



Discipline and Student Behaviour Policy

Approved by:	Pupil Outcomes and Wellbeing Committee	Date: 22 April 2026
Last reviewed by:	Mr J Chandler, Assistant Headteacher February 2026	
Next review due by:	February 2027	
FGB Ratification:	March 2026	

This Policy should be read in conjunction with the school's Complaints Procedure; Digital Systems; Safeguarding; Suspension/Permanent Exclusion; Substance Misuse Policies

Contents

1	Aims Of The Behaviour Policy	4
2	Trauma-Informed Practice: CALM CONNECT CORRECT	5
2.1	Mental Health and Behaviour Graduated Response	6
3	Character Rewards	7
3.1	Attitude to learning/citizenship:	7
3.2	Attendance:	7
4	School Routines and Rules	7
4.1	Entering the school	7
	Behaviour and Conduct Offsite	8
4.2		8
4.3	Buses/Coaches/Trains	8
4.4	Lessons	8
4.5	Homework	9
4.6	Uniform	9
4.7	Dining and Social Areas	9
4.8	Mobile Phones/Headphones/Smart Watches/Electronic Devices.....	10
4.9	Online Behaviour	11
4.10	E-learning Facilities	11
4.11	Bicycles/Non-Electric Scooters.....	11
5	Prejudicial Incidents & Bullying	11
5.1	How do we recognise It?	12
5.2	How do we deal with bullying and prejudicial incidents?	12
5.3	How do we prevent it?	13
6	Sanctions	14
7	School Detentions	14
8	'Reflection Room(C3R)	15
8.1	Criteria for Placement.....	15
8.2	Expectations and Timings	15
8.3	Outcome and Escalation	15
9	Disciplinary Enquiries of Serious Incidents.....	16
10	Zero-tolerance approach to sexual harassment and sexual violence.....	16
11	Malicious allegations	17
12	General Intervention.....	17
12.1	Persistent Behaviour Concerns	19
13	Other Processes, Confiscation and Search of Pupil for Illicit Items	19
13.1	Searching pupils' possessions.....	20
13.2	Metal detectors / Use of Handheld Wand to perform self-search	20

13.3	Informing the designated safeguarding lead (DSL)	21
13.4	Informing parents/carers	21
13.5	Support after a search	21
13.6	Intensive searches	21
13.6.1	Communication and record-keeping	22
13.6.2	Who will be present	22
13.6.3	Care after an intensive search	23
13.7	Youth-Produced Sexual Imagery (Nudes, Semi-Nudes, and AI Content)	23
14	Responding to misbehaviour from pupils with SEND	23
15	Loss of Personal Items on School Premises	24
16	Power to Use Reasonable Force	24
17	Appendices	25
17.1	Pupils Expectations	25
17.2	Home School Agreement	26
17.3	Behaviour Sanctions	27
17.3.1	C1 Sanctions	27
17.3.2	C2 Sanctions	27
17.3.3	C3 Sanctions	27
17.3.4	C3R Reflection Room	28
17.3.5	C4 Suspensions	28
17.3.6	Lesson Routine	28
17.3.7	Lesson Disruption	29
17.3.8	Homework Sanctions	29
17.3.9	Basic Equipment for Lessons	29
17.3.10	Equipment Sanctions	30
17.3.11	Uniform Sanctions	30
17.3.12	Moving Around the School	31
17.3.13	Leaving a lesson	31
17.3.14	Movement Around the School Sanctions	31
17.3.15	Dining and Social Area Sanctions	32
17.3.16	Online Misbehaviour	32
17.3.17	Mobile phones/Headphones/Smart Watches/Electronic Devices	32
	Sanctions	32
17.3.18	Behaviour to and from School or on School Premises out of Normal Hours Sanctions	32
17.3.19	Cycles/Non-Electric Scooters Sanctions	32
17.4	Character ROCKS Points Criteria	33
17.5	Character Expectations	34
17.6	Definitions	34

17.6.1	Bullying definitions.....	34
17.6.2	Misbehaviour Definitions	35
17.6.3	Appropriate Adult.....	36
17.6.4	Character Education.....	36
17.6.5	ROCKS Character	36
17.6.6	Positive School Climate.....	36
17.7	Character Celebrations.....	36
17.8	Legislation, statutory requirements and statutory guidance.....	36

1 Aims Of The Behaviour Policy

All pupils are valued equally, irrespective of gender, race, ethnicity, beliefs, physical or academic ability. We believe the right of each individual is to learn within a safe and orderly environment, which is free from disruption, violence, bullying and any form of harassment therefore ensuring the environment promotes equality and fairness for all. We seek politeness between people, attention in the classroom, and order about the school. The responsibility of everyone in the school is to act pleasantly with courtesy and consideration to others in lessons, break times and at all other times.

Central to our Behaviour Policy are ROCKS core values that serve as guiding principles for our entire school community. These values are integral to our daily interactions, shaping the attitudes and behaviours of our students.

Our Behaviour Policy places a strong emphasis on character development, providing students with opportunities to reflect on their actions, learn from their mistakes and grow into compassionate and principled individuals necessary for success in both academic and personal endeavours.

While it is essential to address inappropriate behaviour and to set appropriate boundaries, we firmly believe in the power of positive reinforcement to encourage and celebrate students' practising ROCKS values. Our Behaviour Policy acknowledges and rewards students who consistently demonstrate exemplary conduct, fostering a culture of appreciation and encouragement within our school community.

We recognise that character development is a collaborative effort that requires the active involvement of students, parents/carers and staff. As such, our Behaviour Policy encourages open communication, partnership and shared responsibility in promoting positive behaviour.

This policy outlines Downlands Community School's commitment to fostering a positive, kind, and successful learning community. We believe that excellent behaviour culture is achieved when students feel **safe**, are robustly **supported**, and are given the tools to be **successful** in both their academic and personal development. Our trauma-informed practices ensure that boundaries are maintained with compassion, safeguarding the welfare and dignity of every individual.

The Governing Board requires that all school policies should reflect the highest standards, and this policy in particular upholds the fact that at Downlands Community School all

antisocial behaviour is unacceptable and will not be tolerated. It is acknowledged, however, that problems are likely to have underlying causes of which the school should take account, and do all it can to counter. It is particularly important that those pupils with special educational needs, with physical or mental health needs or disability, looked after children, disadvantaged pupils and those for whom English is an additional language receive behavioural support according to their needs and that reasonable adjustments are put in place to ensure pupils can meet our high expectations. If the behaviour under review gives cause to suspect that a child is suffering, or likely to suffer, significant harm then the school's safeguarding policy will be followed. The Governing Board expects the school to be a place where self-discipline and good behaviour is promoted and where pupil behaviour reflects the school's 'Character Expectations' procedure (see section 17.5).

Key Objectives:

- **Create a safe and inclusive environment:** Promote a school environment free from bullying, harassment, and discrimination, ensuring that all pupils are safe and feel respected and valued.
- **Develop positive behaviours:** Foster a culture of positive behaviours, emphasising self-discipline, cooperation, and respect for others.
- **Support pupil growth:** Provide opportunities for pupils to develop their character, social skills, and emotional intelligence.
- **Ensure fair and equitable treatment:** Implement fair and consistent disciplinary procedures, taking into account individual needs and circumstances.
- **Involve the school community:** Encourage collaboration and partnership between pupils, staff, parents, and the wider community to support positive behaviour and academic achievement.

Core Values:

- We place learning at the heart of everything we do.
- We are all leaders committed to our inclusive community.
- To develop successful learners.
- To promote our character values of resilience, optimism, community, kindness and self-awareness (ROCKS).

By adhering to these aims and values, Downlands Community School strives to create a learning environment that empowers pupils to reach their full potential and become responsible, compassionate, and successful individuals.

Expectations can be summarised as follows:

- All pupils show respect and courtesy towards staff and each other.
- Parents/carers encourage their children to show that respect and support the school's authority to discipline pupils.
- The Headteacher helps to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school.

2 Trauma-Informed Practice: CALM CONNECT CORRECT

Downlands Community School is committed to a Trauma-Informed Approach. We recognise that many young people are at risk of Adverse Childhood Experiences (ACEs)

and significant trauma in their lives, which can profoundly impact their ability to regulate their behaviour and engage with learning.

All staff at Downlands ensure that our behavioural interventions are rooted in safety, trust, and compassion. At Downlands we have the core principles of connection before correction.

Staff utilise the evidence-based CALM CONNECT CORRECT framework when engaging with students who are struggling to regulate their emotions or behaviour. This approach prioritises de-escalation and emotional safety as a necessary prerequisite for behavioural reflection:

- **CALM:** Ensuring the adult remains regulated and maintains a composed presence. This "co-regulation" helps the student lower their physiological stress response and move out of a 'fight or flight' state.
- **CONNECT:** Building or restoring the relationship through empathy, validation, and active listening. Staff seek to understand the underlying need or "communication" behind the behaviour before moving forward.
- **CORRECT:** Addressing the behaviour and establishing boundaries, sanctions, or restorative consequences. This only occurs once the student has returned to a cognitive state where they are calm enough to learn from the experience and take responsibility for their actions.

2.1 Mental Health and Behaviour Graduated Response

In line with DfE guidelines, Downlands recognises that persistent or sudden changes in a student's behaviour can be an indicator of an underlying, unmet mental health need or a response to an Adverse Childhood Experience (ACE). While clear boundaries and consequence systems are vital to maintain a safe learning environment, the school recognises that applying a rigid, identical disciplinary penalty to all students equally may be unlawful under the Equality Act 2010 if a diagnosed or suspected mental health condition directly affects a student's conduct.

When staff suspect that a student's behaviour is structurally linked to their mental wellbeing, the school will initiate an individualised **Graduated Response Framework** to intervene early and reduce stigma:

- **Assess:** The Pastoral Year Team and Special Educational Needs Coordinator (SENCO) will carry out a clear analysis of the student's needs, utilizing evidence-based screening and measurement tools such as the Strengths and Difficulties Questionnaire (SDQ) or the Boxall Profile to identify root causes.
- **Plan:** A supportive, non-punitive Behaviour Passport or targeted pastoral plan will be co-designed alongside the student and their parents/carers.
- **Do:** Targeted in-school interventions will be actioned discreetly within **The Hub**, which may include one-to-one therapeutic mentoring, structured calming spaces, or coordinated care through our school nursing and counselling services.
- **Review:** The plan's effectiveness will be regularly reviewed and adapted dynamically to ensure the student is supported to achieve long-term educational and emotional success.

Where complex or severe mental health challenges persist, the Pastoral Team will move beyond internal strategies and make a formal referral to specialised **West Sussex County**

Council (WSCC) external agencies. Depending on the student's assessed needs, this collaborative escalation will involve the **West Sussex Learning and Behaviour Advisory Team (LBAT)**, the **West Sussex Educational Psychology Service**, or the **Community Mental Health Liaison Service (CMHLS)**. If the challenges are identified as part of a wider family concern, an **Early Help (EH) Plan** will be actioned in partnership with local authority family support teams to target interventions effectively.

3 Character Rewards

Downlands is committed to celebrating the success of pupils in many aspects of school life. The use of rewards is extremely important in promoting and acknowledging a positive ethos throughout the school. We aim to praise, reward and celebrate pupil success in and out of class, through assemblies, treat events, reward postcards, pupils being seen by the Headteacher and our Yearly Awards Evening. The school operates a reward system in which pupils build up achievement/community points for positive attitude to learning, achievement, contribution to school life and attendance. All members of staff can and are expected to award achievement points. These are logged electronically on Bromcom and can be viewed via the Parents Portal. Pupils will be issued points for many reasons and can build these points up over the course of the year.

As the new ROCKS (resilient, optimistic, community focussed, kind and self-aware) programme is embedded, there will be ROCKS rewards given out as can be seen in Appendix 17.4.

3.1 Attitude to learning/citizenship:

- 1 or more points awarded by staff on a day-to-day basis for excelling within the ROCKS expectations.
- 5 points postcard awarded for exceptional or sustained good effort and attitude to learning in a subject or community award for special contribution.
- 5 points awarded half-termly & postcard given to pupil for sustained excellent effort, attitude to learning in a subject, community award for special contribution.
- 10 points special achievement awards.

3.2 Attendance:

- Please refer to the Attendance policy

4 School Routines and Rules

All pupils sign up to the school expectations having signed the 'Home School Agreement' upon entry to the school. A more comprehensive list of the school sanction system can be found in the appendices in Section 17.3.

4.1 Entering the school

- **Prompt Arrival:** Pupils are expected to arrive on the playground before 8:35 AM.
- **Designated Entry Points:** Pupils should proceed to their respective year group's designated entry point.

- **Uniform and Technology:** All pupils must ensure they are wearing the correct uniform and have put away their phones and headphones before entering the school building.
- **Direct to Tutor:** Upon entering the school, pupils should go directly to their tutor's room.

4.2 Behaviour and Conduct Offsite

While the school holds the statutory power under Section 89(5) of the Education and Inspections Act 2006 to discipline students for misbehaviour outside school premises, **Downlands does not routinely investigate or sanction low-level, minor, or personal peer friction that occurs off-site and out of hours.** The management of everyday out-of-school conduct remains the primary responsibility of parents, carers, or public authorities.

To maintain a calm, safe, and successful environment, the school strictly reserves its right to intervene and apply formal sanctions only in response to **serious and significant off-site events**. Intervention will be restricted to high-level incidents reported to or witnessed by the school that meet the threshold for formal suspension (C4) or Permanent Exclusion (PEX).

The school will only exercise this authority if the serious misbehaviour occurs under any of the following conditions:

- **Community Safety and Serious Harm:** The conduct poses a direct physical threat, causes significant emotional or physical harm to a member of the school community, or involves severe targeted bullying.
- **Identifiability and Uniform:** The student is wearing the Downlands Community School uniform (including instances late into the evening or outside school hours) or is otherwise clearly identifiable as a pupil at the school.
- **School Connection:** The event occurs during a school-organised activity, an off-site trip, or along the direct journey to or from the school premises.
- **Operational Repercussions:** The behaviour, including severe online misconduct or malicious communication, has a direct and significant negative impact on the orderly running, safety, and positive climate of the school.
- **Reputational Damage:** The behaviour severely undermines the reputation of Downlands Community School within the wider community.

4.3 Buses/Coaches/Trains

Pupils are expected to behave calmly and sensibly when waiting for transport and during the journey. Pupils should follow instructions given by any teacher on duty, driver or member of transport staff. Relevant passes should be carried at all times. The school will support any action taken by the transport companies against any pupil who is deemed to be a danger or nuisance to others placing at risk the safety of others. In the rare event of a pupil not being allowed onto a bus/coach or train, the school will attempt to contact the parent or carer provided the school is made aware of the issue.

4.4 Lessons

****Classrooms, laboratories, workshops, sporting facilities, and other teaching areas are considered places of work. As such, specific rules and expectations apply to their use.**

To maintain an effective learning environment, teaching staff will employ the "Warn-Move-Remove" strategy. This involves:**

1. **Warn:** A direct verbal warning will be issued to pupils who are not following classroom rules.
2. **Move:** If the behaviour persists, the pupil will be asked to move to a different seat within the classroom, if possible.
3. **Remove:** If the behaviour continues, the pupil will be removed from the class and placed in another teacher's room within the same department.

In certain instances, a teacher may bypass these stages and directly escalate the situation, if deemed necessary. This approach aligns with our established teaching and learning policy, ensuring equitable access to the curriculum for all pupils.

4.5 Homework

Teacher Expectations: Teachers will set homework that is appropriate to the age, ability, and needs of the pupils. It should be clear, purposeful, and manageable.

Pupil Expectations: Pupils are expected to complete homework to the best of their ability and on time. They should take pride in their work and seek help if they need it.

Parental Involvement Parents and carers are encouraged to support their child's learning by:

- Providing a quiet place for homework.
- Encouraging their child to complete homework independently.
- Helping their child to organise their time effectively.
- Monitoring their child's progress and seeking support if needed.

4.6 Uniform

To promote unity and identity, all students must wear the correct school uniform neatly whilst on site, travelling, or representing Downlands.

- **Parental Duty:** It is the explicit responsibility of parents and carers to provide the correct uniform and PE kit. If a student is temporarily out of uniform, a written parental note is mandatory. Requests for formal equality-based adjustments must be sent directly to jchandler@downlands.org.
- **Financial Support:** In alignment with our trauma-informed values, families facing financial hardship will be supported considerably to eliminate barriers rather than facing immediate punitive action.
- **Sanctions & Social Isolation:** Arriving out of uniform without an approved parental reason triggers standard escalating sanctions (C1–C3). Non-compliant students may be placed in **social isolation** (withdrawal of break and lunchtime privileges), required to wear school-issued loans, or sent home to rectify the issue after direct contact with parents.

4.7 Dining and Social Areas

Food and drink are only to be consumed in the designated eating areas provided. We use the phrase, 'No eating in transit'. No eating or drinking should take place in the corridors at

any time. Bringing items into school to sell, including food and drink, is strictly forbidden. Sanctions will be issued. Litter must not be dropped anywhere and everyone should take care to keep the school looking clean and pleasant. Plenty of litter bins are provided for use.

4.8 Mobile Phones/Headphones/Smart Watches/Electronic Devices

The use of electronic devices is covered in the school policy regarding the use of mobile devices (See also the <https://www.downlands.w-sussex.sch.uk/wp-content/uploads/2026/03/Digital-Systems-Policy-1.pdf>).

Mobile phones, earphones or electronic devices on display at any time, either being worn or coming through an item of clothing will be confiscated. Should a child be found using their mobile phone without permission, or inappropriately, it will be confiscated and returned at the end of the day. Repeated mobile phone offences may result in further measures, such as phone confiscation at the start of the school day or a home-leave policy.

A new smartphone-free policy during the school day is in place from September 2025. We believe this will help students focus on their learning and make the most of their time at school.

- **No Need for Smartphones During School Hours:** Pupils will not need to use a smartphone for any school-related activities during the school day.
- **Travel To and From School:** We understand that parents/carers may want their child to have their phone for safety while travelling. Pupils can still bring their phones to school for this reason.
- **Switched Off and Stored Away:** If brought to school, phones must be switched off and kept in pupil's bag throughout the entire school day, including break and lunchtime. They cannot be used in lessons for any reason.
- **Accessing Timetables:** We will provide pupils with a paper timetable in September. If needed, pupils can also check their timetables on the Bromcom system at Reception during break and lunch. Students may wish to keep a timetable handy i.e. laminate a copy to keep attached to a pencil case or glue it into a book they bring to school every day. We will also provide access to paper-based timetables during tutor time. However, it remains our students' responsibility to be prepared for the school day and to check their lessons during tutor time if they are unsure
- **Emergency Contact:** If there is an emergency and you need to contact your child, or if your child needs to contact you, they can always go to Reception. Our staff will ensure any important messages are passed on promptly. Please note, we will not be able to send messages home for non-urgent matters like forgotten equipment or needing to top up online payment accounts (e.g., SCOPAY).
- **Technology in Lessons:** On the rare occasion that a lesson requires Internet access, staff will arrange access to ICT facilities.
- **Medical Needs and Additional Support:** This smartphone-free policy does not apply to pupils who need their phone for medical reasons. As an inclusive school, we are committed to making reasonable adjustments to support pupils with additional needs, including those with Special Educational Needs and Disabilities (SEND). Please contact us if this applies to your child.

Please note if your child does bring their mobile phone to school they do so at their own risk and it is their responsibility. The school will not be held liable for loss of the phone or any damage to the phone.

4.9 Online Behaviour

When pupils are online they are expected to conduct themselves in a manner that reflects the school's values of respect, community, kindness, and care. See also the <https://www.downlands.w-sussex.sch.uk/wp-content/uploads/2026/03/Digital-Systems-Policy-1.pdf>.

This includes:

Cyberbullying: Pupils must not use digital technologies to bully, harass, or threaten others. This includes sharing harmful content, spreading rumours, or making derogatory comments.

Appropriate Online Communication: Pupils should use appropriate language and avoid sharing personal information or sensitive content online.

Copyright and Intellectual Property: Pupils must respect copyright laws and avoid plagiarism. They should cite sources correctly and avoid unauthorised sharing of copyrighted material.

Safe Online Practices: Pupils should be aware of online safety risks, such as phishing scams, identity theft, and cybercrime. They should use strong passwords, be cautious about sharing personal information, and avoid clicking on suspicious links or downloading unknown files.

Social Media Use: Pupils should be mindful of their online presence on social media platforms. They should avoid posting harmful or offensive content and be aware of the potential consequences of their online actions.

4.10 E-learning Facilities

The school is equipped with security software, which filters inappropriate wording, imagery or website access made by any individual through the school's network. The school has a duty to discipline any individual who attempts to access illicit websites or imagery, social media, uses threatening terminology or expletives, be it through any internet search engine, software or form of electronic communication. A judgement will be made by the school as to the severity of the misuse. Electronic misuse may lead to parental contact, restricted access on the school's network and in extreme circumstances to police involvement. The school takes steps to filter inappropriate websites, but due to the nature of the internet, cannot guarantee complete protection from all accessible sites. See the <https://www.downlands.w-sussex.sch.uk/wp-content/uploads/2026/03/Digital-Systems-Policy-1.pdf>.

4.11 Bicycles/Non-Electric Scooters

Only bicycles and non-electric scooters are allowed as a means of transport onto the school premises. For safety reasons pupils should walk their cycle when on the school premises. Bicycles should be locked in the designated area. All other forms of transport such as mopeds, motorbikes, e-scooters, skateboards & roller skates or anything similar are not permitted due to safety reasons. Pupils are required to wear cycle helmets cycling to and from school.

5 Prejudicial Incidents & Bullying

A **prejudicial** incident is any incident that is reasonably perceived by the victim or any other person to be motivated by hostility or prejudice based on any aspect of a person's identity,

including the protected characteristics under the Equality Act (2010): race, religion, disability, sexual orientation, gender identity, age, nationality, ethnicity, appearance, language and social class.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Kindly refer to Appendix 17.6.1 for a comprehensive definition of bullying.

5.1 How do we recognise It?

Pupils will sometimes confide in fellow pupils, family or staff. Staff observation of behaviour patterns in pupils is vital, particularly Form Tutors and other support staff.

All staff undergo training in recognising signs of bullying and prejudicial behaviour.

The types of prejudicial behaviour that we recognise are:

- Verbal abuse: This includes name-calling, insults, jokes, and slurs that target a person's race, religion, ethnicity, sexual orientation, gender identity, disability, or other protected characteristic.
- Social exclusion: This involves deliberately leaving someone out of activities, groups, or friendships because of their background or beliefs.
- Intimidation: This can include threats, bullying, or physical violence directed at someone because of their identity.
- Property damage: Vandalising or destroying someone's belongings because of their race, religion, ethnicity, sexual orientation, gender identity, disability, or other protected characteristic.
- Cyberbullying: Using electronic communication to bully someone, such as through text messages, social media posts, or online games. Cyberbullying can be particularly harmful because it can follow a person everywhere they go.
- Microaggressions: These are subtle, often unintentional, forms of prejudice that can communicate hostile or negative messages to a person or group. For example, a microaggression might be telling a pupil of a different ethnicity that they "speak English so well."
- Stereotyping or making assumptions about someone's abilities based on protected characteristic.
- Lack of awareness or education about prejudice

Please note: This is not an exhaustive list, and we reserve the right to classify other forms of discriminatory behavior as prohibited.

5.2 How do we deal with bullying and prejudicial incidents?

Through the normal school discipline procedures. Staff will inform the Heads of Year, parents/carers or senior staff as necessary. The incident is recorded in Bromcom (this is the school management information system) and then reviewed by experienced members of staff to investigate and determine the outcome.

Immediate Response:

- 1) Treat the incident seriously and respond in a timely manner to reports. Members of staff should report the incident to Pastoral teams or a member of SLT. The incident should be initially recorded on Bromcom as a prejudicial incident
- 2) Offer support for the target and any bystanders. We have a range of strategies that include working with pupils as well as staff.
- 3) Ensure that any witnesses are aware that the behaviour is not acceptable

Investigation:

- 1) Investigation Team: An investigation will be conducted by a member of the Pastoral Team. This team member will be responsible for gathering statements from all parties involved.
- 2) Statement Collection: Every individual affected by the incident will be given the opportunity to provide a detailed account of their experience.
- 3) Parent/Carer Notification: Parents and Carers may be informed about the incident.
- 4) Disciplinary Action: The Assistant Head Teacher for Behaviour, in conjunction with the Pastoral Team, will assess the situation and determine appropriate disciplinary action. This information will be recorded in Bromcom as a prejudicial incident to track the frequency and nature of such occurrences.
- 5) Reflective Discussion: The student who has caused harm will engage in a structured, reflective conversation with a member of the Pastoral Team. This discussion is designed to unpack the underlying causes of the behaviour, develop self-awareness regarding the impact of their actions on others, and establish clear, restorative consequences to prevent recurrence.
- 6) There may not be the need for a sanction just a conversation with the appropriate member of staff.

Pupils can report incidents via:

- A trusted Adult (Tutor, PSO, HOY)
- Anonymous Reporting using the Student Portal
- Peer

Parents/Carers can report incidents by:

- Emailing the school office
- Reporting using the online form link available on MCAS
- Anonymous emails

5.3 How do we prevent it?

- Across the curriculum, the school highlights respect for self and others.
- The PDC (Personal Development Curriculum) programme covers bullying, prejudice and relationships.
- Tutor Time and Assemblies are opportunities to encourage positive relationships.
- Prefects are assigned to Year 7 Tutor Groups to look after them when they first start at Downlands.
- Prefects on duty during school social time
- PSO's should be sought by pupils if bullying is occurring
- Student focus groups
- Awareness – Lack of education is often a precursor to prejudice

6 Sanctions

Teachers and all persons acting on behalf of the Headteacher, have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction ([Education and Inspections Act 2006](#)). Good order both inside and outside the classroom provides security for teacher and pupils alike. Every member of staff should feel that they are part of a team which is organised in such a way as to provide support and encouragement when needed. In order for this support to be given, it is essential that disruptive behaviour should always be dealt with when it occurs. If unacceptable behaviour is ignored, or tolerated, it is seen by pupils as being condoned and is likely to persist or worsen. All teachers are expected to use the 'Character Expectations' structure and have a right to expect full support from more senior colleagues when challenges arise. Pupils will be made aware of the consequences of their actions and that, while each incident will be investigated and judged on a case-by-case basis, there are certain actions which will normally result in particular sanctions. It is difficult to come up with a definitive list that covers all types of behaviour and contexts, however in most cases the behaviours outlined below will result in the sanction described. Similar to the reward system unacceptable behaviour is also logged as behaviour points on BROMCOM.

Consequence 1 (C1) – 1 point recorded on BROMCOM. The consequence will be an after school 20-minute detention. Staff will implement these sanctions which can be found in appendix 17.3.1 for more detail.

Consequence 2 (C2) – 3 points recorded on BROMCOM. The consequence of C2 offences will be a 40 minute after-school detention. Staff will implement these sanctions which can be found in appendix 17.3.2 for more detail.

Non-attendance to detentions will mean that the sanction will be escalated to the next level.

Consequence 3 (C3) – 10 points recorded on BROMCOM. The consequence of C3 offences will be one of the following: lunch and a 60 minute after school detention or withdrawal of social time (i.e. lunch) for a fixed period. Head of Years will implement these sanctions which can be found in appendix 17.3.3 for more detail.

Consequence 4 (C3R) – 15 points recorded on BROMCOM. The consequence of C3R offence is a pupil is allocated a day in the reflection room. Head of Years will implement and communicate home these sanctions which can be found in appendix 17.3.34 for more detail.

Consequence 5 (C4) – 20 points recorded on BROMCOM. For C4 offences, the consequence will be suspension. Please see appendix 17.3.5 for more detail.

7 School Detentions

These take place every day between 3.05pm and 4.05pm (unless the pupil is given a social isolation/lunch and 60 minute detention) depending on the behaviour incident(s). Pupils will complete a reflection work sheet in silence. Notification: While the school retains the legal authority to issue same-day detentions without 24 hours' notice, we value parental

partnership and will always communicate proactively with parents/carers to ensure travel arrangements remain safe. Staff will consistently verify that the student does not have mitigating factors—such as young carer responsibilities or urgent medical needs—before confirming the session, ensuring our response is fair, safe, and supportive.

In extenuating circumstances, we can arrange transport home for pupils after detentions, although there may be a delay until staff and transport become available. The safe return home of the pupil remains the prime responsibility of the parent or carer.

- C1 or C2 after school on the day given
- C1 = 20 minutes, C2 = 40 minutes, multiple sanctions = 60 minutes
- Social Isolation – a missed 60 detention will be escalated to a lunch detention and 60 minute detention
- C3 – pupils have detention at lunchtime and 60 minutes after school (During all lunchtime detentions or social isolation periods, staff will ensure that students are allocated reasonable and sufficient time to eat, drink, and use the toilet facilities.)
- C3R – pupils spend the day in the 'Reflection Room'
- C4 is a suspension

8 'Reflection Room(C3R)

The Reflection Room is an internal disciplinary provision located at **Freedom Leisure**. It serves as a high-level intervention and an alternative to formal suspension (C4) where deemed appropriate by the Senior Leadership Team or Heads of Year.

8.1 Criteria for Placement

A student may be booked into the Reflection Room for:

- Accumulating multiple 'On Calls' within a single school day.
- Serious behavioural incidents that fall just below the threshold for suspension.
- A structured reintegration following a period of formal suspension.

8.2 Expectations and Timings

- **Arrival & Departure:** Students must arrive at Freedom Leisure by **9:15 am** and will be dismissed at **3:15 pm**.
- **Communication:** All placements in the Reflection Room will be communicated to parents/carers via the school's communication systems (MCAS/Email) and communication from the Head of Year prior to the day of placement.
- **Academic Work:** The day consists of core curriculum work (Maths, English, and Science) completed via an online learning platform. A member of staff will be present to supervise and support the students with their tasks.
- **Reflective Practice:** Students will be required to complete guided reflection activities to consider the impact of their behaviour on the school community and plan for a successful return to mainstream lessons.

8.3 Outcome and Escalation

To successfully complete the placement, students must meet all behavioural expectations for the duration of the day.

- **Success:** The student returns to their normal timetable the following day.
- **Failure:** If a student fails to meet the expectations of the Reflection Room, they may be required to serve an **additional day** in the room or the sanction may be escalated to a **formal suspension (C4)**.

9 Disciplinary Enquiries of Serious Incidents

The school will make every effort to look at what happened, including what caused or triggered the situation, before deciding on a response. It is not always possible to find absolute proof, consistency in statements/evidence or ascertain motives. Social media activity, which the school cannot directly control or monitor, can further complicate matters and may result in additional consequences.

We review incidents as a caring school team, not a court of law. This means we make decisions based on fairness and all the information reasonably available to us at the time. The school may seek advice from the police on discipline matters.

Pupils should learn from experience to expect fair and consistently applied consequences for bad behaviour which clearly makes the distinction between serious and minor offences. If within an enquiry, pupils or their parents/carers raise wider issues, which they believe has contributed to the incident/s of bad behaviour, the school will take reasonable steps to investigate.

Each situation is investigated afresh but other information can be important to provide context, for example: previous behaviour record in school, any Special Educational Needs and Disabilities, whether the incident was perpetrated by the pupil on his/her own or as part of a group, if within a group there is clear evidence that an individual was more culpable than other members of the group.

In the event of the police becoming involved in an enquiry the school may consider it to be appropriate to allow them to complete their enquiries and decide upon the action they propose to take before completing the school enquiry. A likely exception would be if, for the safety of the school community, it was decided to suspend a pupil. There may be circumstances in which the school makes the decision to involve the police as a result of incidents which have occurred within school. The school will always make contact in the incidence of harassment, on-line malicious communication, drugs, weapons or sexual abuse.

10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. The school maintains a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

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

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

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

11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

12 General Intervention

Tutors monitor their pupil's achievement and behaviour points and are the first wave of intervention in terms of praise and setting targets for improvement. This is done by discussion with the pupil in Tutor time. If there is a general concern relating to attitude to learning then a pupil will be placed on report. In the first instance to the Tutor, then subsequently to the Head of Year and finally to a member of the Leadership team.

Where there is continuing and/or significant cause for concern the Pastoral Support Officer for the year group under the leadership of the Head of Year will become involved. They will liaise with parents/carers to agree on further interventions using school based and external agency staff.

School based support includes: Tutor, Learning Mentors, Pastoral Support Officers, Behaviour Support Officers, Heads of Year, school nurse, SEND team, school counsellor, The Hub.

External support through referral to West Sussex County Council organisations include – Fair Access Team, Pupil Entitlement, Substance Misuse Team (SMT), Educational Psychology Service, Learning and Behaviour Advisory Team (LBAT), Early Help (EH),

Safeguarding in Education (SIE), Community Mental Health Liaison Service (CMHLS), Virtual School, Ethnic Minority and Traveller Achievement Support (EMTAS). The Pastoral Team may take a pupil's case to various support agencies.

Pastoral Support Plans/Team Around the Child Behaviour Support Plans. Pupils who consistently exhibit concerning behaviour will be issued a behaviour plan designed to address their specific needs, often with a Behaviour Passport to facilitate optimum staff-student interactions. This plan typically involves collaboration with parents/carers, the pupil, school pastoral representatives, and, when necessary, external agencies. Failure to improve behaviour after a given period of time on a pastoral support plan, may result in a permanent exclusion. (See Suspension Permanent Exclusions Policy).

Early Help Plans. If the school or parent/carer identifies a 'whole family concern' family support issue that requires multi-agency intervention then an Early Help Plan will be actioned in line with the national strategy to target support as early as possible. The school will liaise with outside agencies to facilitate the intervention work.

The Hub is a dedicated support space fostering a calm, inclusive environment where students facing social, emotional, or behavioural challenges are given the tools to reconnect, grow, and reintegrate. With a strong emphasis on early intervention, respectful relationships, and high expectations upheld with warmth, The Hub prioritises student wellbeing while promoting responsibility, resilience, and readiness to return to mainstream learning. Pupils struggling to behave appropriately in the school may also work on modified timetables taught in The Hub.

Directed Off-Site (DOS) placement. This is a statutory intervention under Section 29A of the Education Act 2002 used to support a pupil's behaviour. In partnership with West Sussex County Council, a temporary, specialist placement is arranged at another school or an approved educational establishment, such as the West Sussex Alternative Provision College (WSAPC), when internal interventions require additional, intensive support. While the school holds the legal authority to arrange this off-site placement to help support a student's behaviour, our absolute priority is to work closely in partnership with parents and carers to find a shared path forward. A structured programme is established by all parties, setting clear targets for behaviour, engagement, and emotional regulation. Placements are time-limited, with mandatory, built-in review meetings to track progress and adjust support strategies. Throughout the DOS period, the pupil remains on roll at our school, with the ultimate aim of achieving a planned, supported, and successful reintegration into the mainstream classroom. A Directed Off-Site placement is a proactive, supportive pathway designed entirely to provide a student with a constructive fresh start, protective mentoring, and the targeted skills required for a successful return to their mainstream classes at Downlands.

Managed Move to another school. This is a collaborative, voluntary process by which a 'fresh start' is arranged at an alternative mainstream educational setting. A formal agreement is drawn up by all parties—including the pupil, parents or carers, and both schools—setting out clear targets for behaviour, attitude to learning, and attendance. An agreed trial period is decided upon, typically lasting a minimum of 6 weeks, with built-in review meetings to closely monitor progress. During this trial period, the pupil remains on roll at the original school. If the managed move is successful, the pupil is then formally transferred to the roll of the destination school. A managed move serves as a supportive, preventative mechanism centred entirely on the student's best interests and long-term educational success.

12.1 Persistent Behaviour Concerns

Pupils who are a continued cause for concern because of behaviour incidents that have occurred or pupils that have received multiple behaviour points will have a number of agreed interventions.

Team Around the Child Meetings

Pupils may be discussed at a Team Around the Child meeting in school. This involves specialists across the school who discuss appropriate interventions for the pupil.

Potential Actions from Team Around the Child Meetings:

- Team Around the Child Behaviour Plan: A personalised plan outlining specific strategies to address the pupil's behaviour and needs.
- Pupil Passport (pupil voice): A tool to involve the pupil and home in developing and monitoring their behaviour plan.
- External agency support: Referral to external agencies, such as LBAT, Fair Access, APC Outreach
- Safeguarding support: If necessary, referral to the safeguarding team to address any concerns related to the pupil's safety and well-being.
- SEND support: Assessment and potential referral to the Special Educational Needs and Disabilities (SEND) team for additional support.
- Targeted SEMH Support: Interventions for Pupils with Specific Social, Emotional, and Mental Health Needs
- Inclusion support: Strategies to ensure the pupil feels included and supported within the school environment.

Note: The specific interventions chosen will depend on the nature of the behaviour incidents and the individual needs of the pupil.

13 Other Processes, Confiscation and Search of Pupil for Illicit Items

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. Parents may also be contacted at this stage to support in gaining cooperation from the pupil.

If they still refuse to co-operate, the member of staff will contact the headteacher / head of behaviour/ designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 17.6.2, but not to search for items that are only identified in the school rules.

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

'Outer clothing' includes:

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

13.1 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 17.6.2) and items identified in the school rules.

An authorised member of staff may conduct a search of a pupil's possessions in the presence of another staff member. Where possible, the staff member conducting the search will be of the same sex as the pupil.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

13.2 Metal detectors / Use of Handheld Wand to perform self-search

Schools can use a metal detector to search for prohibited/banned items this applies to all pupils, staff, and visitors entering the school grounds. Metal detectors may be used to search for prohibited or banned items, regardless of whether there is specific suspicion of a pupil possessing such items. Where a pupil refuses to undergo screening or a search via a metal detector, staff must employ the **CALM, CONNECT, CORRECT** framework to defuse the situation and encourage compliance. Staff must never turn a student away at the school gate for non-cooperation. If de-escalation efforts are unsuccessful and compliance is not achieved, staff must immediately initiate formal school safeguarding or suspension protocols to manage the pupil's safety and behaviour.

Handheld wands and other recognised technology are permitted to be used. When a handheld wand is to be used the same pre-search procedure and discussions are to be used. Where possible, the pupils themselves should complete the 'self-search' using the wand, under the direction of the member of staff leading the search.

Staff should instruct the pupil in the use of the wand and monitor the thoroughness of the search. Staff should consider the language used when instructing pupils in the completion of the search and referring to the pupil's body/areas of the body.

Where it is not possible for the pupil to complete a 'self-search' e.g. - due to SEND, disability etc, a member of staff can perform the search using a metal detector wand. A member of the senior leadership team or pastoral team will complete this search, with a search witness present.

The same post-search procedures and support should be followed to ensure support for all involved is provided.

13.3 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Appendix 17.6.2.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in Bromcom or MyConcern (the schools internal safeguarding management information system).

13.4 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 17.6.2) through MCAS. If a prohibited item is found a member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

13.5 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

13.6 Intensive searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school

premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item(s).

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

13.6.1 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult (please refer to section 17.6.3). If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult.

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

13.6.2 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

13.6.3 Care after an intensive search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

13.7 Youth-Produced Sexual Imagery (Nudes, Semi-Nudes, and AI Content)

Downlands Community School is committed to safeguarding children from online harms while avoiding the unnecessary criminalisation of young people exploring relationships or displaying age-appropriate curiosity. All incidents involving the sharing of nudes, semi-nudes, digitally manipulated images, or artificial intelligence (AI) text-to-image "pseudo-photographs" will be treated primarily as safeguarding concerns and handled with strict confidentiality to reduce victim-blaming and shame.

14 Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These are documented on Pupil Passports and incorporate any adaptations that are made for pupils.

15 Loss of Personal Items on School Premises

The school cannot take responsibility for any item lost within the grounds of the school property. This includes bicycles/non-electric scooter, electrical equipment, items of uniform (sporting and non-sporting) and money.

16 Power to Use Reasonable Force

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

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

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

17 Appendices

17.1 Pupils Expectations

Pupils are expected to follow the school 'Character Expectations' as outline below:

<u>Resilience:</u> – • Classwork and homework are completed to the best of our ability • We always try our best • We do our best to be in school and on time
<u>Optimistic:</u> - • We learn and act on our feedback • We follow instructions to keep everyone safe • We believe that we can always improve
<u>Community:</u> - • We eat and drink in our year group zones only • We are always fully focused, polite and respectful in lessons • We co-operate with all members of our community • We put litter in the bin; treat our environment and other people's property with respect
<u>Kindness:</u> – • We are kind and respectful to all members of our school community • We communicate respectfully and appropriately • We use social media responsibly
<u>Self-aware:</u> – • Our mobile phones, headphones and devices are turned off and out of sight in our bags • We treat others as we wish to be treated ourselves • We have the correct equipment and uniform at all times • We learn from our mistakes

17.2 Home School Agreement

Downlands Community School - Home School Agreement

Parents/Carers - I / We will:

- See that my/our child attends school regularly and punctually
- Inform school of my/our child's absence on the first day and confirm in writing on his/her return
- Let the school know of any concerns or problems that might affect my/our child's work or behaviour
- Support the school's policies and guidelines for behaviour as set out in the Code of Conduct
- Support my/our child in completing his/her homework
- Attend parents' evenings and discussions about my/our child's progress
- Support my/our child in all that he/she does at school
- Ensure that items of value or significant sums of money are not brought in to school by pupils, as the school can not be held responsible for loss or theft.

The School will:

- Provide a broad and balanced curriculum to meet the needs of your child
- Will support your child to achieve his/her potential, both socially and academically
- Contact parents if there are any concerns about your child's progress or behaviour
- Send home regular reports describing your child's progress
- Hold parents' evenings during which progress will be discussed
- Set, mark and monitor class work and homework
- Keep parents informed about general school matters through regular newsletters and notices about special events.

Pupil - I will:

- Attend regularly and on time
- Wear the school uniform and be tidy in appearance
- Do all my class work and homework as well as I can and on time
- Be polite and helpful to others
- Look after and respect the school environment

Signed(Parent/Carer)

Signed(School)

Pupil NameSigned.....(Pupil)

17.3 Behaviour Sanctions

17.3.1 C1 Sanctions

- C1 Unacceptable Behaviour (General)
- C1 Overdue library book
- C1 Confiscation
- C1 Missing Equipment
- C1 Unacceptable language (General)
- C1 Out of bounds
- C1 Eating in transit
- C1 Uniform
- C1 WARN–MOVE (Lesson Disruption)
- C1 Late to tutor 3/4/5 times
- C1 Any behaviour considered to be deserving of a C1

17.3.2 C2 Sanctions

- C2 Persistent Unacceptable Behaviour
- C2 Bullying
- C2 Persistent Confiscation
- C2 Persistent Missing Equipment
- C2 Inadequate/No Homework
- C2 Late to Lesson
- C2 Unacceptable Language (Targeted)
- C2 Persistent Out of bounds
- C2 Persistent Uniform Issues
- C2 REMOVE (Lesson Disruption)
- C2 Late to tutor 6/7/8 times
- C2 Missed C1 Detention escalation
- C2 (60 minute detention) Late to tutor 9/10/11 times
- C2 Any behaviour considered to be deserving of a C2

17.3.3 C3 Sanctions

- C3 Bullying
- C3 Damage to Property
- C3 Fighting
- C3 Refusal to co-operate
- C3 Smoking/Vaping
- C3 Truancy
- C3 Sexually unacceptable behaviour
- C3 Theft
- C3 Unacceptable Behaviour
- C3 Extremely Persistent Uniform Issues
- C3 Late to tutor 12 times
- C3 Three C2 sanctions in a day
- C3 Six C2 sanctions in a half term
- C3 Ten C1 sanctions in a half term
- C3 Missed C2 Detention escalation
- C3 Any behaviour considered to be deserving of a C3

17.3.4 C3R Reflection Room

The following incidents or patterns of behaviour will typically result in a 15-point (C3R) allocation to the Reflection Room:

- Multiple 'On Calls' in a single day.
- Serious defiance or refusal to cooperate with Senior Staff.
- Aggressive or highly disruptive behaviour.
- Persistent breaches of the Conduct Policy despite C1–C3 interventions.
- Use of the room as a mandatory reintegration step following a formal suspension.

C3R Abuse against sexual orientation/gender

C3R Abuse Racist

C3R Abuse relating to disability

C3R Abuse/threatening behaviour to Adult

C3R Abuse/threatening behaviour to Pupil

C3R Assault of Pupil

C3R Assault of Adult

C3R Bullying

C3R Damage to property

C3R Deliberate breach of protective measures for public health

C3R Drug and alcohol (inc. vapes)

C3R Inappropriate use of social media/technology

C3R Offensive weapon

C3R Persistent/disruptive behaviour (Fire Alarm)

C3R Sexual misconduct

C3R Theft

17.3.5 C4 Suspensions

C4 Abuse against sexual orientation/gender

C4 Abuse Racist

C4 Abuse relating to disability

C4 Abuse/threatening behaviour to Adult

C4 Abuse/threatening behaviour to Pupil

C4 Assault of Pupil

C4 Assault of Adult

C4 Bullying

C4 Damage to property

C4 Deliberate breach of protective measures for public health

C4 Drug and alcohol (inc. vapes)

C4 Inappropriate use of social media/technology

C4 Offensive weapon

C4 Persistent/disruptive behaviour (Fire Alarm)

C4 Sexual misconduct

C4 Theft

17.3.6 Lesson Routine

These will enable everyone to work successfully, safely and enjoyably:

- Enter rooms sensibly and go straight to your workplace

- Take out books, pens, and any other equipment needed for the lesson, and put your bags away under your desk/chair or in a designated area
- Follow the 'Character Expectations' procedure
- Eating and chewing gum are not allowed.
- Water bottles are allowed except in Science Labs
- Do not leave the room without the teacher's permission
- The bell is a signal for the teacher – do not pack away until told to do so
- When told to pack away, do so quietly and sensibly
- When told to leave make sure chairs are under or on desks if directed the room is tidy and leave in an orderly way
- For lessons completed in the ICT rooms, all workstations must be tidy, with computers logged off, ready for the next class to enter

17.3.7 Lesson Disruption

Unacceptable behaviour in a classroom will result in most instances with the following:

- Verbal Warning given (first time)
- Move – pupil will be moved and issued with a C1
- If the disruption persists a Removal is issued where the pupil will be moved to another classroom within the department and receive a C2 Remove
- If a pupil fails to comply with a Removal an 'On Call' is issued a member of SLT removes the pupil from the classroom to a designated, supervised learning space (such as a partner classroom or Compass Room) where education continues. At the end of the lesson the pupil returns to their normal timetable. An 'On call' will usually result in a C2 or C3 sanction.
- Failure to follow the SLT instructions could result in a suspension. Parents/Carers will be informed
- Some behaviours may lead to an immediate removal from class which is at the discretion of the member of staff

17.3.8 Homework Sanctions

Not completing homework or completing it unsatisfactorily will result in the following:

- Verbal Warning given (first time)
- C2 homework detention along with a homework extension for it to be completed
- Further C2 homework sanctions can be applied for non-completion of the same homework

17.3.9 Basic Equipment for Lessons

Pupils should use an appropriately sized bag to carry their required equipment– this must be big enough to put a PE kit in too. Students should also have a copy of their timetable with them. Form tutors do regular checks on basic equipment.

Basic equipment means:

- Pencil case
- at least two black ballpoint pens
- a pencil
- a ruler

- a rubber
- mini whiteboard
- whiteboard pen
- A DEAR time book (Y7-9) for Drop Everything And Read and a reading book for (Y10-11)

Extras based on your timetable:

- Certificate of Sport/PE - PE Kit – please make sure that this fits into a school bag
- Art – glue stick (KS3), fine liner (KS4) and, once GCSE starts, A3 folder of art equipment and A4 sketchbook (KS4)
- Classical Civilisations – wallet for worksheets/scrolls (KS4)
- Design Technology – scientific calculator (KS4)
- Food Technology – highlighter (KS4)
- Forest School – Wellington boots and coat (waterproof according to weather)
- Geography – scientific calculator
- Health & Social – Health and Social Care textbook and revision book (KS4)
- Maths – scientific calculator and protractor
- Modern Languages – exercise book and vocabulary book
- Music – ukulele (Y7), sheet music (KS4), instrument [unless vocalist] (KS4)
- Photography – two sketch books and an A2 poly folder purchased through school when GCSEs commence (KS4)
- Science (Biology, Chemistry, Physics) – scientific calculator and protractor (KS4)
- Textiles - two sketch books and an A2 poly folder purchased through school when GCSEs commence (KS4)

17.3.10 Equipment Sanctions

Any pupil who does not have the correct equipment, without a note from home with explanation is liable to receive a sanction

- If a pupil does not have the minimum equipment required for a particular lesson, the following will happen:
 - C1 detention
 - C2 detention for persistent equipment infractions
 - Continued equipment sanctions will be monitored and picked up by the Head of Year
- It is a pupils' responsibility to be correctly equipped, families can request help from the school.
- If a student lacks the required specialised equipment for a lesson, staff will address this discreetly and supportively by providing loan equipment in the first instance. No disciplinary sanctions will be issued for missing specialised equipment where underlying financial hardship or complex home circumstances are a factor. The Pastoral team will proactively work with families to ensure students are fully equipped and successful without facing barriers.

17.3.11 Uniform Sanctions

It is expected that pupils will be in uniform at all times according to the rules. Any pupil who wears the incorrect or incomplete uniform, without an explanatory note from home is liable to receive a sanction.

- Unless the school accepts the written reason given by a parent/carer, any pupil arriving at the school in non-school uniform, as detailed in our Uniform Policy, may not be allowed to attend lessons until they wear the correct uniform given to them or remove the make-up and may receive multiple social isolations (lunchtime detentions) or be asked to go home to rectify the issue. Parents/Carers will be contacted if a pupil is to be sent home

If a pupil does not comply with the uniform rules, then the following sanctions will be given:

- C1 Uniform sanction applied.
- If it is a persistent issue this will be increased to a C2 Persistent uniform sanction.
- C3 Extremely Persistent Uniform issues

Reasonable Adjustments:

Downlands Community School is committed to being an inclusive environment. We recognise that some pupils may require modifications to the uniform policy due to Special Educational Needs, Disabilities (SEND), or medical requirements.

- Any **reasonable adjustment** to the uniform must be formally agreed upon in conjunction with the **SENDCO** or the **Assistant Headteacher for Behaviour**.
- Unless an official adjustment has been agreed and recorded, the standard uniform expectations will apply.

17.3.12 Moving Around the School

- For everyone's safety there should be no running in the school building
- Walk on the LEFT in corridors and follow the directions on staircases
- Pupils carry bags at their side and not on their shoulder
- At lunchtime and break times all pupils must remain in designated areas

17.3.13 Leaving a lesson

If a pupil needs to leave a lesson the following will happen:

- Toilet permission is recorded on Bromcom by the member of staff and the pupil carries an orange lanyard to the toilet. Toilet permission is usually not granted directly after break or lunchtime
- Medical permission is recorded on Bromcom by the member of staff and the pupil carries an orange lanyard to reception
- Pupils are not permitted to leave the lesson to fill their water bottle or take recycling
- Pupils who leave the lesson without permission will receive an 'On Call'

17.3.14 Movement Around the School Sanctions

If a pupil fails to comply correctly with the movement around the school the following will happen:

- A verbal warning may be given
- Sanction applied
- If the same sanction is applied again this may increase to a C2 Persistent

17.3.15 Dining and Social Area Sanctions

If a pupil fails to comply with the Dining Room and Social Areas rules then the following will happen:

- A verbal warning may be given
- Sanction applied
- Further occurrences of the same sanction will result in a C2 Persistent consequence.
- Head of Year removes break and lunch social time for the pupils

17.3.16 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

17.3.17 Mobile phones/Headphones/Smart Watches/Electronic Devices Sanctions

If a pupil is caught using their mobile phone/headphones/smart watch without permission the following will happen:

- C1 detention issued and the pupil is asked to take their Mobile Phone/headphones/smart watch/electronic device to reception
- If a pupil is continually caught on their mobile phone/headphones then Heads of Year will contact home
- Persistent offenders will be asked to hand the device in at the start of the day or that the device remains at home.

17.3.18 Behaviour to and from School or on School Premises out of Normal Hours Sanctions

- Any pupil caught smoking/vaping on the school site or on the way from or to school will be issued with a C3 sanction
- A C2 after school detention may be issued to any pupil standing with a group of smokers, even though the pupil themselves may not be smoking/vaping
- All instances of anti-social behaviour will be subject to appropriate disciplinary action.

17.3.19 Cycles/Non-Electric Scooters Sanctions

If a pupil does not comply with rules on Cycles/Non-Electric Scooters a sanction will be given.

17.4 Character ROCKS Points Criteria

ROCKS Points	ROCKS POSTCARDS
Character – Resilience RP1	Character – Resilience – Postcard - RP5
Character – Optimistic RP1	Character – Optimistic – Postcard -RP5
Character – Community RP1	Character – Community – Postcard -RP5
Character – Kindness RP1	Character – Kindness – Postcard - RP5
Character – Self-aware RP1	Character – Self-aware –Postcard - RP5
<u>Resilience</u> – Persevering with a task that they found difficult Being prepared to take risks Applying a consistently high level of effort Excellent attendance	
<u>Optimism</u> – Positive can-do attitude Aiming high and challenging yourself Embracing obstacles Not giving up when find a task difficult	
<u>Community</u> - Excellent team work and peer teaching Leader of learning in the classroom Outstanding and consistent participation in extra-curricular events Volunteering for school and community events	
<u>Kindness</u> – Being a supportive learning partner Helping out Acts of kindness around school and the community	
<u>Self-aware</u> – Self-reflection - learning from and acting on feedback, Learning from success of others, Making better decisions Outstanding homework or classwork	

17.5 Character Expectations

ROCKS Character Expectations

Based on our ROCKS Character Development programme, we have the following expectations for students.

To be my best we need to:

- Classwork and homework are completed to the best of our ability
- We always try our best
- We do our best to be in school and on time

Resilient 

- We learn and act on our feedback
- We follow instructions to keep everyone safe
- We believe that we can always improve

Optimistic 

- We eat and drink in our year group zones only
- We are always fully focused, polite and respectful in lessons
- We co-operate with all members of our community
- We put litter in the bin; treat our environment and other people's property with respect

Community 

- We are kind and respectful to all members of our school community
- We communicate respectfully and appropriately
- We use social media responsibly

Kind 

- Our mobile phones, headphones and devices are turned off and out of sight in our bags
- We treat others as we wish to be treated ourselves
- We have the correct equipment and uniform at all times
- We learn from our mistakes

Self Aware 

17.6 Definitions

17.6.1 Bullying definitions

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudicial and discriminatory, including: • 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

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying (refer to the school's Digital Systems Policy)	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

17.6.2 Misbehaviour Definitions

Misbehaviour is defined as:

- Causing disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or other discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

17.6.3 Appropriate Adult

An appropriate adult is an individual, aged 18 or older, who is:

- Independent: Not directly involved in the incident or investigation.
- **Impartial:** Unbiased and able to act solely in the best interests of the child or young person.
- **Competent:** Capable of communicating effectively with the student and understanding their needs.

17.6.4 Character Education

A deliberate effort to teach children core ethical values, such as honesty, respect, responsibility, and compassion.

17.6.5 ROCKS Character

ROCKS is an acronym for Resilience, Optimism, Community Focus, Kindness, and Self-Awareness.

These character traits are fundamental to our school's values and expectations. By fostering these qualities, we aim to equip our students with the tools they need to overcome challenges, maintain a positive outlook, contribute meaningfully to their community, treat others with respect, and understand their own strengths and limitations.

17.6.6 Positive School Climate

- **Inclusive Environment:** A school environment where all students feel valued, respected, and supported.
- **Positive Relationships:** Strong relationships between students, teachers, and staff that promote trust and cooperation.
- **School Culture:** The shared beliefs, values, and behaviours of the school community.

17.7 Character Celebrations

ROCKS points year group assembly – Last week of each term

- Pupils: Recognised / Acknowledged / Celebrated
 - Top 20 identified of each individual ROCKS
 - Top 20 identified of total highest number ROCKS points

ROCKStars Character Celebration

- Assembly
- Top 5 of each individual ROCKS points per year group
- Top 5 overall rocks = 30 per year
- Rewards / prizes given

17.8 Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Behaviour and discipline in schools: guide for governing bodies](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Mobile Phones in Schools Guidance \(2024\):](#)
- [Mental Health and Behaviour in Schools Guidance](#)
- [Sharing Nudes and Semi-Nudes: Advice for Education Settings \(UKCIS\)](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

➤ [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online