

Diss High School (DHS)

Behaviour Policy

February 2026 • Reviewed annually

Scope of this Policy

This Behaviour Policy applies to:

- Students while they are at school, travelling to or from the school, and while in school uniform.
- Students on trips or sporting fixtures for the duration of the time they are the responsibility of the school and its staff.
- In exceptional cases, incidents out of uniform (e.g., evenings/weekends) where, in the school's professional judgement, behaviour has a direct consequence on behaviour within school.

1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff (2022).
- Searching, screening and confiscation: advice for schools (2022).
- Keeping Children Safe in Education (latest edition).
- Suspension and permanent exclusion guidance (2023).
- Use of reasonable force in schools.

- Supporting pupils with medical conditions at school.
- SEND Code of Practice.

It also reflects DfE guidance that academies should publish their behaviour policy and anti-bullying strategy and complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour includes breaches of this policy or the pupil code of conduct, such as:

- Disruption in lessons or around school.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

Serious misbehaviour includes:

- Repeated breaches of school rules.
- Any form of bullying.
- Sexual violence or harassment (including online).
- Vandalism, theft, fighting, smoking or vaping.
- Wilful or reckless damage to school property, equipment, furniture or facilities.
- Racist, sexist, homophobic or other discriminatory behaviour.
- Possession of prohibited items (e.g., knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, vapes/e-cigarettes, fireworks, pornographic images, or any article reasonably suspected of being used to commit an offence or cause injury/damage).

4. Bullying

Bullying is repetitive, intentional harm involving an imbalance of power. It is deliberately hurtful, often repeated, and difficult to defend against.

Examples include:

- Direct/indirect verbal: name-calling, sarcasm, spreading rumours, teasing.
- Cyber-bullying: via social networks, messaging, gaming, devices, or AI-generated content.

See our separate Anti-Bullying Policy for full details.

5. Roles and responsibilities

5.1 The governing board

Monitors policy effectiveness and holds the headteacher to account.

5.2 The headteacher

- Reviews and approves this policy.
- Ensures the environment encourages positive behaviour and staff deal effectively with poor behaviour.
- Monitors consistent application of rewards and sanctions.
- Ensures staff understand expectations and maintains them.
- Provides induction for new staff.
- Offers behaviour/SEND/mental-health training where required.
- Aligns with safeguarding to offer sanctions and support.
- Reviews behaviour data regularly for disproportionality.

5.3 Teachers and staff

- Create a calm and safe environment.
- Maintain clear boundaries and implement the policy consistently.
- Communicate expectations and model positive relationships.
- Personalise approaches for specific needs.
- Record incidents promptly.
- Challenge pupils to meet expectations.

SLT supports staff in responding to incidents.

5.4 Parents and carers

- Know and reinforce the behaviour policy.
- Support their child to adhere to it.
- Inform school of changes affecting behaviour.

- Discuss concerns promptly with staff.
- Attend reviews of behaviour interventions.
- Raise concerns directly and work in partnership with school.
- Engage with school life.
- Accept responsibility for the cost of repairing or replacing school property damaged by their child through wilful action or inappropriate behaviour, in accordance with Section 8.4 of this policy.

While the school will listen to and consider parental views, the Headteacher and authorised staff reserve the right to apply sanctions in line with this policy even where parent(s)/carer(s) disagree with the decision.

5.5 Pupils

- Understand expected standards and routines.
- Follow the behaviour policy.
- Recognise rewards and consequences.
- Use pastoral support available.

Pupils receive induction (including mid-phase arrivals) and can give feedback on the behaviour culture.

6. Pupil code of conduct

- Behave in an orderly, self-controlled way and show respect to staff and peers.
- Enter/leave classrooms appropriately; move quietly around school.
- Take care with presentation and take pride in work.
- Wear correct uniform at all times; accept sanctions when given.
- Make it possible for all pupils to learn and refrain from bringing the school into disrepute (including online).

Reasonable adjustments to routines may be made where appropriate to enable pupils to meet expectations.

The DHS Way – Whole-school expectations

1) Treat others as you would want to be treated.

- Celebrate considerate behaviour; sanction unkind/disrespectful behaviour.

2) Presentation of books and pride in work.

- Secure loose sheets; include title and date; respond in green pen; take pride in work.

3) Only one person talking at a time (“one voice”).

- If a teacher or student is talking, everyone else listens.

4) Entering and leaving well.

- Line up outside where possible; do not enter without a teacher; stand behind chairs at end and wait to be dismissed.

Classroom expectations

- Arrive on time, equipped and ready to work.
- Keep hands/feet/objects to yourself.
- Follow instructions promptly; raise hand to speak.
- Be polite and let others learn.

Rewards

We celebrate:

- Excellent effort, home learning and contribution.
- Excellent attendance.
- Role-model behaviour for learning.
- Achievement and progress.
- Acts of kindness and community contribution.

Positive points are recognised individually and collectively. Faculties also issue rewards for outstanding commitment.

Uniform

- Wear correct uniform daily.
- Correct uniform at the first request.
- Remove coats when entering classrooms.

Tutor time

- Arrive correctly equipped and in uniform.
- Complete tutor tasks with excellence.
- Stand behind chairs silently to be dismissed.

Consequences

Examples include (non-exhaustive):

- Insufficient work or homework; distracting others; talking during independent working (ie. silent) times.
- Unauthorised lateness/leaving lessons; chewing gum; not following instructions; leaving seats without permission.
- Defiance; verbal/physical intimidation.

Sanctions: C0 (verbal warning) → C1 (second warning, recorded) → C2 (conversation with on-call teacher) → C3 (removal + 30-minute detention) → C4 (isolation/serious one-off).

Where a student has been identified as persistently breaching the behaviour policy and is on the extended withdrawal list, a C3 or C4 removal from a lesson will result in the student being placed in the withdrawal room for the remainder of the school day (see Section 9.3). Extended withdrawal is an alternative to suspension; refusal to attend will result in the parent/carer being contacted to collect the student, who will be issued with a formal suspension.

Phones and devices

- Phones off and in bags; smartwatches not permitted.
- Confiscation: first time collect at end of day; repeat: held for 3 school days.
- Repeated offences may require daily hand-in.
- Refusal to hand over a phone is defiance and will be sanctioned.
- No photographing or recording.

Transitions, breaks and movement

- Move respectfully; walk on the left; go promptly to next lesson.
- Eat only where permitted; dispose of litter.

Detentions – conduct

- Attend on time; sit where instructed; work in silence; failure to attend escalates.

Cover/supply lessons

- Sit in normal seats; complete tasks; respect cover staff.

Seating plans and assemblies

- Sit where directed.
- Assemblies: enter silently; sit in tutor order; store coats/bags under chairs.

Walking home

- Board buses calmly; walk on pavements; be respectful in the community; walk bikes off-site; wear uniform properly until home; do not congregate at gates/playgrounds.

Homework

- Complete on time to the best of your ability.
- Catch up on missed homework when absent.
- Sanctions will be issued for missed homework.

7. Responding to behaviour

7.1 Classroom management

- Maintain a stimulating, orderly environment.
- Display the DHS Way and establish clear routines (eg. “meet, greet, seat, start”)
- Use positive relationships, highlight good behaviour, use de-escalation and positive reinforcement.

7.2 Safeguarding

Where behaviour indicates possible harm, follow safeguarding procedures and consider pastoral support, early help or referral.

7.3 Responding to good behaviour

Recognise and reward positive behaviour to reinforce culture and routines.

7.4 Responding to misbehaviour

- Challenge consistently; respond fairly and proportionately.
- Use de-escalation techniques and consider contributing factors.
- Follow the consequence sequence (C0–C4), with escalation for serious behaviour.
- Use report cards/PSP/SARPE as needed; suspension for very serious breaches; permanent exclusion possible in extreme cases.
- For students who are persistently removed from lessons, the school may apply extended withdrawal for the remainder of the school day as an alternative to suspension, in accordance with Section 9.3 of this policy. Refusal to attend the withdrawal room, or misbehaviour/lack of work in the withdrawal room, will result in a formal suspension.
- Students working in the withdrawal room for the day, or those who have been isolated elsewhere, will be required to hand their phones in at the start of the day and they can collect them at the end of the day.

8. Lesson attendance

Students must attend every timetabled lesson while on site. Attendance is non-negotiable and a legal requirement (Education Act 1996).

SEND or vulnerability does not exempt attendance. Adjustments relate to how, not whether, learning is accessed. Pastoral/SEND support is available before school, break, lunch and after school, not instead of lessons.

Repeated refusal to attend lessons will result in a C4 Truancy and may lead to suspension. Only HoY/DSL/SLT may authorise short-term timetable adjustments with a review date. Students/parents cannot unilaterally opt out of lessons.

Significant lateness to a specific lesson will be deemed truancy and will result in an after-school detention the following day.

Toilet and water requests are declined during lessons unless a medical card exists or the teacher judges a legitimate need. Documented medical conditions permitting water are honoured.

8.1 Reports & Support Plans

Behaviour report (2–4 weeks) → PSP (8 weeks, review at 4) → SARPE (up to 8 weeks, review at 4).

PSP/SARPE can be paused at 4 weeks if progress is good and restarted within the next 4 weeks. Failure to complete SARPE may lead to consideration of permanent exclusion. No pupil should

be on SARPE more than twice. Placement does not require prior tutor/HoY report; it depends on behaviours and impact.

8.2 Reasonable force

- Prevent disorder/harm/damage/offence.
- Last resort; minimum force/time; never punishment; record and inform parents.
- Consider vulnerabilities (SEND/mental health/medical).

8.3 Confiscation and searching

Conducted per DfE guidance. Prohibited items are not returned; other harmful items may be retained and returned appropriately.

8.4 Damage to school property

8.4.1 Diss High School expects all pupils to treat the school building, its contents, equipment, furniture, fixtures and fittings with care and respect at all times.

8.4.2 Where a pupil's behaviour results in damage to school property — whether through wilful action, vandalism, or behaviour that falls below the standards expected by this policy — the school reserves the right to charge the pupil's parent(s)/carer(s) for the cost of repair or replacement.

8.4.3 This includes, but is not limited to, damage to:

- The school building and its fixtures and fittings.
- Furniture, equipment and IT resources.
- Books, learning materials and library stock.
- Displays, signage and outdoor facilities.

8.4.4 Each incident will be investigated fully and dealt with on its own merits, taking into account the circumstances and the pupil's intent. The decision to seek a charge will be made at the discretion of the Headteacher.

8.4.5 Where a charge is applied:

- a) The cost will be based on the actual cost of repair or, where repair is not possible, the cost of like-for-like replacement.
- b) Charges may include any associated third-party contractor costs or staff working-time costs where applicable.
- c) Parent(s)/carer(s) will be issued with a written invoice, accompanied by a letter explaining the nature and cost of the damage.
- d) Payment will be expected within 28 days of the invoice date.
- e) Where full payment within 28 days is not possible, parent(s)/carer(s) may contact the school to agree a reasonable payment plan.

8.4.6 Where more than one pupil is identified as directly causing or contributing to the damage, costs may be apportioned between the parent(s)/carer(s) of each pupil concerned, based on the assessed level of culpability.

8.4.7 Culpability will be established through appropriate evidence, which may include:

- Written statements from the pupil(s) involved.
- Corroborative witness statements.
- Review of CCTV footage where available.
- Staff accounts of the incident.

8.4.8 In cases of significant or repeated wilful damage, the school may also consider reporting the matter to the police as criminal damage, and internal disciplinary action (up to and including suspension or permanent exclusion) will be taken in accordance with this policy.

8.4.9 For pupils with SEND, reasonable adjustments will be considered in line with the school's obligations under the Equality Act 2010 and the SEND Code of Practice before any charge is applied. However, SEND status does not automatically exempt a pupil or their parent(s)/carer(s) from liability for damage.

8.4.10 The school recognises that genuine accidents may occur. This provision is not intended to penalise pupils for accidental damage arising from normal, supervised use of equipment or

facilities. It applies where damage results from behaviour that is wilful, reckless, or otherwise in breach of the expectations set out in this policy.

8.4.11 If a parent/carer wishes to dispute a charge, they should write to the Headteacher within 14 days of receipt of the invoice, setting out their grounds. The Headteacher will review the matter and respond in writing within 10 working days.

8.5 Off-site misbehaviour

- Applies on trips, travel, in uniform, or where identifiable as DHS.
- Also where conduct impacts school order, threatens pupils, or harms reputation.

8.6 Online misbehaviour

- Sanctions may apply where conduct threatens pupils, impacts order, harms reputation, or pupil is identifiable as DHS.

8.7 Suspected criminal behaviour

School may report to police and make safeguarding referrals; internal processes continue where not in conflict with police action.

8.8 Zero-tolerance approach to sexual harassment and sexual violence

- All incidents receive a suitable response and are never ignored.
- Case-by-case, proportionate, considered and supportive responses.

8.9 Malicious allegations

False/malicious allegations will be disciplined; safeguarding needs considered for all parties.

8.10 Meetings with parents/carers

Meet constructively; remove pupils from the room for adult disagreements; abusive/threatening behaviour leads to restricted access. See Parent Code of Conduct.

8.11 Uniform

Alternative pre-washed items may be offered; refusal leads to sanction.

9. Serious sanctions

9.1 Detention

Detentions can be set at break/after school. Deferrals/cancellations only in extreme circumstances. Sanctions stand even if a parent disagrees. We do not discuss a pupil's sanctions with other parents. See DfE Behaviour in Schools guidance (2022), paras 65–69.

9.2 Removal from classrooms

Used for serious/persistent breaches; supervised learning continues; reintegration support considered; parents informed same day; all removals recorded.

9.3 Extended withdrawal for persistent misbehaviour

9.3.1 Purpose

Extended withdrawal is an alternative to suspension. It is designed to keep the student on site and in meaningful study, rather than being sent home where access to education is disrupted. Where a student is persistently breaking the school's behaviour policy and has demonstrated a pattern of repeated removal from lessons, the school may place the student on an extended withdrawal list. Upon the student's first removal from a lesson on any given day, the student will be placed in a staffed withdrawal room for the remainder of the school day. **He or she will return to normal timetabled lessons the next day.**

The purposes of extended withdrawal are to:

- a) Provide a proportionate alternative to suspension that keeps the student in school and in education.
- b) Ensure the student continues with meaningful study throughout the day, avoiding the loss of learning associated with suspension.
- c) Give the student a structured opportunity to reflect on the choices and behaviours that have led to this point.
- d) Prevent further disruption to the learning of other students for the remainder of the day.

9.3.2 Identification of students

- a) Students who may be subject to extended withdrawal will be identified by the Senior Leadership Team (SLT) in consultation with Heads of Year, based on their pattern of behaviour and frequency of removal from lessons.
- b) A list of students considered for extended withdrawal will be maintained by SLT and reviewed regularly.
- c) Students will only be placed on this list where other interventions — such as behaviour reports, detentions and pastoral support — have already been attempted or are in place.

9.3.3 Advance notification to parents/carers

- a) Before a student is placed on the extended withdrawal list, parent(s)/carer(s) will be notified in advance in writing.
- b) This notification will explain the reasons for the decision, the nature of the provision, and how the school will support the student during the withdrawal period.
- c) Parent(s)/carer(s) will be given the opportunity to discuss the decision with the relevant Head of Year or a member of SLT.

9.3.4 Parental consent

As with all other sanctions within this behaviour policy, the school reserves the right to apply extended withdrawal with or without parental consent. This is consistent with the school's legal authority to impose disciplinary sanctions under Section 91 of the Education and Inspections Act 2006 and the DfE guidance 'Behaviour in Schools' (2022), which confirms that schools do not require parental consent to impose disciplinary measures, provided they are lawful, reasonable, proportionate and fair.

9.3.5 The withdrawal room

- a) The withdrawal room will be a staffed, supervised environment where the student will be expected to continue with meaningful study for the remainder of the school day.
- b) The student will be provided with curriculum-related work for each lesson missed, supplied by the relevant class teachers. This ensures that the student's education continues and that the withdrawal period is used productively rather than punitively.
- c) In addition to completing set work, the student will be expected to undertake structured reflection activities, which may include written reflections on their behaviour, target-setting, and discussion with the supervising member of staff.
- d) The room will be staffed at all times by a member of school staff.

9.3.6 Welfare provision

- a) The student will be given appropriate time to eat during the school day.
- b) The student will have access to toilet facilities as needed.
- c) The student will not take part in social time (break or lunch) with other students on the day of withdrawal. Break and lunch periods will be spent in or adjacent to the withdrawal room under supervision.

9.3.7 Refusal to attend the withdrawal room

- a) Attendance in the withdrawal room, once directed, is not optional. Extended withdrawal is offered as a supportive alternative to suspension; it allows the student to remain in school and continue with their education.
- b) If a student refuses to attend or comply with the expectations of the withdrawal room, the alternative to suspension is no longer viable. In this event, parent(s)/carer(s) will be contacted immediately and asked to collect the student from school. The student will be issued with a formal suspension.
- c) The length of the suspension in these circumstances will be determined by the Headteacher in line with the school's Suspension and Exclusion Policy, taking into account the nature of the original misbehaviour and the refusal to engage with the withdrawal provision.

9.3.8 Duration

- a) Extended withdrawal applies for the remainder of the school day following the student's first removal from a lesson on that day.
- b) Extended withdrawal is not intended as a multi-day placement. If a student's behaviour is such that extended withdrawal is being triggered on a frequent basis, the school will review the situation and may escalate to further interventions, including a Pastoral Support Plan (PSP), SARPE, or formal suspension.

9.3.9 SEND considerations

For students with SEND, the school will consider reasonable adjustments to the extended withdrawal provision in line with the Equality Act 2010 and the SEND Code of Practice. This may include adjustments to the duration, environment, or nature of the work set. However, persistent misbehaviour cannot be overlooked solely on the basis of SEND status, and the school retains the right to use extended withdrawal where it is judged to be a proportionate and reasonable response.

9.3.10 Recording and monitoring

- a) Every instance of extended withdrawal will be recorded on the school's management information system, including the student's name, date, reason, duration, and the staff member supervising.
- b) Data on extended withdrawal will be monitored regularly by SLT to identify patterns of use, evaluate effectiveness, and ensure the provision is not being applied disproportionately to any group of students.
- c) Parent(s)/carer(s) will be notified on the day that extended withdrawal has been applied.

9.3.11 Review and reintegration

- a) Following a period of extended withdrawal, the student will have a reintegration conversation with a member of staff before returning to mainstream lessons.
- b) Where extended withdrawal is being used repeatedly for the same student, a formal meeting with parent(s)/carer(s) will be arranged to review the student's behaviour, discuss further support, and consider next steps.

9.4 Suspension and permanent exclusion

Used for serious incidents or persistent behaviour after interventions. SARPE may be used prior to permanent exclusion. See Suspension & Exclusion Policy.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND

Consider case-by-case; anticipate triggers; put support in place; meet Equality Act/Children and Families Act/EHC plan duties.

10.2 Adapting sanctions

- Could the pupil understand the rule?
- Could the pupil act differently at the time?
- Is aggression likely due to SEND?

Reasonable adjustments to sanctions may be made, balancing the needs of the wider community.

10.3 Considering unidentified SEND

SENCO evaluation and specialist advice sought where needed; plans created and reviewed with parents/carers.

10.4 Pupils with an EHC plan

EHC provisions must be secured; liaise with LA/other bodies; emergency review may be requested where appropriate.

11. Supporting pupils following a sanction

- Reintegration meetings; daily HoY contact; report cards with goals; behaviour report; PSP; SARPE.

12. Pupil transition

Incoming pupils receive induction to the behaviour policy and school culture.

13. Training

Staff receive behaviour training (including restraint) during induction and ongoing CPD.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

- Behavioural incidents and removals.
- Attendance, suspensions and permanent exclusions.
- Use of support units, off-site directions and managed moves.
- Incidents of searching and confiscation.
- Use of extended withdrawal (Section 9.3).

14.2 Monitoring this policy

Reviewed at least annually by the headteacher and governing body; approved by the headteacher.

15. Links with other policies

- Suspension & Exclusion Policy.
- Child Protection and Safeguarding Policy.
- Physical Restraint Policy.
- Charging and Remissions Policy.

Appendix 1: Written statement of behaviour principles

- Every pupil has the right to feel safe, valued and respected, and to learn free from disruption.

- All pupils, staff and visitors are free from discrimination.
- Staff and volunteers set an excellent example.
- Rewards, sanctions and reasonable force are used consistently in line with this policy.
- This policy is understood by pupils and staff.
- Suspension & Exclusion Policy clarifies exclusions are a last resort and the processes involved.
- Pupils are helped to take responsibility for their actions.
- Families are involved in handling behaviour incidents.

The governing board emphasises that violence or threatening behaviour will not be tolerated.