



IMBERHORNE

Headteacher: Mr Matthew Whatford

BEHAVIOUR FOR LEARNING POLICY	
Date of Review	October 2025
Prepared by	Christian Fallick
Approved by Governing Board	23.10.2025
Policy based on	Behaviour in Schools (DfE – September 2022)
Date for next Review	September 2025
Links to other policies	Anti-bullying policy Safeguarding Policy Unacceptable behaviour towards members of the school community Diversity, Inclusion and Equality Preventing Extremism and Radicalisation

1. Introduction

This policy puts into effect the Governors' Statement of Principles of Behaviour.

Excellent behaviour for learning is central to effective whole school provision. The Behaviour for Learning Policy at Imberhorne School sets out clear rules and expectations for student behaviour both inside and outside the classroom.

- It is designed to support staff in managing behaviour effectively when classroom management strategies have not worked.
- The policy also outlines how staff should recognise and reward positive student behaviour.

2. Purpose of the Behaviour Policy

At Imberhorne School, students, staff, and parents have the right to expect an orderly and safe environment where learning can thrive. We believe there is a strong link between behaviour and learning, and our policy clearly defines the rewards and sanctions used to support appropriate behaviour.

The policy is founded on the following principles:

- High standards and expectations
- Mutual respect
- All staff model good behaviour and reward effort, progress, and achievement
- Taking responsibility for our actions
- Parents, students, and staff working together
- Clarity of expectations
- Consistency

Values Underpinning the Policy

Our behaviour policy is guided by the school values.

- **Achievement:** Achievement is for all. We challenge everyone to be their best.
- **Ambition:** We are driven and seek enriching experiences to build confidence and thrive.
- **Community:** We are inclusive. We collaborate, contribute, and belong.
- **Resilience:** We are brave and adaptable, embracing the challenges ahead.
- **Respect:** We act with integrity, showing empathy and kindness.

Vision Statement

Our behaviour policy stems from our vision:

At Imberhorne, we strive to be a supportive community that empowers everyone to be successful, open-minded, and fulfilled.

1. Roles and responsibilities

The Governing Body will:

- Discuss, review and endorse agree strategies.
- Discuss the working of this policy using the Headteacher's termly report as a starting point.
- Monitor the progress of our behaviour systems and processes.
- Set out the behaviour principles from which this policy is derived.

The Headteacher will:

- Ensure that all staff have an opportunity to discuss strategies and review them.
- Determine the strategies and procedures.
- Discuss development of the strategies with the Senior Team and other staff.
- Ensure appropriate training is available.
- Ensure that the procedures are brought to the attention of all staff, parents and pupils.
- Report termly to the governing body.

The Senior Leadership Team will:

- Be responsible for the day-to-day management of the policy and systems.
- Keep the Headteacher informed of incidents.
- Arrange relevant staff training.
- Ensure that there are positive strategies and procedures in place to help create a calm, ordered and purposeful atmosphere.
- Determine how best to involve parents and other agencies in the solution of individual problems, including addressing support for students with additional needs where those needs might affect behaviour.
- Make a termly report to the Headteacher via school Quality Assurance procedures.

Pastoral teams will:

- Be responsible for ensuring the school's strategies are put into practice.
- Know the school's procedure and deal with incidents that are reported.
- Play a key role in supporting individual pupils to change their behaviour.

All Staff will:

- Know the policy and procedures.

- Be responsible for pastoral care and be prepared to listen, support, advise and encourage whenever necessary.
- Be observant and try to create an environment where behaviour incidents do not arise.
- Deal with any incidents consistently according to the policy.
- Challenge and report, if necessary, when a student's comments or actions run counter to our policy.

All Students will

- Follow the school's policies, including those related to behaviour, uniform, and communication
- Uphold the school's values, treating everyone in the school community with respect.
- Use common courtesies such as "please" and "thank you," hold doors for others, listen respectfully, respect personal space, wait their turn, and offer help
- Take responsibility and follow instructions the first time
- Remain calm, respectful, and cooperative with staff
- Be on time for tutor periods and lessons.
- Not use mobile phones during school hours
- Not use any form of discriminatory language, for example, sexist, homophobic, racist, or sexually suggestive
- Respect the school environment: not damage property, create graffiti, or litter
- Be 'ready to learn', adhering to the correct uniform and appearance expectations and being fully equipped for lessons.

All Parents and Carers will

- Support the school's policies, including those related to student behaviour, uniform, and communication, as outlined in the Parent Code of Conduct.
- Support the school's Behaviour Policy and encourage their child to meet the behaviour expectations outlined in this agreement.
- Work with the school to address any behavioural concerns and support strategies that encourage positive behaviour.
- Reinforce the importance of respectful behaviour and responsibility for actions at school and beyond.
- Support the school in addressing any behaviour-related issues, including attending meetings if required.

2. We will know the policy is having an impact when:

- All classrooms are orderly, and students are visibly enjoying their learning.
- Behaviour around the school at break times, lunchtimes and between lessons is calm and responsible.
- There is a greater sense of belonging from more students in the school.

3. We will monitor and evaluate the success of our policy through:

- Inviting staff feedback through appropriate forums. (e.g. staff questionnaires, departmental meetings providing departmental data).
- Inviting feedback from students (e.g. via the School Council, Year Councils, Sixth Form Forum, Student Leaders, Student Voice interviews and Pastoral reviews).
- Inviting Parental feedback through surveys and through the Parent Forum meetings.
- Analysing data to highlight trends and patterns with a particular emphasis on rewards issued, and reductions in detentions, suspensions and exclusions.
- Analysis of lesson observations, Learning Walks and student work.

4. Government Guidelines:

In the DfE document 'Behaviour in schools – advice for Headteachers and Staff' (September 2025), the following points are made:

- The headteacher of a maintained school must determine measures which aim to encourage good behaviour and respect for others, secure an acceptable standard of behaviour of pupils, promote, among pupils, self-discipline and proper regard for authority, prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying), ensure that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulate the conduct of pupils.
- Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.
- The Headteacher has decided that all members of staff have authority to issue detentions to pupils, including same-day detentions.
- School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties

5. Expectations

It is important that all students know what is expected of them. When rules are ambiguous or not consistently enforced students are set up to fail. Parents are expected to be partners in behaviour management and eliminating undesirable behaviour.

We have essential rules which enable teachers to teach to the highest standards, so students can learn to the best of their ability. In seeking to promote our values and to protect individual rights, we regard as unacceptable:

- Bullying, either physical or verbal.
- Discriminatory language and/or hate speech
- Cyberbullying.
- Child-on-child abuse.
- Deliberate damage to school or personal property.
- Deliberate disruption of teaching.
- Smoking or vaping on the school premises or the approaches to school or being in the presence of smokers/those using vapes.
- Use, possession of or supply of alcohol or any illegal substance.
- Any violent behaviour towards students, staff or other member of the school community.

Four essential rules for all students:

- Look smart and be ready to learn.
- Have pride in yourself and your environment.
- Follow all requests made by staff.
- Show respect for others at all times

Bullying, including cyberbullying - In any cases of actual or suspected bullying, including cyberbullying, prejudice-based and discriminatory bullying, we will follow the procedures outlined in our Anti-Bullying policy.

We expect students to be punctual to lessons and tutor time, to arrive prepared with the correct equipment, to treat all members of staff and their peers with respect and courtesy. These expectations are communicated clearly through assemblies, tutor times, lessons, and other communication channels

The school believes that prevention of poor behaviour is essential. Good teaching and positive relationships are key elements which we believe are important in prevention, as well as the use of an extensive reward system.

It is the duty of all members of staff to implement the systems within this policy to ensure consistency. All staff are expected to tackle poor and anti-social behaviour whenever they see it and will be supported in doing so by all colleagues at all levels. All staff have a document that is present in all rooms outlining our expectations regarding 'how we do things here'. Classroom teachers are responsible for behaviour in their classroom in accordance with the expectations and consequences outlined below.

The Behaviour for Learning policy also applies to:

- Any student who at any time is identifiable as a member of the school travelling to or from school.
- Any student on a trip or off-site activity.
- Any serious misbehaviour, at any time and regardless of where the misbehaviour occurs.

The school Behaviour Policy supports classroom rules and routines and is reinforced by consequences at all levels. Form Tutors, Class Teachers, Pastoral and Support staff, Heads of Year, Leaders of Learning and Senior Leaders use a range of strategies to promote good behaviour and reinforce expectations, including:

- Through the behaviour posters being displayed clearly in all classrooms. (Appendix 1,2,3)
- Through our attitude towards learning posters. (Appendix 3)
- Through the one-page classroom escalation posters being displayed clearly in all classrooms.(Appendix 2)
- Through our sanction list poster being displayed clearly in all classrooms.(Appendix 2)
- Student focused conversations.
- Meetings with parents and carers.
- Early prognosis support.
- Learning Mentor support.
- SEN behaviour support.
- Involvement of External Agencies.

6. Positive behaviour rewards

At Imberhorne School, rewards play an essential role in promoting success and positive behaviour. Recognising achievements, both in and outside of the classroom, helps students feel valued, builds their confidence, and motivates them to strive for excellence. By rewarding students, we not only encourage engagement but also highlight the importance of self-discipline, responsibility, and care for others. These rewards align with our school values of care, kindness, and achievement and are central to our Behaviour Policy.

Rewards must be given fairly to all students in all year groups as a means of acknowledging effort, achievement and actions, fundamental to the values and ethos of Imberhorne School.

Positive reward points reflect all aspects of school life, and a reward point may be given for any of the following:

- Demonstrating effort and resilience
- Achieving high standards in classwork or homework
- Exhibiting care, kindness, and respect for others
- Making consistent progress
- Maintaining 100% weekly attendance

- Going above and beyond in lessons
- Being fully prepared and ready to learn
- Being a positive role model or ambassador for the school community
- Representing the school and participation in enrichment activities.

The implementation of the reward system of the policy is key for acknowledging students' achievements both in lessons, around school and when representing the school in the community (Appendix 1). To record and monitor both rewards and consequences, we use a software program called Bromcom. This platform enables all staff to log incidents and assign behaviour points as necessary and is visible for parents and students when logged into 'My Child At School' web app.

A full range of rewards are given including:

- Electronic merit points issued daily during lessons and for achievements outside of lessons on Bromcom.
- School Value Awards issued daily during lessons and for achievements outside of lessons.
- A range of certificates for achievements of different kinds.
- Presentation of the Imberstar Awards.
- Postcards from subject areas and Pastoral Teams.
- Praise emails are written home by staff at all levels.
- Telephone calls are made to parents by subject teachers to celebrate student achievement.
- High quality student work is displayed.
- The Headteachers award for excellent work.
- The Headteacher's weekly briefing and our social media feeds communicate success to the whole school community.
- Achievement Assemblies, Graduation events and Celebration Evenings are used to promote the success of students across the school and at particular milestones in a student's life.

7. Consequences

A range of sanctions exist, and care is taken to apply the sanction most appropriate to the student concerned and the nature of the misdemeanour. Sanctions are categorised into five levels, recorded on Bromcom as B1 to B5. All staff members are authorised to issue B1, B2, and B3 sanctions, while B4 and B5 sanctions can only be issued by pastoral staff, support staff, or members of the Senior Leadership Team (SLT).

Our sanctions include:

For poor behaviour in class:

- Reminding a student about their behaviour.
- Cautioning a student about their behaviour.
- Moving a student's position in class.
- Issuing a Detention (Appendix 3a).
- On-call request – on-call staff will attend the lesson to support the teacher.
- Removal from the lesson and relocation to 'The Bridge' (a designated behaviour room for students removed from normal lessons).
- Internal Isolation in 'The Bridge'.
- Being placed on subject report.
- Being placed on a HOY Report.
- Removing a student from a class for a period of time (with approval of SLT/Head of Year) to allow the student to reset.

Poor Behaviour across different classes or more widely:

- Withdrawal of other privileges – for example we reserve the right to remove a student from a school trip or other activity if their behaviour in school would mean they are unsafe to attend.
- Detention.
- Loss of break/lunchtime to complete community service action for the school.
- Informing parents by letter, phone call or inviting them to a meeting.
- Referral to the Head of Year/Leader of Learning.
- Being placed on year team / punctuality / SLT report.
- Removing a student from a class for a period of time (with approval of SLT/Head of Year) to allow the student to reset.
- Internal Isolation in 'The Bridge'.
- Issuing a formal warning.
- Internal Suspension.
- Suspension.
- Directed Off Site Placement.
- Managed moves
- In exceptional circumstances Permanent Exclusion.

When implementing consequences for poor behaviour, the school is committed to the principle that **certainty is more important than severity**. Our recognised sanction list, in class escalation system can be found in appendix 2.

Heads of Year monitor the recording of positive and negative events on Bromcom by staff, and ensure that students who display poor behaviour are supported through our range of consequences

Incidents of positive and negative behaviour need to be recorded on Bromcom by the member of staff involved. It is vital that all staff are consistent in the recording of rewards and consequences so that we achieve consistency for parents and students, to support each other and so that pastoral staff, Heads of Year, Leaders of Learning and SLT have access to accurate data on behaviour in the areas they are responsible for.

8. Investigating serious behaviour incidents: Advice for staff

Thorough investigations of incidents take place before deciding on a sanction. This may include the gathering of statements from students involved and witnesses and any CCTV footage if relevant. The standard of proof used when deciding whether to sanction a student is on the balance of probabilities. The prior conduct of a student may be a relevant factor when decided on a sanction, particularly if the conduct has been repeated and previous sanctions have not been effective.

- Students involved should be kept separate as far as possible until the outcome of the investigation.
- All relevant students should be interviewed, and a written statement may also be requested from those involved.
- Any written statement should be signed and dated by the student. It may be appropriate for a member of staff to scribe for a less able student, in which case this should be made clear on the statement, which should be signed and dated by the student.
- Relevant staff may be asked to provide written statements, or behaviour report forms in Bromcom if necessary. These should be signed and dated.

Examples of Serious Incidents:

This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent defiance or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

Outcomes of investigation:

- Some of the aspects of the school consequences system may be applied, e.g. detention, referral to the Bridge on either site or suspension.
- Sometimes parents will need to be contacted.
- Sometimes referral may need to be made for further internal support.
- Sometimes contact will need to be made with relevant outside agencies.
- The outcomes of an investigation will usually be recorded in writing, signed and dated by the investigator. Usually, relevant staff will be informed of the outcome.
- In the case of suspension, contact should be made with a parent. Ideally this will be phone, but if this not possible then leaving a voicemail, sending an email or sending the student home with a copy of the suspension letter are alternatives. Students of compulsory school age should not be sent home without telephone contact with parents unless it is at the end of the school day. This may mean that students will have to be kept isolated from other students pending parental contact.

Decisions about which of the outcomes are necessary will be made by Heads of Year, and in cases of more serious misbehaviour by Heads of Year in discussion with appropriate members of SLT.

9. Banned and prohibited Items

Students are banned from possessing or using:

- Aerosols
- Nail varnish or nail gels
- Chewing gum
- Energy Drinks

Students are prohibited from possessing or using (not exhaustive list):

- Knives or weapons
- Alcohol
- Illegal drugs or related paraphernalia
- Stolen items
- Tobacco, cigarette papers or vaping products
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence
- Any article that could cause personal injury to, or damage the property of, any person (including the student).
- Stink bombs and water bombs
- Lighters and matches
- Laser pointers

Please note – these lists are not exhaustive, and the school reserves the right to make a judgement that students should not be in possession or using particular items.

Bringing banned or prohibited items onto the school premises will result in immediate confiscation and will lead to a sanction. The seriousness of this sanction will depend on the nature of the item. It is highly likely that bringing in prohibited items will result in a very serious sanction which could be permanent exclusion from the school.

10. Searching, screening and confiscation procedures

The Headteacher and authorised staff as chosen by the headteacher have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a banned or prohibited item as listed above.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted according to this guidance in this policy.

Searches will be carried out by a minimum of two authorised staff in an appropriate setting allowing a "student the right to expect a reasonable level of personal privacy". Under common law, school staff have the power to search a student for any item if the student agrees. The member(s) of staff will ensure a student understands the reason for the search and how it will be conducted.

The school follows the guidelines issued by the DfE, updated in Searching, Screening and Confiscation Advice for schools 2022. Refusal by a student to give consent is a separate disciplinary offence. The school reserves the right to call the Police to conduct a search where necessary.

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- A search of outer clothing; and/or
- A search of school property. E.g. pupils' lockers; and/or

- A search of personal property (e.g. bag or pencil case within a locker)

If staff find any items, they have reasonable grounds to suspect are prohibited, they may seize, retain, and dispose of them as appropriate, following the Department for Education (DfE) guidance on Screening, Searching, and Confiscation. Weapons, knives, illegal substances, or extreme or child pornography could be handed over to the police depending on the circumstances. Alcohol, cigarettes, cigarette papers, lighters, vapes, and e-cigarettes will be disposed of by the school.

Other confiscated items may be returned to the student or their parent at an appropriate time, at the school's discretion.

11. The use of reasonable force

The school follows the Department for Education's guidance on the Use of Reasonable Force (2013). All school staff have the legal power to use reasonable force to prevent a pupil from:

- Committing an offence;
- Injuring themselves or others;
- Damaging property; or
- Disrupting good order and discipline in the school.

Key Principles

- The use of reasonable force should always be a last resort, used only when other de-escalation strategies have failed or are judged to be inappropriate.
- Any force used must be proportionate, necessary, and in the best interests of the pupil(s) involved.
- Staff must always seek to maintain the safety and dignity of all concerned. Force must never be used as a form of punishment.
- Following any incident of restraint, staff must ensure that:
 - The incident is recorded promptly using the school's agreed reporting system (e.g. CPOMS or behaviour log).
 - The Headteacher and Designated Safeguarding Lead (DSL) are notified.
 - Parents/carers are informed as soon as possible.

Authorised Use

The Headteacher and authorised members of staff may use reasonable force when conducting a search for prohibited items such as knives, weapons, alcohol, illegal drugs, stolen goods, tobacco, fireworks, pornographic images, or other items likely to cause harm or be used to commit an offence. Force must not be used to search for other items banned under school rules

12. Malicious Allegations against Staff

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant school policy giving due regard to the statutory guidance from the Department of Education.

Where pupils are found to have made malicious allegations the school will apply an appropriate sanction. This could include suspension or permanent exclusion. Where appropriate, referrals may be made to other external agencies.

13. The use of Mobile phones

The school recognises that mobile phones and digital devices can have considerable value, particularly in relation to individual safety. However, mobile phones should be switched off and kept out of sight (in a locker or school bag) phones stored in pockets will be confiscated if seen. This is when a student walks onto the school site through the gates until the end of the day.

When phones are seen, staff will confiscate them and students will need to collect them from the appropriate Year office at the end of that school day (or if they are leaving the school site for the day, for instance for a medical appointment). If a phone is confiscated for a second time within a Half Term, parents will be required to collect the phone from school. Further confiscations will result in the student handing their phone in to their Year Office at the start of each day for the rest of that Half Term. Confiscation of a mobile phone will be recorded as a negative behaviour point on Bromcom.

Note: The term 'phone' in this policy denotes mobile phones, iPods, MP3, MP4 players and any similar portable electronic devices.

Mobile phones/digital devices present a number of problems:

- They are valuable items that can be stolen.
- Their use can render pupils subject to potential bullying or inappropriate contacts.
- They can disrupt the learning environment.
- Camera functions can lead to child protection and data protection issues with regard to inappropriate capture, use or distribution of images.

Responsibility for the phone/digital devices rests with the pupil and the school accepts no financial responsibility for damage, loss or theft of mobile devices.

Mobile phones/headphones etc must not be visible anywhere inside the school buildings, **all equipment must be switched off and stored in the student's locker or bag.**

If there is an emergency which requires communication with home, students must speak to their Head of Year, Pastoral Support Assistant or Reception. In an emergency, parents/carers should phone reception and a message will be taken to the student.

Mobile phones/digital devices cannot, under any circumstances, be taken into examination rooms. Breach of this rule will lead to invalidation of that examination and potentially other examinations.

Mobile phones/digital devices can be used outside teaching hours by Sixth Form students but only in the Sixth Form Common Room.

14. Uniform expectations

Uniform should be worn according to the uniform guidelines, available on our website. It is essential that these rules are consistently adhered to by all students. Staff will record all uniform offences on Bromcom.

If a student is seen wearing jewellery it will be confiscated and passed to the appropriate Year Office for collection by the student at the end of the day. This will be recorded on Bromcom. Repeated confiscations will escalate to the detention system, and uniform report.

15. Supporting Students whose Behaviour Needs to Improve

The Pastoral Support Plan

The Pastoral Support Plan is a document which identifies precise and realistic behavioural outcomes for the student to achieve. It will be agreed with parents as a result of a meeting with them to which an external agency may be invited. This meeting will consider the causes for concern and the steps suggested improving the situation. Agencies such as Education Welfare, the WSCC Educational Psychology Service, Social Services, Housing and voluntary organisations, should be involved if appropriate.

In drawing up the plan the school will, in discussion with others:

- Consider offering specialist support and counselling;
- Review any learning difficulties and put in place a remedial programme where necessary;
- Consider changes of sets or class;
- Consider a placement for a period in The Bridge (at either site), an Alternative Placement College (APC) or other external setting.

Whilst parental and student views may be included in the consideration of these options, the school will always make the final decision.

The programme should have an automatic time limit, be monitored monthly and should be reviewed at least halfway through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- Be reduced or removed;
- Be continued for a further period of with or without amendments or where there has been no improvement at all there may be a permanent exclusion.

Risk Reduction Plan

The Risk Reduction Plan is an assessment of risks affecting a student's potential to make progress. It includes the key risks and steps that can be taken to reduce the impact of these.

Mental Health Support

Students may be referred to the service via either our designated Mental Health First Aid Team either through agreed termly meetings or directly. For some concerns we may access other external consultancy or complete suitable testing. For serious/complex concerns we may recommend that students are seen by their GP and/or we may complete a referral onto the appropriate service.

Reintegration meetings:

Suspension is considered a serious consequence for a student and their education. When a student is suspended from school, a reintegration meeting is always held before they return. This must be with the student and the parent(s). This meeting will involve a member of the Senior Leadership Team (SLT) and is regarded as a crucial step in preventing further suspensions.

During the reintegration meeting, the student is encouraged to reflect on the reasons for their suspension and to identify the actions they and the school can take to prevent similar incidents in the future. The school will also assess the need for additional support, which may include referrals to external agencies.

Other External Agencies:

The school engages fully with a wide range of external agencies to support the needs of students and to help improve their behaviour. Many of these agencies such as the Early Help team and Social Services carry out their work both externally and at the school. We are fully committed to working in partnership with external agencies to provide our students with the highest quality of support possible.

16. Suspension / Permanent Exclusion

Students may be internally or externally suspended for breaches of the behaviour policy. There is no prescriptive list of offences for which suspension or Permanent Exclusion is used because every case is treated individually. However, suspension will normally result from:

- Persistently disruptive or defiant behaviour.
- Serious verbal abuse towards a member of staff.
- Physical assault / fighting.
- Persistent breaches of the school behaviour code.
- Any criminal offence, including vandalism or theft.

The parent of a suspended student must be notified as soon as possible by telephone, followed the next day by a letter.

More information on this can be found in our suspension and exclusion policy.

Alternatives to Suspension

The school recognises that suspension from school is a serious matter. Suspension may be external or internal, dependent on the circumstances. 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. In order to keep suspension rates low, we use several alternatives to suspension and ensure that there is early intervention with student behaviour.

The following alternatives to suspension are used by the school (in addition to those mentioned elsewhere in the policy):

Internal Suspension

The school can place a student into an internal suspension from 11-4pm in our Bridge at either site. This allows students to attend school follow normal lessons and plan a re-integration back

Managed Move:

The school participates fully in the managed move process which involves students transferring to other local schools on a trial basis, 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 many students on this basis. Students that come to Imberhorne on a managed move will be expected to sign a contract outlining the expectations of the school.

Alternative Provision

When a student is at serious risk of permanent exclusions or consistently failing to engage with the school, alternative provision is considered. This may be in the form of an alternative education provider, off-site

direction or an outreach programme arranged in school. This may be a flexible part-time provision or a full-time one depending on the needs of the student.

Permanent Exclusion

A decision to exclude a student permanently is a serious one. As with suspensions, parents will be informed as soon as possible. Permanent Exclusion is usually a response to persistent and defiant misbehaviour where the continuing presence of a student in school would be harmful or detrimental to good order, safety or the education of other students. It is the final step in the process of dealing with high level behaviour incidents where all other interventions, including appropriate Pastoral Support, have failed. However, in accordance with DfE guidance, a student may be permanently excluded for a first or 'one off' offence if it is of a very serious nature.

This may include:

- Serious physical violence (actual or threatened)
- An offence involving illegal drugs or a weapon
- Bringing prohibited items into school

17. Sixth Form Behaviour Rules:

Behaviour in General

There are very few rules and regulations concerning Sixth Form, as we simply start with the expectation that students will conduct themselves around the site, the local community and in lessons in a mature, polite and responsible manner. Students should act as role models for younger students and should set a positive example for them. On the rare occasions that we do have behaviour issues to deal with, the Key Stage 5 team will act in a timely fashion to address them. We follow the same Suspension/Permanent Exclusion policy as Main School.

In extreme cases of bad behaviour, such as racist, homophobic, bullying, sexually inappropriate, violent or drug related incidents, then the normal school suspension and permanent exclusion procedures will be followed.

Key expectations of Sixth Form Students

Around school:

- Phones, devices, airpods etc. are only allowed to be used in the sixth form only areas (Common Room, study room, library).
- Smoking/vaping is not permitted on or around the school site. If a student is caught smoking or vaping the student could be put into internal isolation or suspended with a re-integration meeting to follow with the Senior Assistant Headteacher KS5.
- KS5 students must wear lanyards at all times.

In the Classroom - minimum expectations:

- Attend all lessons and arrive punctually.
- Keep well organised files/folders.
- Be correctly equipped and prepared for the lesson.
- Listen attentively.
- Be fully engaged in all lessons at all times.
- Take an active part in group work, paired work or whole class discussion.

- Develop independent learning skills – a worker, a learner and a helper

18. Communication of the Policy

The School is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

Staff training: all staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains the same and that standards are maintained. New staff receive training on the policy on their induction. Staff who are providing cover or volunteering are also briefed on the policy via the cover staff booklet.

Standardised display: all classrooms display: One Page Expectations poster, Sanction Poster and Rewards and Recognition Poster.

Assemblies: these are used as an opportunity to constantly reinforce high expectations of behaviour to students and to react to any particular issues that may arise.

Transition: we explain the behaviour systems, rules and expectations to new students when they arrive at the school, whether that is part of the normal transition process in Year 7 or Year 12, or when a student makes a mid-year transfer to the school.

Home-school agreement: This is signed by all students and parents and reinforces key messages about standards of behaviour and items that are banned from the school.

Appendix 1 – Reward System

Students accumulate 'Achievement Points' via the following recognition schemes and we reward the total achievement points at various milestones.

INDIVIDUAL 'MERIT' (worth 1 achievement point)

Merits are awarded to KS 3&4 students for demonstrating praiseworthy activities during a lesson. Merits are awarded using Bromcom. Staff will choose the merit that fits with the Character Education trait they wish to reward.

INDIVIDUAL 'Value; AWARD (worth 2 achievement point)

Value awards are awarded to KS 3&4 students for demonstrating praiseworthy activities during a lesson in line with our core values.

'PRAISE EMAIL' (worth 3 achievement points)

These recognise a student displaying praiseworthy activities **across a series of sessions (subject or tutor time)**. They are issued using Bromcom.

IMBERSTAR SCHEME (worth 5 achievement points)

There are 50 'Imberstar' students every half term. The recognition scheme, celebrates ten students from each year group between Year 7 and 11.

The students receive Imberhorne branded prizes, free break and lunch food in the canteen and are able to skip the queue on a special 'Imberstar Day'

HEADTEACHER AWARD (worth 10 points)

Teaching staff will nominate a student from KS3-5 for an outstanding achievement or social responsibility to the school. These students will receive a formal certificate and a reward such as a free hot lunch.

WHAT WILL STUDENTS RECEIVE?

Students will be awarded prizes in assembly as they reach the milestones throughout the year. This type of whole year acknowledgement further increases a culture of celebrating success.

KS5 REWARD SCHEME

Sixth Form students are recognised with subject awards.

END OF YEAR REWARD ASSEMBLIES

These are used to celebrate achievement and good progress across year groups.

HOW WE RECOGNISE EXCELLENCE

Merit Awards

- Merit for Aiming High and Showing Effort
- Merit for Creativity
- Merit for Leadership
- Merit for Listening
- Merit for Problem Solving
- Merit for Speaking Skills
- Merit for Staying Positive
- Merit for Teamwork
- Merit for Weekly Attendance
- Merit for Weekly Behaviour
- Merit for Weekly Punctuality

1 POINT

Core Values

Ambition
Going above and beyond when in school for your own learning

Achievement
Taking responsibility for your own learning

Community
Supporting others in and out of lessons

Resilience
Embracing challenge to produce work above expectation

Respect
The highest standard of behaviour and conduct

Role Model to Other Students

School Representation

Random Act of Kindness

2 POINTS

Email Home

Praise E-mail

Praise E-mail: Outstanding Effort on today's lesson

Praise E-mail: Outstanding Practical Work

Praise E-mail: Worked really hard for an Assessment

3 POINTS

Imber Star

Imberstar

5 POINTS

Headteacher Award

Winner of the Headteacher Award for their respective year group

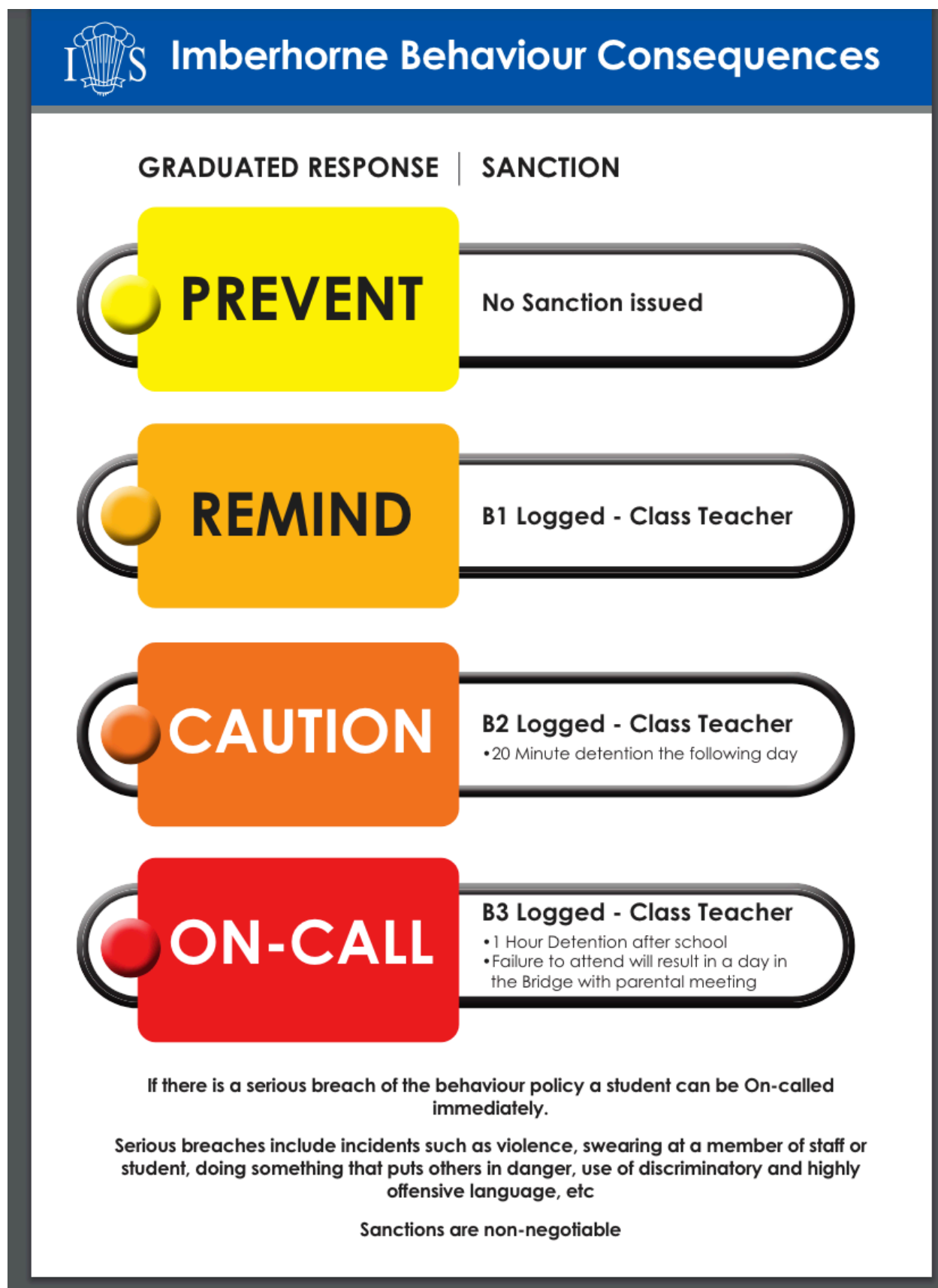
10 POINTS



IMBERHORNE SCHOOL 

ACHIEVEMENT RECOGNITION TABLE

Points in a term	Label	Reward	Issued by
N/A	Headteachers Award	Lunch with the headteacher	Headteacher Fortnightly KS3 / KS4
N/A	Imberstar	Usual awards	Headteacher
250+	Ambition	Fast Queue Pass for 2 weeks £5 Lunch Voucher Phone call home by DHT Celebration event with DHT Certificate Home	Headteacher
200+	Achievement	Fast Queue Pass for 1 week £3 Lunch Voucher Phone call home by SAHT Celebration breakfast with SLT Certificate Home SLT Celebration Event	SLT
150+	Community	Certificate Home HOY to call home	HOY
100+	Resilience	Certificate Home Tutor to call home	HOY
0+	Respect	Certificate Home	Tutor



Imberhorne Behavioural Sanction List

This is general guide, all incidents will need to be investigated and the sanction will be fair, reasonable, and proportional to the event.

Uniform	Incorrect uniform (e.g. Trainers, trousers/skirt)	- o If no letter from parent / carer - o B1 Behaviour point - Persistent Detention
	Non uniform (e.g. Hoodies, tracksuits, jumpers, track tops,)	- o B1 Behaviour point - o Confiscate for the day and taken to pastoral office. If repeated confiscated for week. Up to student to collect.
	Appearance (e.g. Skirt length, jewellery, make up, nail polish / varnish)	o B1 Behaviour point. Provide student with make-up wipe or nail polish remover. Persistent – Detention
Personal Devices	Use of Mobile Phones/Smartwatch/Ear Pods/Personal Electronic Devices	- o B1 Behaviour point - o First time seen - Confiscated- student collects it from the pastoral office at the end of the day. Second time seen - confiscated – Parents/carers collect at the end of the day from reception. Third time - confiscated – Held in the school office until the end of the week. Parents to collect.
Social Media	Inappropriate use of school computers	o B3 Behaviour point - Detention, teacher to contact home
	Inappropriate use of technology/social media	o After investigation and depending on severity detention /bridge/fixed term suspension.
Organisation	Lack of equipment	- o General (pen, purple pen etc.) – B1 Behaviour Point - o Subject specific (e.g. calculator, PE kit) – B1 Behaviour Point Persistent Detention
	Lack of homework / unacceptable homework	o B1 Behaviour point. Persistent B2 Behaviour point – Detention and subject teacher to contact home. Continued persistent – LOFL to contact home.
	Late for school	- o B1 Behaviour Point - o Persistent –Detention and put on punctuality report.
	Late to lesson	- o B1 Behaviour Point - o Persistent – Detention and put on punctuality report.
	Poor work quality / Graffiti in books	o B2 Behaviour Point – after school detention. Work is redone in detention
	Inappropriate behaviour in toilets / two or more in one cubicle	o After investigation detention / bridge/ fixed term suspension.
Illegal Items	Cigarettes/lighter/ e-cigarettes / association with vaping (Including smoking / vaping at bus stops)	o After investigation and depending on severity detention / bridge / fixed term suspension / permanent exclusion.
	Illegal substances / offensive weapons	o After investigation and depending on severity detention / bridge / fixed term suspension / permanent exclusion.
Behaviour	Disruption in lessons	- o B1 Behaviour point. Persistent B2 – Detention. - o After investigation and depending on severity parent meeting/detention/bridge/fixed term suspension.
	Refusal to follow instructions	- o B1 Behaviour point. Persistent B2 – Detention. - o After investigation and depending on severity parent meeting/detention/bridge/fixed term suspension.
	Walking away from member of staff	- o B2 Behaviour Point- Detention - o After investigation and depending on severity loss of breaks and lunches/bridge/fixed term suspension.
	Swearing / Inappropriate comments	o After investigation and depending on severity detention / bridge / fixed term suspension / permanent exclusion.
	Truancy lessons	- o To make the time up after school in detention - o If repeated SLT to arrange sanction
	Leaving school site	o To make the time up after school in detention
Aggressive Behaviour	Out of bounds during break and lunch times	o After investigation and depending on severity detention / bridge / fixed term suspension / permanent exclusion.
	Dangerous / unsafe / running inside	o After investigation and depending on severity detention / bridge / fixed term suspension / permanent exclusion.
	Aggressive behaviour / football / play fighting	o After investigation and depending on severity detention / bridge / fixed term suspension / permanent exclusion.
	Fighting	o After investigation and depending on severity detention / bridge / fixed term suspension / permanent exclusion.
	By stander / encouraging dangerous behaviour	- o B2 Behaviour Point – Detention - o If persistent and repeated bridge/fixed term suspension.
	Unprovoked attack	o After investigation and depending on severity detention / bridge / fixed term suspension / permanent exclusion.
	Harmful language / physical contact/ bullying/ discrimination/ racism	o After investigation and depending on severity detention / bridge / fixed term suspension / permanent exclusion.
	Harmful sexualised behaviour including that of Harassment	- o After investigation, the sanction and number of days will be decided. - o Bridge / loss of social time and mobility around school restricted / Fixed term Suspension / Permanent Exclusion / Potential Police involvement / Change of timetabled lessons.
	Theft	o Depending on severity (after investigation the sanction and number of days will be decided). Detention / Bridge / fixed term suspension

Appendix 3 - Attitude to Learning Grades for reports

 Attitude to learning @ Imberhorne School 				
	OUTSTANDING Praise e-mails, Imberstar nomination for sustained performance.	MOTIVATED Achievement points	COASTING IMPROVEMENT NEEDED Log low level behaviour	UNACCEPTABLE Behaviour Points +sanctions
Learning Attitudes	- Shows a high level of dedication and enthusiasm in lessons. - Willingly seeks 'next steps', takes risks to further their learning. - Takes a major part in lessons and is a good role model - Can take the lead for his/her own learning and give support to others. - Consistently on task. - Never needs to be reminded about expectations.	- Has a positive attitude towards their own learning. - Takes an active role in all activities within the lesson. - Asks relevant questions and volunteers answers. - Rarely off task. - Rarely needs to be reminded about expectations. - Perseveres when the work is challenging. - Responds positively to feedback improving and developing their work	- Occasionally asks questions or offers answers. - Often passive in group activities and in learning overall. - Needs reminding of expectations, including punctuality - Does not always have the necessary equipment for the lesson. - Makes a limited response to feedback with little or no further development	- Has a poor attitude to learning. - Creates a negative effect on the learning environment for others - Consistently fails to bring the basic equipment needed to lessons - Responds to feedback negatively and makes little or no effort to improve
Quality of Work	- Dedicated and strives to produce work which is over and above what is expected. - Works hard to produce work and completes tasks to a high standard. - Consistently makes very good progress.	- Shows enthusiasm for the subject. - Tries hard to produce work to the best of his/her ability and makes expected progress.	- Completes most of the work set in lessons but does not always make progress. - Easily loses concentration in lessons - Needs to be reminded to remain on task. - Work is rushed and lacks detail, maybe incomplete.	- Consistently fails to produce appropriate work and makes little or no progress - Reluctant to complete work in lesson - Often off task even when encouraged to remain on task by the teacher.
Working Independently	- Consistently produces homework of a standard above what is expected of them. - Seeks to further knowledge of topics by participating in additional research.	- Meets deadlines for homework and classwork - Consistently produces all work to the expected standard.	Usually meets homework and classwork deadlines but due to lack of effort often does not produce work to the expected standard.	Misses homework and classwork deadlines and consistently fails to produce work to the expected standard

Appendix 3a – Detentions

The school's approach to detentions is guided by the Department for Education's publication, "Behaviour in Schools: Advice for Headteachers and School Staff" (DfE, 2022), which outlines that disciplinary measures should be:

- Lawful, proportionate, and reasonable;
- Clearly communicated to pupils and parents; and
- Used in a way that supports the overall aims of promoting positive behaviour and maintaining good order.

Rationale

The Headteacher has decided that all members of staff have authority to issue detentions to pupils, including same-day detentions

The school operates a next-day detention system wherever possible. This approach is consistent with DfE guidance, which emphasises that sanctions are most effective when they are timely, consistent, and clearly linked to the behaviour. Next-day detentions allow issues to be addressed swiftly and de-escalated, helping students to reflect and make better choices.

Communication with Parents/Carers

Parents/carers are notified when a detention is issued via Bromcom, which automatically sends an email notification at the end of the day.

For parents using the My Child At School (MCAS) app, a push notification is also sent when the incident is recorded.

While parental consent is not legally required for detentions, the school values open communication and seeks to keep parents informed in line with DfE expectations of partnership working.

Lunchtime Detentions (20 minutes)

Lunchtime detentions are used for low-level or routine issues, such as:

- Minor behaviour incidents;
- Uniform breaches;
- Lateness to lessons.

After-School Detentions (30 or 60 minutes)

After school detentions are used for a culmination of low-level or higher level issues such as:

- Persistent behaviour incidents
- Persistent uniform breaches
- Persistent lateness to lessons
- On-Calls from a lesson
- Other breaches of the behaviour policy.

Students are informed directly and must report to the designated detention room at the end of the school day.

SLT Detentions (120 minutes)

SLT detentions are a targeted intervention determined by the Deputy Headteacher (Behaviour and Attitudes).

They are reserved for serious or repeated breaches of the school's behaviour policy, and may include restorative conversations, reflection tasks, or behaviour mentoring as part of the sanction.

Failure to Attend

Failure to attend an after-school detention without a valid reason will result in the student being placed in The Bridge the following day until 4:00pm.

Persistent failure to attend will be escalated and may result in additional sanctions or parental meetings.