



Bridlington School

Behaviour Policy

**[Rewards, Sanctions and Support including
statement of behaviour principles]**



Approved by:

Full Governing Board

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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 TORCH values of the school (Teamwork, Opportunity, Respect, Community, Happiness)
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- 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) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

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 students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour includes:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Failure to meet the school expectations (Be Ready Be Responsible, Be Respectful)
- Refusal to complete school sanctions

Serious misbehaviour includes:

- Repeated breaches of the school expectations

- Any form of child-on-child abuse, including but may not be limited to:
 - Any form of bullying, including cyberbullying, prejudice-based bullying, and discriminatory bullying.
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - 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, remarks, or gestures.
 - Sexual jokes, taunting, or unwanted discussions of a sexual nature.
 - Physical behaviour, such as interfering with clothing.
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
 - Online sexual harassment, including unwanted sexual comments or messages, sharing nude or semi-nude images and/or videos, AI-generated explicit images, or sharing unwanted explicit content.
- Misogyny / misandry
- Vandalism or deliberate damage to property.
- Theft or possession of stolen property.
- Fighting, physical aggression, or violent behaviour.
- Smoking, vaping, or possession/use of tobacco products, e-cigarettes, or vapes.
- Racist, sexist, homophobic, transphobic, disability-related, or other discriminatory behaviour.
- Possession of prohibited items, including:
 - Knives, weapons, or replica weapons.
 - Alcohol.
 - Illegal drugs.
 - Drug paraphernalia.
 - Aerosols.
 - Stolen items
 - Tobacco products, cigarette papers, e-cigarettes, and vapes.
 - Fireworks.
 - Pornographic images or materials.
 - Any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property.
 - E-bikes, e-scooters, and scooters on the school site.
- Verbal abuse, physical abuse, threatening, intimidating, or abusive behaviour directed towards staff, visitors, or other members of the school community.
- Persistent defiance, refusal to follow reasonable instructions, or serious disruption to learning.
- Using, possessing, supplying, or being under the influence of alcohol, illegal drugs, or other unauthorised substances.
- Misuse of technology, including cyberbullying, unauthorised recordings, inappropriate use of mobile devices, or online activity that causes harm to others.
- Serious breaches of health and safety, including deliberately setting off fire alarms, bringing hazardous substances onto site, or behaviour that endangers others.
- Persistent truancy from lessons, absconding from supervision, or leaving the school site without permission.
- Gang-related activity, criminal behaviour, or conduct that brings the school into disrepute.

4. School Expectations

Our expectations for behaviour are underpinned by the Bridlington School TORCH values: Teamwork, Opportunity, Respect, Community, and Happiness. These values guide how we learn, work together, and treat one another, helping to create a safe, respectful, and positive environment for all members of our school community.

Bridlington School has three core expectations that all students are expected to follow: *Be Ready*, *Be Respectful* and *Be Responsible*.



BRIDLINGTON
SCHOOL

The 3 "B"s of Bridlington

Be Bridlington's Best



Be Ready

- Be on time with the correct equipment
- Wear the correct uniform



Be Respectful

- Be polite and kind to everyone
- Respect and look after our environment



Be Responsible

- Take ownership of your behaviour
- Do as you are asked by staff

5. Bullying

The school takes a zero-tolerance approach towards Bullying. 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying, discrimination and harassment policy.

6. Roles and responsibilities

Outstanding behaviour is essential to outstanding and inclusive teaching and learning. The task of promoting and maintaining outstanding behaviour and inclusion is the responsibility all staff in the school who are entitled to expect the support of parents/carers. The Governing Body and the Headteacher are responsible for establishing an ethos and a framework within which outstanding behaviour can be maintained so that successful teaching and learning can take place.

6.1 The Governing Body

Review and approve the behaviour policy and principles and monitor their effectiveness.

Holding the headteacher to account for its implementation

Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks

Ensuring online safety is embedded in the schools approach to safeguarding, including understanding safety considerations and legal responsibilities where the school uses generative AI

6.2 The Headteacher

Review and approve the policy, ensure a positive school environment, and oversee consistent implementation of rewards and sanctions.

Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, relational approach, and how best to support all students to participate fully

Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

6.3 The Deputy Headteacher

Support the Headteacher, ensure new staff understand the policy, and promote consistent application of behaviour management strategies.

6.4 Assistant Headteacher (Climate and Culture, Inclusion)

Provides appropriate training in behaviour management, including the impact of SEND and mental health on behaviour, ensures alignment with safeguarding to provide both support and sanctions where necessary, and regularly reviews behaviour data to identify and address any disproportionality across student groups.

6.5 Senior Staff

The senior staff team will provide daily duty, climate checks and provide hotspot and emergency support around school and in curriculum areas, Line Management of all teams in school include implementation of the behaviour policy.

6.6 All Staff

Promote and maintain outstanding behaviour and inclusion with parental support.

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour (rewards and sanctions) policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships through our relational approach
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents accurately and promptly on ARBOR
- Challenging students to meet the school's expectations

The senior leadership team will support staff in responding to behaviour incidents.

6.7 Parents and carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- To support and take an interest in their child's home learning, monitor 'ARBOR' and provide them a place to work at home.
- Moderate their child's use of social media especially if they are under 16.
- Discuss any behavioural concerns with the school promptly to support the progress and welfare of your child.
- Participate in pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Support school policies.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6.8 Students

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key expectations and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

7. School behaviour curriculum

Bridlington School has three core expectations that all students are expected to follow in lessons and around school: *Be Ready*, *Be Respectful* and *Be Responsible*. Examples of how students can demonstrate and follow each of these expectations are provided below.

Be Ready

- Adhere to the Student and Parent Contract and school expectations.
- Complete all classwork and independent learning to the best of their ability.
- Abide by the uniform policy (Appendix C).
- Abide by the mobile phone and electronic devices policy (Appendix B).
- Bring the correct equipment each day, including a pen, pencil, ruler, bag, and planner. Students who do not have the required equipment will be provided with it, with the cost deducted from their positive rewards balance

Be Respectful

- Show respect to members of staff and to each other.
- Behave in an orderly and self-controlled way.
- Make it possible for all students to learn in class without disruption.
- Treat school buildings and school property with respect.
- Move quietly around the school, following internal one-way systems where they are in place.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Be Responsible

- Accept sanctions when they are given.
- Report any and all issues to the pastoral team.

- Take responsibility for behaviour choices and their impact on others.

7.1 Mobile phones

The Mobile Phone and Electronic Devices Policy can be found in Appendix B.

The school is a phone free environment by default and operates an on-site, out-of-sight mobile phone and electronic devices (including earphones) policy.

Please refer to the school's Mobile Phone and Electronic Devices Policy for further information.

8. Responding to behaviour

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour policy (school rules, rewards, sanctions and support) posters
- Develop a positive relationship with students, which will include:
 - Greeting students in the morning / at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Applying the rules, rewards and sanctions consistently

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

8.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded by stamps in planners and directly in ARBOR.

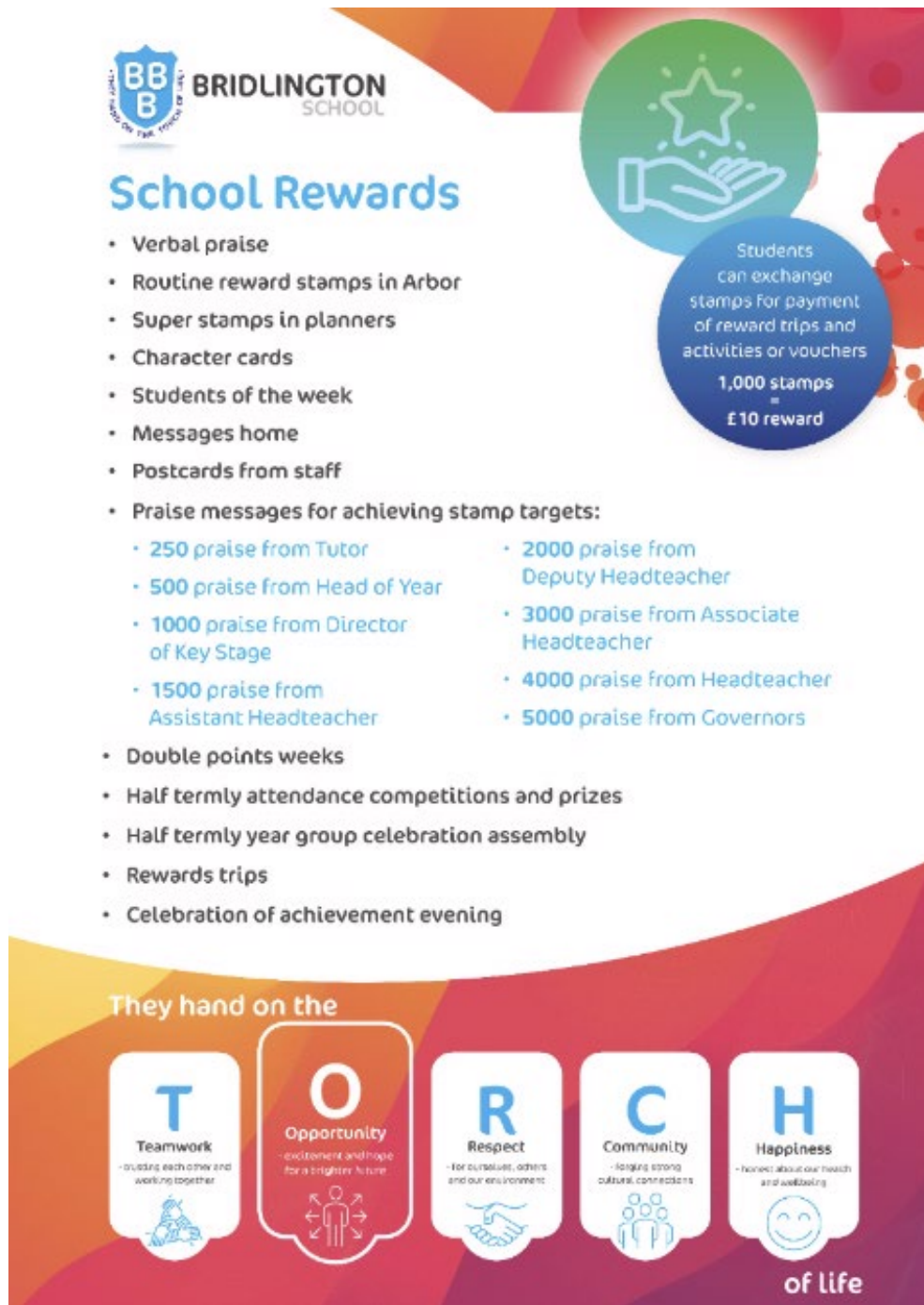
3B Expectation Stamps will be awarded on Arbor in each lesson to students who meet the school's Be Ready, Be Respectful and Be Responsible expectations.

Super Stamps will be awarded in planners for students making positive contributions in class.

Student Character Cards will be awarded instantly by staff to students who demonstrate either the character trait of the week or the TORCH values, either in class or during social times.

Positive Messages will be sent on Arbor by class teachers to recognise positive contributions in lessons.

8.4 Rewards



School Rewards

- Verbal praise
- Routine reward stamps in Arbor
- Super stamps in planners
- Character cards
- Students of the week
- Messages home
- Postcards from staff
- Praise messages for achieving stamp targets:
 - 250 praise from Tutor
 - 500 praise from Head of Year
 - 1000 praise from Director of Key Stage
 - 1500 praise from Assistant Headteacher
 - 2000 praise from Deputy Headteacher
 - 3000 praise from Associate Headteacher
 - 4000 praise from Headteacher
 - 5000 praise from Governors
- Double points weeks
- Half termly attendance competitions and prizes
- Half termly year group celebration assembly
- Rewards trips
- Celebration of achievement evening

Students can exchange stamps for payment of reward trips and activities or vouchers
1,000 stamps = £10 reward

They hand on the

T Teamwork
- trusting each other and working together

O Opportunity
- excitement and hope for a brighter future

R Respect
- for ourselves, others and our environment

C Community
- forging strong cultural connections

H Happiness
- honest about our health and wellbeing

of life

Students can exchange their positive reward points for reward trips, activities, or vouchers that can be redeemed at a variety of retail outlets.

The poster in Section 8.4 is displayed throughout the school and in students' planners to provide clear information about all the rewards available for positive behaviour at Bridlington School.

8.5 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis in line with the behaviour policy, but with regard to the impact on perceived fairness.

8.6 Sanctions and Support

The school may apply one or more of the sanctions outlined in Poster 8.6, which is displayed throughout the school and in students' planners, in response to behaviour that does not meet the school's expectations. The examples provided are not exhaustive, and sanctions will be applied at the school's discretion, considering the nature and severity of the behaviour.

In addition, students may receive a Loss of Social Time (LOST) sanction during lunchtime for behaviour that does not meet the school's expectations during social times. This includes, but is not limited to, littering, boisterous behaviour, dangerous behaviour, and being in out-of-bounds areas.

Sanctions and Support

Further Sanctions and Support (Supported by the Pastoral Team)

Permanent Exclusion	Sought by the Headteacher if the student's behaviour is so serious that they cannot remain in school in response to: - a serious breach or persistent breaches of the school's behaviour policy; and - where allowing them to remain in school would seriously harm the education or welfare of the student themselves or others such as staff or students in the school.
Suspension	Issued by the Headteacher if the behaviour or actions of a student are so serious or repetitive that they merit suspending the student from school for a fixed period of time. The student will return following a post suspension meeting.
Internal Exclusion	8 written warnings - Truancy (includes being deliberately late, refusing or missing lessons, or leaving lessons without permission) - Bullying - Child on child abuse - Persistent refusal to follow the school uniform policy - Persistently not attending detentions - Refusing to hand over your planner - Conflict if instigator - Deliberate damage to property - Dangerous behaviour / health and safety breach - Reintegration from suspension Also given for behaviours that are deemed so serious the student needs to be isolated from the mainstream population including at break and lunchtime. The number of days will reflect the nature of the behaviour and those affected.
Detention	- Removal from lesson - Persistently failing to follow the school's mobile phone and electronic device policy - Persistently failing to follow the school's jewellery policy - Inappropriate behaviour - Persistent failure to bring the correct equipment - Late to school in the morning on 2 or more occasions in a week - Late to lessons on 3 or more occasions in a week Also issued for behaviours deemed sufficiently serious to warrant a detention, which may include a Loss of Social Time (LOST) during lunchtime where appropriate.
Return to Learn or Student Support	Given for: Student in a crisis or in need of support

Return to Learn and Student Support

Intervention, help and support is available for all students at the point in which they require it. This may be because they have received a call out, are in need of support, or because they need help with meeting uniform or other school expectations. Students are given space to reflect, recover and be supported in their return to class.

Failed Remove	Given if the student refuses to enter the designated remove room or if behaviour policy expectations are not met while in the remove room.
Remove & Detention	Given by the class teacher when students persistently do not meet behaviour policy expectations in class. The student will be sent to the nearest classroom remove room for the rest of the lesson. An after-school detention will be issued.
2nd Written Warning	Given by the class teacher when students continue to not meet behaviour policy expectations in class. This gives students a final chance to reflect and improve their behaviour.
1st Written Warning	Given by the class teacher when students continue not to meet behaviour policy expectations in class. This gives students another chance to reflect and improve their behaviour.
Verbal Warning	Given by the class teacher when students are not meeting the behaviour policy expectations in class. This gives students a chance to reflect and improve their behaviour.

Out of Class Behaviour	Sanctions will be issued for behaviour outside the classroom that does not meet the school behaviour policy.
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Uniform Issues	Students attending school in incorrect uniform should go straight to Return to Learn to resolve the issue. This includes incorrect polo shirts, jumpers, trousers, shoes, hairstyles and makeup. Jewellery must comply with the school policy. Any items that do not will be confiscated. Uniform issues that are not resolved on the same day will result in the student losing social time.
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8.7 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a student. It describes both physical and non-physical actions aimed to restrain students in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so *we always avoid using these measures where possible and will use them as a last resort and when all other attempts to de-escalate the situation have not worked.*

8.7.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a student from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Never involve restraining a student in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen

Never be used if the student is on the ground. If a student is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

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.

8.7.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others.

We only use seclusion as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or willful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The student will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the student will be allowed to leave.

8.7.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty.

8.8 Searching, screening and confiscation

Confiscation

Possession of a prohibited item will be treated as a safeguarding issue as the student will be considered vulnerable and at risk of exploitation. Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents / carers, if appropriate.

The no vaping and smoking policy can be seen in Appendix D

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to the safeguarding lead (designated safeguarding lead) and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Be aware of the agreed risk assessment that requires the search
- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk

- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

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

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the screening as part of the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

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](#).

Searching students’ possessions

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

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

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.

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 student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system.

Informing parents / carers

Parents / carers will always be informed of any search for a prohibited item (listed in section 3). 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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student 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.

8.9 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

8.10 Online misbehaviour

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

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

This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

8.11 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the relevant member of the senior / pastoral leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.12 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.

Students 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.

8.13 Malicious allegations

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students accused of misconduct.

Please refer to our Safeguarding in Education: Managing Allegations Policy for more information on responding to allegations of abuse against staff or other students

9. Serious sanctions

9.1 Detention

All teaching members of staff have been authorised by the Headteacher to issue students with a detention.

Students can be issued with detentions during break, lunch or after school during term time.

The school will decide whether it is necessary to inform the student's parents / carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the students from the classroom for a limited time (Internal Exclusion or Return to Learn)

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Return to Learn (RTL) will be used to support students in returning to learning at the earliest and most convenient opportunity. Students may attend RTL for a range of reasons, including uniform issues, statement writing, removal from lessons (via classroom escalation), or to receive further support with their behaviour and learning.

Internal Exclusion (IE) is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies and classroom sanctions have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents / carers will be informed (via ARBOR) on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with pastoral / curriculum team
- Short-term individual behaviour plan (IBP)
- Long-term Pastoral Support Plans (PSP)
- Off-site directions in reciprocal secondary school working
- School Alternative learning programmes
- Advice and support from external agencies

Staff will record all incidents of removal from the classroom in ARBOR along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

9.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our suspension and permanent exclusions policy for more information.

9.4 Off-site direction and managed moves

The school can use off-site direction and managed moves as a measure to support students with behaviour, attendance or safeguarding concerns etc. These moves will be made in-line with the DfE Suspension and Permanent Exclusion guidance (July 2026).

Off-Site Direction - Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.

Managed Move - A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the student's best interests.

Please refer to our suspension and permanent exclusions policy for more information.

10. Responding to misbehaviour from students with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student 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 student concerned. These could include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a students with sensory issues or who has severe medical condition

- Training for staff in understanding conditions such as autism
- Use of supportive rooms where students can regulate their emotions

10.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.

10.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an interim review of the EHC plan.

11. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings with parents / carers
- Daily contact with the pastoral team or student support outreach
- Use of the 'return to learn' support room to support reintegration to the classroom
- Individual Behaviour Plan supported by the Head of Year
- Pastoral Support Plan supported by the Director of Key Stage
- Support of medical or risk management plans supported by the safeguarding team.

12. Student Transition

12.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing students for transition at the end of Key Stages

To ensure a smooth transition to the next key stage / next step, students have transition sessions which may include sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

All staff receive training relating to all aspects of this behaviour policy throughout the academic year. New staff receive detailed induction on the behaviour policy which includes setting the schools culture and climate. This is regularly reinforced through staff continuing professional development and the schools relational approach.

Staff identified by the Headteacher receive TEAM Teach Positive Handling training. This is renewed in accordance with the certification every 2 years.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of alternative provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Assistant Head with responsibility for Culture and Climate.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the Full Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (Appendix B) will be reviewed and approved by the Full Governing Body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusions policy
- Safeguarding policy
- Anti-bullying, harassment and discrimination Policy
- Searching, Screening and Confiscating Policy
- Restrictive Interventions Policy
- SEND Policy
- Safeguarding in Education: Managing Allegations Policy

Appendix A: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year.

Appendix B: Mobile Phone Policy

The poster features a central graphic of a smartphone with a red prohibition sign over it. The background is decorated with colorful circles and abstract shapes in shades of red, orange, and yellow. The Bridlington School logo is at the top center.

BRIDLINGTON SCHOOL

Mobile Phones

Onsite, Out of Sight

If you decide to bring a mobile phone or electronic device into school, it must be switched off and out of sight (including your earphones) at all times, unless your teacher directs you to use it as a learning aid.

Mobile phones and electronic devices must be out of sight at all times during the school day.

Bag it — Pocket it — or Lose it

First time: Staff will take your phone/device; it will be handed in at Student Support and stored in the safe until you collect it at the end of the day.

Repeat offences: Your phone/device will be confiscated, as above, but you will also serve detention or even internal exclusion.

Appendix C: Uniform Policy for Years 7 to 11

Full Governors have adopted the following policy as the full uniform policy.

High standards and a positive work ethic are central to a successful future. Our school uniform creates a sense of belonging to our school community and sets the tone for all our work. The uniform policy from September 2026 is as follows.

Students in years 7 to 11 this year are required to wear the following school uniform:

- Polo Shirt: students will need a school badge on their white polo shirt.
- Jumper / Cardigan: Black Bridlington School sweatshirt / cardigan with a school badge.
 - No other jumper to be worn in school.
- Trousers: Full length plain black school trousers (no badge required).
 - Students cannot wear leggings, sportswear, stretch fabric, short / cropped trousers, jeans, chinos, trousers with coloured belts, gold or silver zips.
- Shoes: Low heeled, plain black shoes, no boots (no coloured flashes, coloured soles, ballet shoes or canvas, air bubbles, logos or embellishment)

It is advisable that clothing is clearly marked with the student's name in case of loss.

PE kit:

Students will be expected to wear:

- Navy PE shirt with school badge for years 7,8,9,10 and 11
- Navy blue or black shorts (not cycling)
- Navy blue or black bottoms or sports leggings
- Trainers

In addition, the following may be useful:

- Football boots (certain sports), Gum shield (certain sports), Shin pads and long red socks (certain sports)
- Change of socks
- Navy blue hoodie with school badge (optional).
- Waterproof sports jacket with school badge (optional).

We do not allow students to wear any jewellery, except for **one stud** per ear for those with pierced ears. No other body piercings are allowed including spacers, clear bars and studs, plasters are also not permitted to be worn over piercings. No rings, necklaces or bracelets are permitted.

We do not allow accessories to nails including acrylics, varnishes, gels, jewels etc.

Hair should be clean and well-kept - extreme or unusual styles/unnatural colours are not acceptable.

Where necessary students will be asked to tie long hair back for health and safety reasons e.g. during science experiments, PE lessons etc.

Makeup should be subtle, if worn. Any student wearing excessive makeup will be asked to remove it, this includes temporary false eyelashes.

The Headteacher will have the final decision on the definition of extreme/unusual/unnatural hair styles and makeup.

Appendix D: Vaping and Smoking Policy

Vaping / Smoking



Sensors are in operation in all school toilets

**Sanctions will be given to students who fail to follow the policy.
The level of the sanction will reflect the
seriousness of the incident.**