexuality.
- Topmarks: www.topmarks.co.uk Aims to provide easy access to the best educational websites including information on bullying for teachers, parents and young people.

Conclusion

The successful implementation of this policy is vital to ensure that students enjoy a happy, safe and successful time at school.

Appendix 2: Anti-Bullying Pledge

Anti-Bullying Pledge

What is bullying?

- Bullying is the wilful persistent behaviour by an individual or group that hurts another, either physically, verbally, written (including malicious notes/emails/social networks/texts), psychologically or emotionally.

Why do people bully others?

- Sometimes it is motivated by prejudice against race, religion, gender, gender identity, sexual orientation. It can be motivated by real or perceived characteristics. It can be motivated by jealousy, the bully's unhappiness or a desire to divert attention from themselves or to gain attention for themselves.

How do people bully?

- It can take many forms: Physical, psychological/emotional, cyber, indirectly. It can be done by a group or an individual. It can be intermittent or continuous. It can be used to socially isolate someone. It can result in the intimidation of a person or persons through the threat of violence, through isolation or on-line abuse.

What should I do if I am bullied?

- **Don't** put up with it.
- **Tell** your parents. Tell a teacher/tutor/Head of year/staff member. Tell us in person, tell us in an email, tell us through the Student Portal forms, tell a friend to tell us, or tell us in a letter. Just do tell us.
- **Believe** that we will do all we can to help you and quickly.

What should I do if someone else is bullied?

- **Report it** – to a teacher, any teacher you choose.
- **Do not ignore**/watch/support/participate in bullying in any form. This might be in the playground, classroom, on the train, bus, online, in social-media groups and chats.
- Be aware that being a **by-stander** to bullying is condoning, supporting or participating in bullying. We must all act to prevent bullying. Where appropriate, confront bullying and support the victim(s).

How will the school respond to bullying?

- Tiffin school will not tolerate bullying and we will take seriously all allegations of bullying. We will work hard to create a safe and inclusive environment where students can openly be themselves and discuss bullying without fear.
- We will put support in place for the victim and the bully.
- We will educate our staff and students about issues of difference and bullying through RP, 21CL, Assemblies, Tutorial program and other dedicated events/projects.
- We will investigate and act upon reports of bullying, whether inside or outside of school or online.
- We will inform parents and, for criminal actions, we can inform the police.
- We will apply disciplinary policy measures to students who fail to uphold the school code of conduct and anti-bullying policy.

Education Act 2011 gives teachers the power to search for and, if necessary, delete inappropriate images or files on electronic devices/mobile phones.

Appendix 3: SEND Behaviour Policy Addendum

Context

The Equality Act 2010 requires schools to make sure that children with SEND aren't treated unfavourably for reasons arising as a consequence of their SEND. Schools are required to take steps to avoid students with SEND being put at disadvantage as a result of a "provision, criterion or practice" in comparison with students who do not have SEND (Section 20, Equality Act 2010). They have a duty to make reasonable adjustments – and this is an anticipatory duty – to ensure their students can access all the benefits of their education. These protections apply to a school's policies and practices, as well as to the school environment.

Tiffin's Behaviour policy

When applying discipline or behaviour policies the school must take care to avoid indirect discrimination against students with SEND. A blanket behaviour policy, such as a fixed sanction for particular offences, risks discriminating against a child or young person with SEND who may not be able to achieve an expectation for a behavioural norm or standard as a result of their needs. Our whole school approach to student behaviour must take into account students' differing needs. An inclusive approach does not mean treating every child the same way, as this may set some children up to fail. The fact that a child has SEND does not mean they should never be disciplined, but rather the behaviour and discipline policies should reflect the need to pay extra attention to the underlying causes of their difficulties.

At Tiffin school, we take an anticipatory approach to behaviour and discipline concerning our students with SEND. Teachers will follow the process laid out in the flowchart below.

SEND behaviour intervention

In line with our commitment to inclusive education, teaching is tailored to meet the diverse needs of our learners. Teachers provide a curriculum and lessons that ensure all students have equal access to the learning. This is implemented through *Ordinarily Available Provision* and *Quality First Practice*. Teachers will ensure they are following the student's IEP and implement the recommended strategies. Having applied QFP, the IEP and Pupil Passport, if a student with SEND is not meeting the conduct expectations, the teachers will follow the "SEND Behaviour Response" Flowchart below.

