2026

Behaviour and Anti-Bullying Strategy

SOUTHCHURCH HIGH SCHOOL

Review Framework

The policy should be reviewed

	Date
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Revised due to operational changes to sanction system:	May 2025
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1. A Statement of Purpose

Our Behaviour Policy helps us to create; **"A school that provides a safe, nurturing environment; allowing students to fulfil their potential through an engaging and personalised curriculum that creates curious and enthusiastic learners."**

The Local Governing Board believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- Promoting a positive atmosphere where good relationships, discipline, and good order lead to excellence.
- Promoting self-esteem and self-discipline.
- Promoting proper regard for authority and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers, students and governors.

2. Overall Guiding Principles for All Staff

- **Chance** - Everyone has the chance to behave as they are expected to.
- **Choice** - Everyone will be given the opportunity to make the right choice.
- **Challenge** - Everyone will be challenged to be the best version of themselves.
- **Consequence** - If you choose not to behave, there will be a consequence.

3. Roles and Responsibilities

- The Local Governing Board, in consultation with the Headteacher, staff and parents/carers, will keep the policy for the promotion of good behaviour under review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and that expectations are clear.

- The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.

- Staff, including teachers, all stakeholders, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

- The Local Governing Board, Headteacher and staff will seek to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. They will also endeavour to ensure that the concerns of students are listened to and appropriately addressed.

- Parents/carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure, and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

- In line with the school's ethos, students themselves are given a stake in reviewing and monitoring the Behaviour Policy of the school. Students, in partnership with staff, and Governors, help to develop the system of school rules, sanctions and rewards and refine the Code of Conduct.

4. Support System

4.1 High Expectations

Southchurch High School sets the highest expectations of behaviour to ensure each child can fulfil their potential. For this to be achieved, there is no time for disruptive behaviour, or negative attitudes to learning.

From day one, the school expects students to see themselves as partners in learning with the staff, rather than in any form of confrontational relationship.

The school believes strongly in the power of working closely with parents/carers and students and expects them to play an active role in the education of the child.

All students and their parents/carers are expected to sign a Home School Agreement, outlining the expected behaviour at our school. This is to be maintained when representing the school on events such as on school trips and when travelling between home and school.

5. Positive Attitude to Learning

In order to nurture and develop a positive attitude to learning and ensure the absence of negative behaviours all stakeholders:

- Share responsibility for their own learning.
- Insist upon the highest standards of classroom teaching, so that students feel motivated and engaged in lessons.
- Insist on 100% attendance and punctuality at school.
- Attend school with the correct equipment, ready to learn.
- Through the provision of an effective pastoral system, based on Year Groups, Heads of Years and Form Tutors and with the support of Student Support Assistants and external agencies, provide every student with the individual support, challenge and mentoring needed to maintain positive attitudes to learning.
- Fully involve students themselves in the life of their school, through an effective School Student Leadership Team so that students see their education as a joint endeavor with the staff of the school.
- Set out clear, simple expectations for classroom behaviour, which ensure that no lessons are disrupted by inappropriate behaviour, even of a very low-level nature.
- Establish close relationships with parents/carers as key partners in maintaining positive attitudes to learning.
- Have a high-status, high-profile school uniform, including a traditional blazer, and insist on all students wearing it correctly to foster a sense of community, identity and professionalism.
- Ensure that all forms of bullying are not tolerated and are effectively dealt with by using a range of the sanctions listed in this policy and the implementation of positive interventions such as peer mediation to achieve understanding and prevent re-offending.

6. Praise and Rewards

The school has set up a structured reward system focused on academic progress, and rewards students who have demonstrated a positive approach to learning.

When a student demonstrates a positive approach to learning and/or a co-operative attitude in their conduct or has excelled or made efforts in a particular activity, they are rewarded and verbally praised, giving them recognition in front of their peers.

Students may be rewarded for a number of reasons, including:

- Excellent work of a high academic standard;
- Academic progress;
- Good effort;
- Co-operation with peers or staff;
- Involvement in activities outside the school day;
- Extra-curricular activities;
- Changing the pattern of behaviour in a positive way;
- Excellent or improved attendance and punctuality; and
- Community spirit.

Examples of incentives and rewards to acknowledge positive behaviour, attitude, and attendance:

- Positive behaviour points on ClassCharts, a platform which enables us to record and monitor rewards, behaviour and class information, and KCSS cards;
- Group privileges to reward individual form group's successes;
- Postcards home to parents/carers;
- Headteacher awards for academic achievement;
- Displays of photographs of teams, groups and individuals representing the school in a range of activities;
- 100% attendance certificates awarded each term; and
- Reward trips for top attendance and academic progress and exemplary behaviour.

6.1 Warning system

Staff will use the **Warning** system to address poor behaviour within the lesson. Students who disrupt their own learning, or the learning of others are notified twice that their behaviour does not meet the school's expectations and given the opportunity to correct their behaviour before being removed from a lesson:

Warning 1 Student is **warned** to refrain from low level disruption.
Warning 2 Warning reiterated to student to refrain from low level disruption.
Warning 3 Consequence: student is relocated and will leave the lesson.

Warnings should be clear and allow time for the student to correct eg "Mary, that is your first warning. You were talking after the countdown"

The warning system is for low-level high-frequency behaviour which includes, but is not limited to:

- Talking over a teacher or after a countdown;
- Talking off-topic;
- Refusing to work;
- Disturbing other students; and
- Not following an instruction after a countdown eg pen still in hand.

Should a student display defiance and not follow an instruction when given a warning this will be a serious incident and the student will be isolated until 4.05 pm.

Students that are relocated or isolated will go to Relocation Room 1 in the first instance and are provided with work to complete whilst in the room. Full details of the escalation process are outlined in 7.1 Relocation Procedure.

Students may also be educated in one of our Relocation Rooms to aid their reintegration back into school following a period of absence, or in place of an external suspension for poor behaviour if adaptations need to be made for individual students. Students will be expected to adhere to the rules of the Relocation Room. It is intended that this space offers a nurturing environment whilst ensuring that learning and progress can continue.

7. Sanctions

Purposes for sanctions:

- For students to realise their role in the learning partnership;
- To deter students from continuing to display negative behaviours;
- To provide a secure learning environment;
- To encourage personal development to function as a civilised member of society; and
- For students to accept responsibility for their own behaviour.

7.1 Relocation procedure

We believe that all students have the right to learn in an environment free from distractions and disruption. In order to provide this, we expect students to be fully compliant when an instruction is given and staff will not tolerate disruption in lessons.

After receiving two warnings in a lesson, further disruption will result in a student being relocated and directed to leave the classroom.

More serious behaviours will result in a student being sent immediately to the Relocation Room following the serious incident. Examples include, but are not limited to;

- Defiance from the student following an instruction;
- Fighting;
- Abusive language;
- Dangerous or violent behaviour; and
- Highly disruptive behaviour.

When relocating, staff will send the student to one of our Relocation Room and log the relocation on the ClassCharts platform, automatically issuing a detention. A member of staff in the Relocation Room will then be notified and expect their arrival.

The student will spend the remainder of the lesson in the Relocation Room. If a student is relocated twice in a day, the second relocation will be upscaled to a one-day internal inclusion the following day. They will remain in the Relocation Room for the rest of the day they were originally relocated, until 4.05 pm.

The recording of relocations on ClassCharts allows them to be monitored by staff and also shared with parents/carers via the ClassCharts app.

ClassCharts is used at Southchurch High School to record all student events, both positive and negative. Should a student perform well, a positive point will be awarded. Should a student perform below expectations, a negative point will be allocated. Staff are also able to record incidents on the platform, and a number of our incident statements are recorded here.

7.2 Detention Procedures

If a student is relocated during the school day between Period 1 to Period 5, a detention will take place after school on the same day for one hour. If a student is late to school or lessons, they will receive a detention after school for one hour on the same day.

Detentions can be set by staff for:

- Being late to school;
- Being late to lesson;
- Talking during silent transition;
- Not having the correct equipment
- Non-compliance during transitions;
- Mobile phone use on the school site/disruption in school;
- Inappropriate behaviour around the school; and
- Inappropriate behaviour outside school.

7.3 Uniform Sanctions

Students will be given a warning about a uniform infringement. If they receive a second warning this will result in a one hour detention on the same day. Both warning and sanction will be logged on ClassCharts.

If a student already has a detention set for that day, any subsequent detentions set will move to the next available day ensuring that students sit no more than one hour detention in any given day after school.

Following the issuing of DfE guidance 'Behaviour and discipline in schools' (January 2016), neither parental consent nor prior notice are required for detentions, but by using the ClassCharts platform parents/carers are able to receive up-to-date notifications on student detentions.

The DfE guidance also states that schools are not required to inform parents/carers why a detention has been issued. Should parents/carers want to discuss a detention, they can do so by calling the school Reception and requesting to speak with their child's Head of Year. Parents/carers who turn up to school without an appointment may not be seen.

Parents/carers who do not have access to a smartphone or internet connection should notify the school Reception who will endeavour to notify them of future detentions by telephone, but this may not be possible in every instance.

Information on students who fail to attend a detention will be passed to their Head of Year, who will telephone home to inform parents/carers of the missed detention at the first available opportunity. The detention will be upscaled and the student will be located in the Relocation Room for the following day until 4.00 pm.

8. Banned Items

The following items are banned from the school premises between 8.25 am and 3.05 pm:

- Mobile phones, we are a 'no phones' school. Students are not permitted to use mobile phones on the school site. Mobile phones must not be in use or visible from the moment the student enters the school gate at the start of their school day and up until the point that they exit the school gate at the end of their school day however students may take a mobile phone on school trips in order to update parents/carers on arrival times back to school if after the school day;
- MP3 players or headphones that are visible;
- Hooded sweatshirts;
- No items of jewellery are permitted to be worn; and
- Chewing gum.

Listed below are items which under no circumstances should be brought onto the school premises.

- Weapons: objects or substances that could be used with the intention of harming another person;
- Alcohol and/or drugs;
- Fireworks;
- Cigarettes and/or smoking materials including e-cigarettes and vapes;
- Stink bombs and water bombs; and
- Lighters and matches.

Bringing these items onto the school premises during school hours will result in immediate confiscation and may lead to a sanction depending on the nature of the item. In the case of mobile phones, only parents/carers may collect their child's confiscated mobile phone from the school Reception; proof of identity may be required.

9. Serious incidents

Serious incidents should be dealt with as quickly as possible. Any incident involving damage to school property, reckless or deliberate, physical aggression or serious verbal abuse (eg swearing, sexist, misogynistic, homophobic or racist abuse) to a member of staff must be reported to a member of SLT immediately, in addition to taking whatever immediate action seems appropriate. Serious incidents may be escalated to the police, depending on the nature of the incident eg hate crimes. All serious incidents will be logged and recorded.

Racist incidents are assessed on an individual basis and if deemed to be of major concern, are reported to the Local Authority, as well as being addressed at school.

Persistent or serious infractions of the School's Behaviour Policy may result in students and their parents/carers being requested to appear before the Governors' Behaviour Panel. All members of staff witnessing a serious incident should make a written report as quickly as possible and send it to the person dealing with the incident or, if that is not known, to a member of SLT.

No teacher may send a student home for disciplinary reasons without the permission of the Headteacher or a Deputy Headteacher in the Headteacher's absence.

Corporal punishment is prohibited.

10. The use of physical intervention [reasonable force]

Reasonable force is usually used either to **control** or **restrain**, but no more force is used than necessary.

Teachers at Southchurch High School rarely have to intervene physically to reinstate or restrain a student.

Schools do not require parental consent to use force on a student.

All members of school staff have the legal power to use reasonable force.

Reasonable force can be used to prevent students from:

- hurting themselves or others;
- damaging property; or
- causing major disorder.

Reasonable force can be used to:

- remove extremely disruptive children from the classroom to prevent them from hurting themselves or others, damaging property or causing major disruption;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; or
- restrain a student at risk of harming themselves through physical outbursts.

The school acknowledges its legal duty to make reasonable adjustment for students with Special Educational Needs (SEN).

We would like to reassure students and parents/carers that all staff at Southchurch High School will continue to act professionally and with integrity.

11. Alternatives to Suspension

The school recognises that suspension from school is a serious matter, particularly in an area where many students have already experienced significant disadvantages in their lives. We avoid suspending students where possible and try to achieve the correct balance between the needs of the student and the needs of the school community.

The following alternatives to suspension are used by the school:

- Internal isolations: there are 2 Relocation Rooms in operation. When students are isolated for the day, they will sit their day in Room 1. They will have 3 warnings and if they fail Room 1, they will be relocated to Room 2 for the rest of the day. The following day they will re-sit Room 1. A student completes their sanction in Room 1 for the day before returning to lessons. If a student fails Room 2 then they may be externally suspended for a fixed period. On return to school, they will re-sit Room 1 and finish their original sanction before returning to lessons. Where students have additional needs these will be taken into account and may mean an adaptation of where students sit their sanctions.

- Off-site Direction: Students who are at serious risk of suspension and for whom the full range of interventions may not have been effective, will spend a period of time, typically between one and four weeks at an off-site provision. Students return from this provision to a supported approach to mainstream lessons.

- A Direction (previously known as a Managed Move): Southchurch High School participates in the managed transfer process in Southend which involves students transferring to another Southend school for two terms either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the school. The school also receives students under this scheme and has successfully integrated a number of students on this basis.

- Alternative Provision: When a student is at serious risk of permanent exclusion or consistently failing to engage with the school, alternative provision is considered. This may be in the form of an alternative education provider or a Mental Health Support Project. This may be a flexible part-time provision or a full-time one depending on the needs of the student. Where possible, this will be done with the support of parents/carers, but under the DfE Alternative Provision Guidance 2013, the school may send a student without parental agreement, where it is in the best interests of the student.

12. Suspensions and Permanent Exclusions

Sparing use will be made of short fixed-term suspensions for serious breaches of school discipline such as participating in a fight or refusal to accept authority. Fixed term suspensions of up to 5 days will take place at the student's home, with work provided by the school.
Southchurch High School works closely with several schools within the Local Authority. Should the need arise for a fixed-term exclusion over 5 days, students will be directed to attend one of them.

The school expects not to use permanent exclusion, except in the unlikely event of an unexpected, exceptional, and one-off serious incident or repeated refusal to accept the authority of the school.

There are two categories of exclusion:

- Fixed-term Suspension: Only the Headteacher can issue a Fixed Term Suspension. Ratification of these suspensions must be made by the Governing Board if in excess of 15 days per student per term.

- Permanent Exclusion: This is when the Headteacher has decided that a student may not return to the school. This decision is only taken in response to 'serious breaches of the school's Behaviour Policy' and if allowing the student to remain in school would seriously harm the education or welfare of the student or of other students, staff, or members of the wider community.

- Following the permanent exclusion hearing, the parents/carers have 15 days in which to appeal against the decision. Until this time period elapses the student remains the responsibility of the school.

- When a decision to instigate a fixed term suspension against a student has been made, parents/carers are notified as quickly as possible. This may initially be made by telephone followed by a letter. If the student is being looked after by the Local Authority, the Social Services Department will also be informed.

- The suspension notification should state the reason for the suspension, its duration, and the date of the post suspension meeting. It must also inform parents/carers of their right to appeal on the grounds of discrimination.

13. Dealing with Inappropriate behaviour of parents/carers, visitors and other adults in school

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents/carers.

Southchurch High School and the surrounding grounds are private property. Normally parent/carers (and those with parental responsibility), plus visitors are granted what is known as 'limited license' to visit the grounds and buildings of a school. This license is granted by the Headteacher on behalf of the Local Governing Board. This can be extended to students, parents/carers, staff, contractors and other workers and visitors; however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

Inappropriate behaviour includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; eg refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard;
- Being verbally aggressive, eg swearing, threatening or shouting at others on the premises, including other visitors to the site; and
- Being physically abusive, eg taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors

The school may respond in the following ways:

- Verbal (oral) warning; a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given orally, the information will be recorded;
- The school reserves the right to record telephone calls, retain text messages and compile transcripts of conversations where necessary;
- Warning letter: serious incidents are followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed;
- The Police can be requested to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them;
- Banning letter: if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises; or
- Instigate legal proceedings.

14. Monitoring and evaluation

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and procedures. This is to ensure that the operation is effective, fair, consistent and in line with current legislation/guidance. The Deputy Headteacher [Behaviour & Attendance] will have delegated responsibility in this respect.

The Headteacher will keep the Local Governing Board informed of significant matters.

Appendix 1: Anti-Bullying Strategy

The aim of the Anti-Bullying Strategy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.

- All members of Southchurch High School community have the right to work in a safe and secure environment.
- We want everyone to feel safe and be happy in school and have the right to support when feeling insecure. We want Southchurch High School to be a school where bullying is viewed as unacceptable, treated seriously and dealt with effectively.
- Bullying is anti-social behaviour and affects everyone. We will not accept bullying of any kind.

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and can sometimes be motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, sexual orientation, or because a student is adopted or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; we have to make our own judgements about each specific case.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, unexplained weight loss or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. In all instances Southchurch High School will encourage students to discuss their concerns with other members of the school community, be that in person, or through our electronic email system. The whole school community, therefore, must be alert to the signs of bullying and act promptly with issues as they arise.

Bullying can be:

- Physical: pushing and shoving, tripping up, kicking and spitting;
- Emotional: humiliating someone, name calling, using insulting names or comments;
- Driven by a prejudice; this might be homophobia, racism, or victimising those who have special needs or disabilities. It may be picking on a student because they are cared for away from home *or* it may be picking on a student who cares for a sick relative;
- Indirect: spreading rumours whether true or not; or
- Cyber bullying: any form of bullying using a mobile phone or the internet, chat rooms, social networking sites, instant messaging or email.

It may also be bullying when:

- The same person or group always leaves someone out or shuns them;
- Someone makes threats of violence against someone else;
- Someone damages someone else's kit or clothing deliberately;
- Someone takes someone else's belongings deliberately;
- Someone tries to force someone else to do something they do not want to do;
- Someone tries to force another to do something sexual they do not want to do.

Although all of these actions are serious and adults should always intervene, they may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.

In the first instance, it is not a requirement for members of the school to investigate whether bullying in occurring but rather to accept the student's perception and jointly agree a way to go forward with them which will reduce and ultimately eliminate their difficulties.

Prevention

We aim to prevent bullying by:

- Being a school where students feel they can talk to someone about bullying;
- Involving students in discussions about bullying;
- Training students about bullying and how to help;
- Raising self-esteem;
- Providing effective supervision;
- Early intervention by staff;
- Giving students strategies to avoid bullying;
- Dealing with issues related to bullying within the school curriculum;
- Promotion of positive social behaviour;
- Promoting the use of the Anti-Bullying QR code, ensuring that students have an immediate and effective way of reporting bullying; and
- Using a common language to identify bullying: Persistent; Intentional; Hurtful; and Imbalance of Power.

Implementation

Each case will be treated individually and, depending on circumstances, one or more of the following strategies are employed.

Staff:

- If bullying in suspected or reported the incident will be dealt with at the earliest opportunity by the member of staff who has first been involved;
- A clear account of the incident will be recorded and given to the Head of Year or SLT link, who will agree an appropriate response;
- The appropriate person will interview/counsel all concerned and will record the meeting;
- Parents/carers of students involved will be kept informed;
- Measures to stop the behaviour will be used, as appropriate, and in consultation with all parties concerned;
- Involvement of outside agencies may be actioned; and
- Regular monitoring and tracking by the Year Team and/or link SLT member will occur after the incident to ensure that it is not continuing.

Students who have been bullied will be supported by some of the following:

- An offer of an immediate opportunity to discuss the experience with their Form Tutor, a member of the Year Team or another member of staff of their choice;
- An offer of continuous support and reassurance;
- Opportunities to restore self-esteem and confidence; and
- Safe areas to go to if the student feels vulnerable at particular times during the school day.

Students who have bullied will be supported by some of the following:

- Discussion as to what happened and why the student became involved;
- Opportunity to discuss their concerns with a member of the Year Team;
- Establish their wrong-doing and the need to change;
- A mediated ‘restorative justice’ meeting with the student who has been bullied; and
- Discussion with parents/carers to help change the attitude of the student.

The following disciplinary steps may also be taken:

- Community service within school;
- Removal of privileges/activities;
- Detention;
- Exclusion from certain areas of the school premises;
- Removal of access to social areas;
- Report card monitoring;
- Fixed term external suspension; or
- In serious cases; permanent exclusion.