

BEHAVIOUR SUPPORT POLICY

Sheringham High School

From September 2025

Written by	B Phillips
Ratified by Governors	September 2025
Review Date	June 2026

Principles and approach

The principle which underpins our aims, objectives, policies and practices is a belief in the worth and potential of each individual student, regardless of that student's age, abilities, social and ethnic background, religion, sexual orientation or gender. Each student is entitled to equal regard which will be manifest in the same quality of teaching, resources and care as is accorded to any other student in the school based on their identified individual needs.

We aim to promote positive mental health and well-being for every member of our learning community. We pursue this aim by adopting a pro-active approach to relationships. We understand that behaviour is a form of communication. We will always strive to understand poor behaviour, its underlying causes and support students and their families in addressing this. This does not remove consequences for poor behaviour. We believe that facing the consequences of poor choices is an important part of the learning process and helps prepares students for their futures.

Introduction

At Sheringham High School, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

We are Trauma Informed and strive for the best relational practice.

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and a sense of importance for poor conduct.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To reduce suspensions and increase inclusion.

Our Relational Approach

- Excellent student/teacher relationships
- Students greeted by the teacher at the start of every lesson
- A rigorous approach to the step behaviour system
- The Student Management Team supports students and helps to promote positive behaviour management strategies
- School rewards include ‘House Points’. These acknowledge positive behaviour as well as achievement
- Staff are encouraged to use restorative meetings where appropriate
- Consequences rather than punishments, clearly understood by all
- Scripts are encouraged to ensure consistency and disempower negative behaviour
- Ongoing CPD: Trauma training, Norfolk ‘Step On’ training. Staff receive guidance and training to support a relational approach to student management.

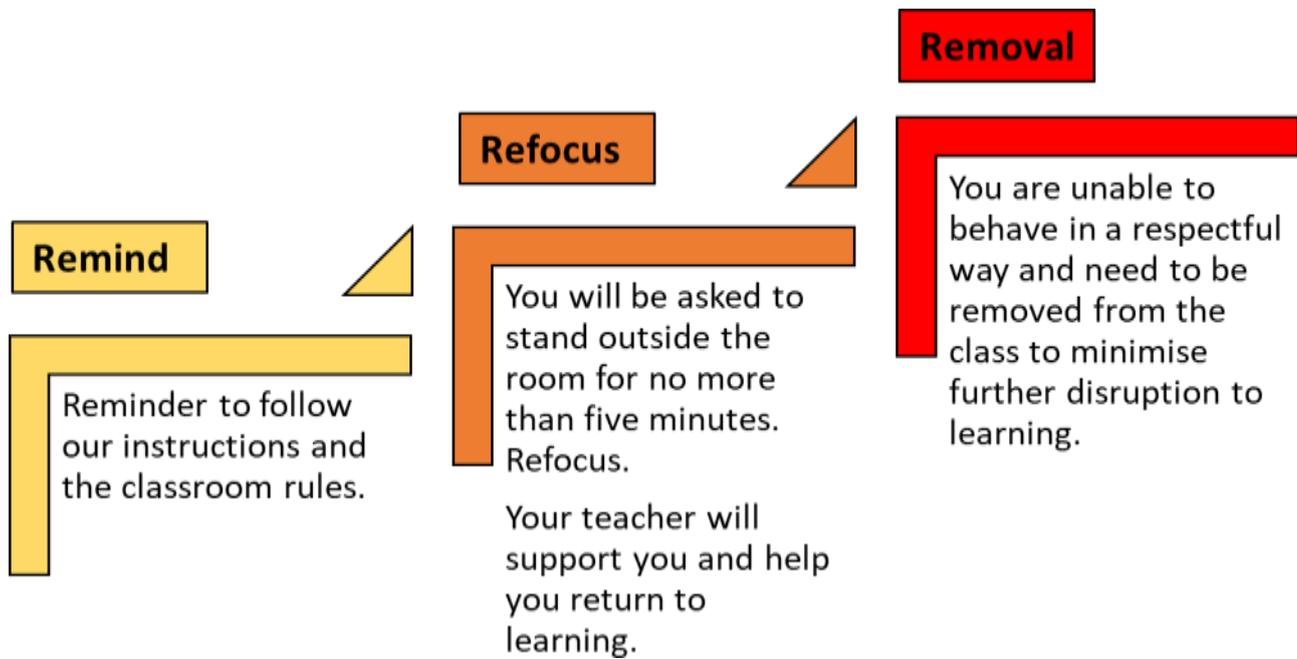
READY	RESPECTFUL	SAFE
<p><u>Uniform</u></p> <ul style="list-style-type: none"> ● Correct school uniform should be worn at all times. ● Coats, non- school hoodies and non-school clothing should not be worn inside the School. ● Jewellery should be limited to a watch, and two pairs of stud earrings. No facial piercings allowed. ● One Ring is allowed. However, this must be removed in practical subjects for health and safety reasons. ● Shoes must be black, leather or leather imitation. Trainers, including Air Force Ones, are not allowed. 	<p><u>Communication</u></p> <ul style="list-style-type: none"> ● Talk to your teachers and ask for help when needed. ● Check your school email. ● If you need support, then ask. If something is troubling you, then tell us. ● Follow staff instructions. First time, every time. <p><u>Politeness</u></p> <ul style="list-style-type: none"> ● Show respect to staff and students. ● Say “Please” and “thank you” ● Inappropriate or offensive language is not tolerated. 	<p><u>Start and End of Lessons</u></p> <ul style="list-style-type: none"> ● Enter the classroom calmly and quietly, stand behind your chair and wait for instructions. ● At the end of each lesson wait for instructions. ● When dismissed, leave the classroom in a calm and orderly manner. <p><u>In the Corridor</u></p> <ul style="list-style-type: none"> ● Move around the school safely and sensibly. ● Keep to the left in corridors and up and down stairs. <p><u>In Lessons</u></p>

<p><u>Correct Equipment</u></p> <ul style="list-style-type: none"> • Bring a pen, pencil, ruler and other subject specific equipment. • Bring your school planner every day. • Fill water bottles at break and lunchtime <p><u>Punctual to all Lessons</u></p> <ul style="list-style-type: none"> • Registration starts at 8.35. Be on time to tutor period and every lesson. • Line up outside the classroom at the start of each lesson. • Go to the toilet at break and lunchtimes 	<p><u>Positive Attitude</u></p> <ul style="list-style-type: none"> • Participate in all lessons. • Follow all requests. First time, every time. <p><u>The School Environment</u></p> <ul style="list-style-type: none"> • Put rubbish in the bins • Students may eat food in the canteen and outside. No eating in classrooms. • No eating in the corridor. • Report any issues to a member of staff. 	<ul style="list-style-type: none"> • Listen carefully to staff safety instructions. • Some lessons will require safety equipment and clothing (e.g., Science and DT) <p><u>Devices Policy</u></p> <ul style="list-style-type: none"> • If staff hear or see a mobile phone it will be confiscated. The student must turn off the phone before giving it to the member of staff.
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Our Stepped Approach to Classroom Behaviour

Poor behaviour in lessons prevents the individual student learning, others learning and prevents teachers helping all other students to learn. Poor behaviour, disrupting the learning of others or a lack of engagement in the classroom is not acceptable. Staff will use the following 'steps':

- **Remind** – Teachers will use the term 'reminder' explicitly and it indicates that the student is on the first 'step'.
- **Refocus** – The student has been instructed to 'refocus' to avoid the final step. The period of refocus will normally be outside the classroom for no more than 5 minutes. The students will then be spoken to by the teacher and asked to return to their learning and correct the poor behaviour.
- **Remove** – The student is removed from the lesson using a consistent routine understood by teaching and Student Management Team staff.



- Adults will use their professional judgement as to when to start the Stepped approach, typically from when the class is steered at the start of the lesson.
- Class teachers can implement a “restriction” for 5-15 minutes at break and / or lunch.

Removal from Lessons

- If a student is removed from a lesson, they will be escorted to Room 43. The class teacher will log the behaviour on our school system (Arbor).
- In Room 43 students must complete a reflective task (which will be shared with their class teacher teaching them in the lesson they come from to enable further support).
- Students will then complete work, following the same curriculum as other students. (This will be provided from the class teacher, or a bank of resources related to the topics being studied at that time).

Detentions

We use the following sanctions:

Restrictions – teacher led. Up to 10 mins, at break.

Departmental detentions – HOD led. 20 mins, during lunch.

After school detention – SLT led. 1 hour, after school on Wednesdays and Fridays.

Department Detentions

- Departmental detentions are conducted centrally. Heads of Department supervise these detentions using a fortnightly rota. A detention is typically implemented every time a student is removed from a lesson. Departmental detentions usually take place at lunchtime for 20 minutes.

- Heads of Department can issue a detention at other occasions as they feel appropriate. Only the Head of Department should issue a department detention.

Pastoral Detentions

- The Pastoral Team can issue detentions for offences during social time or in reaction to other unacceptable behaviours, at their discretion.

Leadership Team Detentions

- Failure to successfully complete a Department Detention or Pastoral Detention will result in a Leadership detention which will take place after school for 1 hour.
- Transport home after a detention is not the responsibility of school.

Internal Exclusion (IE)

- If a student is removed twice in one day an internal exclusion will be implemented, the same day or the following day.
- An internal exclusion may be implemented for other serious offences or a repeat number of lower-level offences (see tables below).
- Internal Exclusion is managed by the Inclusion Manager and staffed by SLT, Pastoral Manager and Inclusion Manager.

Serious Breaches

Students who commit a serious breach will be triaged immediately without support steps. Please see our consequences grid below.

Off-site Direction

We would always prefer to work with parents and carers. However, schools have the authority to direct students off site to learn, without parent / carer agreement. More details are available here

[A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

To support your child with their behaviour, your child's school can decide that your child will be educated somewhere else for a limited period.

Your child could be educated at another school or alternative provision setting. This could also include your child splitting time between 2 different locations. This should only be used when it is the best way to support your child's behaviour. This arrangement is commonly known as off-site direction.

Other Consequences

Alongside educating students about behaviour and our relational approach there are, as you would expect, consequences

- Please note that the list below is a guide and individual circumstances may be taken into consideration resulting in a different consequence being applied.
- This policy also applies to all students while travelling to and from school and other circumstances outside of school, at the discretion of the Executive Headteacher.
- Persistent breaches will result in an escalation to the next category and consequence.
- Students who do not meet expectations may not be allowed to attend visits or trips or represent the school at fixtures or competitions. There will be no refund.
- Reasons for persistently poor behaviour may be linked to safeguarding concerns and students will receive appropriate support from relevant staff.

<p>Category 1: BASIC expectations</p> <ul style="list-style-type: none"> • Uniform infringements • Lateness to class • Chewing gum • Incomplete homework/not completed to the appropriate standard • Disruption/Poor attitude to learning: Step 2 'refocus' (see 'Step Behaviour') 	<p>Likely Consequences: All staff</p> <p>Restriction Discuss issues with student Redo homework if not at the expected quality Parents contacted by teachers / text Parents asked to attend a meeting at school Recorded on Arbor</p>	<p>Possible support:</p> <ul style="list-style-type: none"> • Tutor intervention • Late card – to monitor and encourage • Uniform assistance and support (LSU)
<p>Category 2:</p> <ul style="list-style-type: none"> • Disruption to learning: Step 3 – 'Removal' (see 'Step Behaviour') • Poor conduct during break and lunch • Attendance – late arrival to school • Use of mobile phone during school hours • Poor Attitude to Learning 	<p>Likely Consequences: Departmental staff and Student Management Team (SMT)</p> <p>Departmental detention Loss of social time (break and lunch) Parents contacted Late Report card Phone confiscated until the end of the day Behaviour Plan/contracts.</p>	<p>Possible support:</p> <ul style="list-style-type: none"> • Student Management Team intervention • Student Manager support • Attendance procedures: meeting with parents • Subject report card – monitor and encourage.
<p>Category 3:</p> <ul style="list-style-type: none"> • Persistent disruption to learning – removal from multiple lessons. • Persistently poor behaviour (lesson and/or social time) • Refusing to follow instructions from an adult • Poor conduct on buses • Rudeness/disrespect towards staff • Swearing • Truancy • Poor behaviour while on a Report Card • Refusing to give staff a mobile phone • Leaving a lesson without permission 	<p>Likely Consequences: SMT</p> <p>Internal exclusion Parents contacted Friday after school detention Loss of social time (break and lunch)</p>	<p>Possible support:</p> <ul style="list-style-type: none"> • SMT and LSU intervention • SEND intervention (if applicable) • Report card/late card/SLT card – monitor and encourage students. • NCC Inclusion and SEND support for multiple internal exclusions. • Mentoring/counselling • Behaviour plan
<p>Category 4:</p> <ul style="list-style-type: none"> • Bullying • Sexual harassment • Damage to property or equipment • Swearing at adults • Racist/homophobic/sexist behaviour • Smoking and vaping • Physical harm • Persistent refusal to follow instructions from staff and/or continued poor behaviour while on a behaviour plan 	<p>Likely Consequences: Senior Leadership Team (SLT) and SMT</p> <p>Fixed term suspension Police informed as appropriate Parents contacted Internal exclusion</p>	<p>Possible support:</p> <ul style="list-style-type: none"> • Phased return to school following a suspension. • NCC Inclusion and SEND support • LSU time for refocusing and guidance. Timetable adjustments to support mental health, attendance issues and SEND. • Mentoring and/or counselling • Behaviour plan. Regular reviews. • Alternate provision

		<ul style="list-style-type: none"> Offsite provision with an aim to provide a fresh start at another school.
Category 5: <ul style="list-style-type: none"> In possession of drug or drug use equipment Under the influence of drugs or alcohol Supplying drugs Physical assault Bringing a weapon into school Persistently poor behaviour when on a behaviour plan/report 	Likely Consequences: SLT and Governing Body Permanent exclusion Police informed Parents contacted by The Student Management Team	Possible support <ul style="list-style-type: none"> Managed move NCC Inclusion and SEND Work set by school for 5 days PEX hearing

Monitoring Behaviour and using Arbor

-1 Behaviour Incidents	-2 Behaviour Incidents	-3 Behaviour Incidents	-4 Behaviour Incidents
Some examples: <ul style="list-style-type: none"> Uniform Late to lessons Late homework Lack of basic equipment 	Some examples: <ul style="list-style-type: none"> Disrupting the learning of others Poor conduct at break and lunch 	Some examples: <ul style="list-style-type: none"> Removal from a classroom due to persistently poor behaviour Refusal to follow instructions 	Some examples: <ul style="list-style-type: none"> Swearing at staff Persistent refusal to follow staff instructions
What to expect: Incidents are logged and shared with parents/carers. Possible escalation of sanction due to number of incidents. Logged on Arbor	What to expect: Restriction with a member of staff. Possible escalation of sanction due to number of incidents. Logged on Arbor	What to expect: A departmental detention . Possible escalation of sanction due to number of incidents. Logged on Arbor and parents notified	What to expect: Internal Exclusion Fixed term suspension from school. Logged on Arbor and parents notified

Scripted approaches to poor behaviour:

"I've noticed that...You know the school rules ready, respectful, safe. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. The classroom teacher has the following options:

1. Catch up

Behaviour that results in a student being removed by a Student Manager may need no more consequences. However, it is very important, to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate. (This could take place with the pupil at the end of the day, through an email or phone call home. This may also be discussed and coordinated through the department and with the support of the HOD.

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The 'Restorative Conversation' is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

- 'What happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone. This is a relatively new strategy at Sheringham, and some staff may require more guidance.

3. Completing work

Work that was not done in the lesson taken home, signed by a Parent/Carer and returned before the start of the next lesson. This is ideal for students who have not completed work due to their poor behaviour. This work could be set and completed on MS Teams.

4. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction in itself. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'. As part of the resolution, you may wish to have a restorative meeting.

The Role of the Student Management Team (SMT)

Structure:

Pastoral Manager: Sharon Ransome

Safeguarding Manager and Mental Health Lead: Tash Drury

Learning Support Unit Manager: Stacie Ives

Inclusion Manager and day to day behaviour: Sophie Shackleton

Student Managers: Alice Trend, Mitchel Bonsra, Karen Owen

Sheringham has three Student Managers (SM) assigned to year groups. SMs support all students and support teachers in promoting and encouraging a relational approach to behaviour management. Student Managers can help students with (but not limited to) the following:

- PE kit issues/uniform issues (e.g. retainers for piercings)
- Any new or current medication requirements
- Incidents that have occurred in the past 24 hours
- Lost property
- Feeling overwhelmed and mental health issues
- Issues on the school bus;
- Medication to be given.
- Restorative meetings between students/friendship groups
- Contacting home

Triage

1. A self-regulating space
2. An opportunity to talk, access support and reset
3. A quiet place to study

Triage is managed by the Student Management Team led by Sharon Ransome.

Repair - Self-regulating space (E.g. LSU)

Initial contact with a Student Manager to determine whether there needs to be some time in this area. This is a quiet space until the student is ready to talk and access support to help regulate their emotions. The LSU or Room 43 can be used.

Restore - Space to talk, access support and reset (E.g. SM Office)

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying with the SMT for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

The SMT would be responsible for any restorative actions and following up with HOD. Also, arranging any further support.

Return to learn - Quiet space to study (supervised by an appropriate and available member of staff. E.g. HOS, SR, SLT)

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some students may be placed into the Internal Exclusion room (43) if, for instance, their removal was a one off and by means of being removed from the situation they had calmed and self-regulated. They would then return to their next class ready for learning.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. This is sometimes easy to remember using the following.

- S** **Several**
- T** **Times**
- O** **On**
- P** **Purpose**

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Anti Bullying Policy

At Sheringham High School, we are committed to providing a safe, respectful, and inclusive environment for all students and staff. Bullying of any kind is unacceptable and will not be tolerated. This policy outlines how we prevent, respond to, and monitor bullying.

Bullying is:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

(DfE: Preventing and Tackling Bullying, 2017)

Forms of Bullying may include:

- **Physical:** hitting, kicking, theft
- **Verbal:** name-calling, threats, racist, sexist or homophobic remarks
- **Indirect:** spreading rumours, excluding someone from social groups
- **Online (Cyberbullying):** via text, social media, or messaging platforms

The aims of this policy:

- To create an environment where bullying is not tolerated
- To ensure pupils feel safe to learn, report, and be themselves
- To provide clear procedures for dealing with incidents of bullying
- To involve staff, pupils, and parents in promoting positive relationships

Whole-School Approach

- Regular PSHE lessons and assemblies on kindness, respect, and inclusion
- Staff training on spotting and addressing bullying
- Clear expectations through the behaviour policy

Student Involvement

- Prefects
- Student 'Peer Supporters'
- Anonymous reporting systems (e.g. to the Student Management Team)

Students should:

- Tell a trusted adult (teacher, tutor, safeguarding lead)
- Seek support and guidance from the Student Management Team

Parents should:

- Contact their child's Tutor or Student Manager
- Provide full details and remain calm and constructive

Staff should:

- Record incidents on Arbor and CPOMS
- Inform relevant pastoral and senior staff (E.g. Sharon Ransom, Ben Phillips, Tash Drury)
- Reassure and support the pupil

Responding to Bullying

Each case is treated seriously and may involve:

- Investigation of facts
- Support for the victim and perpetrator
- Restorative conversations
- Parental meetings
- Sanctions (ranging from warnings to suspensions, depending on severity)
- Monitoring follow-up to ensure behaviour changes

Monitoring and Evaluation

- Behaviour logs reviewed regularly (Arbor and central bullying log)
- Bullying trends identified and addressed in student support meetings
- Pupil voice

Social Times (Break and lunch)

During break and lunch time, all students should behave in a safe and a sensible manner:

- Move around the school site and corridors calmly and show awareness of others. Students should be mindful of personal space.
- Language should be appropriate. Swearing and abusive language has a negative impact on other students and should not be tolerated.
- Hot food and open food should not be taken out of the canteen.
- Litter should be put into the available bins around the school site. Students should not leave any litter on the floor, in classrooms and outside. This has a negative impact on the school environment.
- During wet and/or poor weather, students will be allocated specific areas and classrooms.
- Students can play games on the field and astro pitch (weather permitting). It is vital that students play in a sensible way to minimise risk of injury and accidents. 'Play fighting' and other inappropriate physical contact is not allowed.

Students playing football on the field and/or astro pitch must adhere to the following rules:

- No football or other games are allowed to be played on the astro pitch without staff supervision. The astro will be unlocked by relevant duty staff at the start of break and lunch.
- Contact/tackling must be proportionate. Unsafe or dangerous behaviour may lead to a ban on football being played and school sanctions being applied. No slide tackles.
- Playing contact rugby is not permitted.

E-Safety

Students are expected to adhere to the E-Safety policy and IT agreement:

When using the school's ICT systems and accessing the internet in school, I will not:

- *Use them for a non-educational purpose*
- *Use them without a teacher being present, or without a teacher's permission*
- *Access any inappropriate websites*
- *Access social networking sites (unless my teacher has expressly allowed this as part of a learning activity)*
- *Use chat rooms or access programmes which may have chat-room elements within them*
- *Open any attachments in emails, or follow any links in emails, without first checking with a teacher*
- *Use any inappropriate language when communicating online, including in emails*

- *Share my password with others or log in to the school's network using someone else's details*
- *Give my personal information (including my name, address or telephone number) to anyone without the permission of my teacher or parent/carer*
- *Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision*

If I bring a personal mobile phone or other personal electronic device into school:

- *I will not use it during lessons, tutor group time, clubs or other activities organised by the school, without a teacher's permission*
- *I will use it responsibly and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online I agree that the school will monitor the websites I visit.*
- *I will immediately let a teacher or other member of staff know if I find any material which might upset, distress or harm me or others.*

I will always use the school's ICT systems and internet responsibly.

See the Synergy E-Safety Policy for more details.