ESHER CHURCH of ENGLAND HIGH SCHOOL

Behaviour policy and statement of behaviour principles

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management in line with our Christian values and warm-strict culture.
- **Define** what we consider to be unacceptable behaviour, including all forms of discrimination linked to the nine protected characteristics, sexual harassment, child on child abuse and bullying.
- Outline **how pupils are expected to behave,** through being kind to others making all feel safe and that they belong at Esher High.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management and our clear reporting and recording of behaviour.
- Outline our system of **rewards and consequences.**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation advice for schools
- The Equality Act 2010
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school

It is also based on the SEND Code of Practice .

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. The principles that underpin our behaviour strategies:

Our approach as a school will be defined as 'warm and strict'. The warmth is about all our interactions being rooted in love, care, and clearly about 'purpose not power', with 'connection before correction' and willing to be 'curious not furious' first. As a Church of England school, this approach is shaped by our Christian vision and values, and by the belief that every person is made in the image of God and therefore deserves dignity, compassion, and respect. Instead of lowering expectations as to what students can do, we support them to raise their game, in whatever way is needed. We believe that, given the right circumstances - rules, rewards, curriculum, support - every child can achieve incredible things.

1. Our approach will be rooted in one that is warm and strict reflecting our Christian foundation of love, dignity, responsibility, and hope.
2. Students are made to feel valued and respected at all times. This reflects our Christian belief in the inherent worth of every person. They have excellent behaviour modelled consistently by the adults who work with them.
3. We all take ownership for our actions and understand that we are responsible for them.
4. There are effective rewards that the children believe in and will make a difference to them.
5. The importance of positive relationships is central to our approach. When this breaks down between a student and an adult, they must meet as quickly as possible to restore it, reflecting our commitment to reconciliation, forgiveness, and living well together in community.
6. There is an inbuilt incentive to address the cause of any concerns and face up to whatever the problem was.
7. Every action is dealt with proportionately and fairly. Most consequences and rewards will be flexible within guidelines given.
8. Once an issue has been dealt with, the student may move on with their school career. Only if similar issues return, will previous concerns be used to make a judgement.

Mr A King, Headteacher

4. How we define bullying, discrimination and sexual harassment

4.1 Bullying

Bullying behaviour 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 can be:

- Physical, verbal or psychological.
- Online or face-to-face.
- Deliberately hurtful.

- Repeated behaviour to one student or repeated behaviours to a variety of students over time.
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

4.2 Discrimination and how we define discriminatory incidents

Our school is committed to creating an inclusive and anti-discriminatory environment. We reject all forms of racism, discrimination, and prejudice. We celebrate diversity and ensure equal opportunities for every student. Through education, dialogue, and a zero-tolerance approach, we strive to foster a sense of belonging for all and dismantle racism in our community.

Under the Equality Act, there are **nine** Protected Characteristics that we educate our students about and do not tolerate prejudice towards them:

1. **Age**
2. **Disability**
3. **Gender reassignment**
4. **Race**
5. **Religion or belief**
6. **Marriage or civil partnership**
7. **Sex**
8. **Sexual orientation**
9. **Pregnancy and maternity**

As an example, the definition of a **racist incident** that will be used to differentiate incidents by the school is that as given by Sir William MacPherson in his report on the Stephen Lawrence Inquiry: ***'A racist incident is any incident which is perceived to be racist by the victim or any other person.'***

All discriminatory acts or comments will be dealt with appropriately and proportionately. The use of external agencies and support may be deemed necessary in specific cases. Any incident which also warrants a referral under the 'Prevent' guidelines will be dealt with in line with said guidance as well. For details, see our Anti-Bullying and Discrimination Policy.

4.3 Sexual Harassment

Sexual harassment can happen in school or social situations and involves making unwanted sexual advances or obscene remarks. For the purpose of this policy, it is defined as unwanted conduct of a sexual nature. **Sexual abuse** is being persuaded or forced into undesired sexual activity. It's important to note that **this can happen to both males and females**; sexual abuse and harassment works both ways. It can be committed by someone who is close to you, even a friend or family member.

Examples of sexual abuse and harassment that will be dealt with in line with this policy include:

- **Touching, groping or grabbing of intimate areas** – regardless of if the person has consented
- **Verbal abuse**
- **Lifting skirts, tops or pulling down trousers**
- Inappropriate comments
- **Making unwanted sexual advances physically or verbally** – this is when someone has not consented, and the perpetrator continues to talk or act in a sexual way towards them

See Appendix 3 for further details on our school approach to sexual harassment and child on child abuse.

4.4 Online behaviour, safety and bullying

We are committed to fostering a safe and respectful online culture for all students. Using our time dedicated to the PSHE and culture curriculum, we educate and therefore expect students to demonstrate responsible and respectful behaviour in all their online interactions, both within and outside of the school setting.

Cyberbullying, harassment, and any form of online misconduct are strictly prohibited and will not be tolerated. Students are encouraged to use digital platforms positively and to report any instances of online bullying or unsafe behaviour to a trusted adult immediately. We emphasise the importance of online safety, including protecting personal information, recognising potential online threats, and understanding the long-lasting impact of their digital footprint.

Violations of this policy will result in appropriate disciplinary action, in accordance with our school's code of conduct, to ensure the well-being and security of our entire school community.

5. Roles and Responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently according to section 8 of this policy.

5.3 Staff

Staff are responsible for:

- Fostering a warm and strict approach to behaviour
- Implementing the behaviour policy consistently
- Acting in line with this policy and the EHS Culture and Behaviour handbook
- Modelling positive behaviour
- Recording and responding appropriately to behaviour incidents or incidents of sexual/racist abuse or harassment
- Implementing strategies to support students who are on the Ordinarily Available Provision or SEND register. This will include engaging with Pupil Passports and Student or Pastoral Support Plans.

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

5.4 Parents

Parents are expected to:

- Review the "Home School Agreement" with your child regularly.
- Support their child in adhering to the student code of conduct, discouraging misbehaviour.
- Support the school in upholding a calm, orderly and safe school for all students.
- Inform the school of any changes in circumstances that may affect their child's behaviour.

Discuss any behavioural concerns with the class teacher, form tutor or head of year promptly.

6. Pupil code of conduct

Students are expected to follow the Esher 5:

1. Work hard
2. Be kind
3. Be safe
4. Be in the right place at the right time
5. Ready to learn

This includes basic expectations of:

- In class, make it possible for all pupils to learn, allowing a disruption free environment.

- Move quietly and calmly with purpose around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept consequences when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. Rewards and consequences

7.1 Rewards

Positive behaviour will be rewarded with:

- Praise and feedback on work.
- Achievement points which are monitored and recorded leading to an array of privileges/prizes and commendations issued by Form Tutors, Heads of Year/Departments and Senior Leadership Team.
- Post cards, letters or phone calls home to parents.
- Tutor time dedicated to recognising rewards achieved each week.
- Termly celebration assemblies.
- Rewards trips/events organised during the academic year.
- Termly initiatives to promote the accumulation of achievement points
- Annual Summer Awards.

7.2 Consequences

Appendix 1 - outlines consequences that are used by the school with a guide as to what incidents may incur which consequences.

7.3 Behaviour Outside School (including Online Behaviour)

The school will investigate and respond to **online bullying or misconduct** (e.g., threats, harassment, or derogatory comments) that happens **outside school hours** if it:

- **Has a clear link to school life**, such as involving students from the school.
- **Impacts on the wellbeing or safety** of students or staff.
- **Causes disruption or has the potential to impact** behaviour and relationships in school.

Sanctions for such behaviour **can be applied in line with the school behaviour policy**, even if the incident happened outside school hours or off school premises. The school will work with parents, police, or other agencies where necessary and may impose **disciplinary measures** up to and including suspension or permanent exclusion, if warranted. All students are expected to follow the same standards of respectful and safe conduct **online as they do in person.**

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the wellbeing of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Dealing with disruption to learning or lack of engagement (opt out):

At Esher High School, every student has the right to be taught an interruption free lesson. We know that having ≈1200 teenagers on the one site means there will be times when children make the wrong choices. It is the job of the adults to correct this as quickly as possible in the least invasive way.

The following steps will be followed to reduce the risk of disruption to learning and ensure engagement:

- Explicit entry and exit routine followed.
- Well thought out seating plan.
- High impact Do Now task.
- Well planned lesson.
- Countdowns (all start at 5 and narrate the countdown every time).
- Gain 100% attention using tracking.
- Narrating the positive.
- Non-verbal corrections used first (self-interrupt, hand signal, eye contact, facial expression, shake head, sharp pause or click).
- Positive group corrections.
- Individual corrections and consequences.
- Use of effective statements
- Firm finishes including reviewing achievements points, leaving a classroom tidy and seated dismissal.

If a student does not correct their behaviour, staff will then follow a 3-step approach, outlined below:

1. **Reminder** (low stakes reminder of expectations, no consequence, seeking understanding for opting out)

2. **Reset** (change/action within the classroom e.g. move seats, 1:1 conversation, apply re-engagement strategies,) logged as 'Reset', BP issued automatically.

3. **Removal to Reflection Room** (removal from the classroom, logged, after school detention as a consequence)

Students sent to the Reflection Room are expected to leave when asked, arrive in a timely manner and to complete any work given during this time. Those who fail to meet this expectation in a timely manner can expect an increased sanction.

Teachers must ensure this is recorded on the 'Out of Class Alerts' channel. In addition, this will need to be logged as 'Removal to the Reflection Room' on Arbor/Edulink and the student will be issued an after-school detention. Please make sure details of the 3Rs are recorded in the comment section of the incident.

If a student refuses to leave the room or go to the Reflection Room in a timely manner, please use On Call to support and log as 'Refusal to go to the Reflection Room' instead including steps used for the 3Rs. This will then be reviewed by middle and senior leaders at the end of each day.

8.2 Behaviour definitions/types

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Opting out of learning
- Not following school rules.
- Disobeying a member of staff or failing to follow instructions.
- Non-completion of classwork or homework.
- Poor attitude.
- Using a phone or headphones in school.
- Incorrect uniform.
- Play fighting.
- Lateness to school and to lessons.
- Swearing

Items not allowed in school.

These will be confiscated and disposed of or returned to a parent/carer:

- Bags of sweets
- Chewing gum
- Energy drinks
- Soft drinks
- Portable speakers
- Fidget toys that have not been approved by SEN team

Serious misbehaviour is defined as:

- Repeat defiance and refusal to follow instructions.

- An action/s that may be considered a criminal offence.
- Repeated breaches of the school rules, including refusing to attend detentions.
- Persistent defiance, persistent disruptive behaviour.
- Swearing at staff.
- Any form of bullying
- Sexual assault, which is any unwanted sexual harassment/behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Physical assault against a pupil or member of staff.
- Verbal abuse or threatening behaviour towards a pupil or member of staff.
- Smoking or vaping.
- Racist, sexist, homophobic or discriminatory behaviour/abuse.
- Malicious allegation
- Possession of any prohibited items, these items will be disposed of. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items (returned to owner)
    - Vapes or e-cigarettes
    - Tobacco and cigarette papers
    - Lighters/matches
    - 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)

All serious misbehaviour is logged as a serious incident and will be reviewed by middle leaders and senior staff in the school. The typical starting point for consequence for serious misbehaviour will be suspension from school. Repeated incidents of serious misbehaviour will have increased consequences. Suspensions will be followed by targeted intervention and guidance.

8.3 Focus Room

A student may be referred to the Focus Room in response to serious or persistent breaches of this policy. They will be expected to complete work that will enable them to continue learning. This may not always be exactly what is in lesson but will support their learning of the current topic, or working on retrieving knowledge from earlier in the year.

Pupils who do not attend a leadership detention will be referred to the Focus Room.

A day in the Focus Room will be from 9:05 until 4pm, students still attend tutor time.

8.4 Restrictive Interventions and the Use of Reasonable Force

The school is committed to using preventative strategies, early intervention and de-escalation techniques to minimise the need for restrictive interventions. Restrictive interventions, including the use of reasonable force, will only be used when necessary, lawful and proportionate to prevent:

- Injury to the pupil or others;
- Serious damage to property;
- Serious disruption to good order and discipline; or
- A risk to the safety and welfare of any member of the school community.

Any restrictive intervention must:

- **Be used only as a last resort** when other appropriate strategies have been unsuccessful or are judged inappropriate in the circumstances;
- Use the minimum force necessary and for the shortest time required to achieve a legitimate aim;
- Respect the pupil's safety, welfare and dignity at all times;
- Never be used as a punishment, to cause pain, humiliation or distress, or in any way that restricts a pupil's airway, breathing or circulation;
- Take account of any known SEND, medical needs, communication needs or vulnerabilities of the pupil where possible.

All significant incidents involving the use of force will be recorded as soon as practicable and reported to parents as soon as practicable, preferably on the same day. The Headteacher (or designated senior leader) will review all incidents to ensure that practice is lawful, proportionate and consistent with this policy.

8.5 Pupil Searches and Confiscation

Pupils may be subject to a search where there are reasonable grounds to suspect that they are in possession of a prohibited item (listed in section 8.2) or an item that may pose a risk to the safety, welfare, or good order of the school. Searches often make use of a metal detector.

Only members of the Senior Leadership Team (SLT) are authorised to initiate and conduct pupil searches. Any member of staff who has concerns, witnesses suspicious activity, or suspects that a pupil may be in possession of a prohibited item must immediately report the matter using the school's on-call system so that appropriate SLT support can be deployed. Staff must not undertake a search themselves unless specifically directed to do so by an authorised SLT member and in accordance with statutory guidance.

Any prohibited items (listed in section 8.2, or perceived by the leadership team to be unsafe or potentially used in a way that does not meet school expectations) found in pupils' possession will be confiscated**.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in accordance with the DfE's latest guidance on searching, screening and confiscation.

8.6 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Middle and Senior Leadership will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

If a student's behaviour is repetitive or requires further intervention, this may take place as a 1 to 1 education activity or referral to an outside agency or they will be placed onto the school's Student Support Plan. If there is no improvement in behaviour following an SSP a Pastoral Support Program will be put in place with the aim to support improved behaviour. A PSP is put in place when a student is at risk of permanent exclusion.

8.7 Mobile Phones and School Bags

Mobile phones, ear buds, headphones, smart watches and other connected devices are not permitted to be used by students on site. Devices need to be off (not on silent or equivalent) and in bags at all times when on site, if this rule is broken, the device will be confiscated by the member of staff and taken to main reception. Any device that is kept in pockets, tucked into waistbands, underwear, or anywhere other than in a bag will be in breach of this policy.

There will be the following consequences if a device is confiscated:

- The phone will be taken to main reception and kept overnight until the end of the next school day. If this occurs on a Friday, the collection will be at the end of the Monday.
- Parents are required to collect the pupil's phone the next school day.
- If a child requires their phone for transport, the parent will be notified and a cash fare will be paid by the school which will need to be repaid.

At the end of the school day, students will only be able to use their phones once they have left the blue school gates. Students seen with their phone before this point will have it confiscated and if refusing, it will be confiscated the next day.

Students refusing to hand in their device in the scenario outlined above.

- The student will be placed in the focus room or out of circulation. It is important to note that the rules of the focus room require students to hand their phone in. Any refusal to do this will place a student at risk of suspension.

This policy is clear that phones must be off and stored in back packs. If a student chooses to break this rule, the school will enforce the consequences stated above. Parents are not able to override this. If a parent needs to contact their child urgently, they can do this by phoning the school. Likewise, if a student needs to contact their parent in an emergency, they will be able to do this at the Student Reception, with a Student Wellbeing Coordinator or by asking any member of staff for support.

School Bags

All school bags must be a back pack/rucksack, with double/two straps. Handbags or shoulder bags are not appropriate for school and are not allowed; neither are plastic shopping bags (e.g. JD Sport bag). Students without a school backpack will need to collect one from Student Reception.

8.8 Punctuality to lessons

Every minute of learning matters. All students are expected to be in the right place, on time. A student is deemed to be 'late to lesson' if they enter a classroom after the lesson bell. Staff will record lateness on Arbor/Edulink by:

- Marking the register with an 'L' and entering in the number of minutes late, including tutor time/registration
- Tell the student they will have a late to lesson detention at lunch, at an appropriate time.

Students will automatically incur a same day late detention for each lesson they are late to. A day is lunch time to lunch time, so can include P5 the previous day.

Late detentions happen daily at lunch in D7 starting at 1:25pm, prompt. Consequences for poor punctuality are as follows:

- Late to 1 lesson in a day = 10 minutes
- Late to 2 lessons in a day = 15 minutes
- Late to 3 lessons in a day = 20 minute
- Late to 4+ lessons in a day = minimum ½ a day in the focus room
- Missed late detention = Automatic leadership detention (1 hour after school)
- Missed leadership late detention = Half Day in FR

8.9 Break and lunch misbehaviour

At break and lunch times, students are expected to conduct themselves in a way that promotes a positive, respectful, and safe school environment. These unstructured periods are a valuable opportunity for rest, social interaction, and recreation. To ensure all students feel comfortable and safe, everyone must act responsibly, treat others with kindness, and respect school property and staff instructions. Inappropriate behaviour during these times can disrupt the wellbeing of others and may lead to sanctions.

Expected Behaviour:

- Treat all students and staff with respect and courtesy.
- Remain within designated areas of the school grounds.
- Use appropriate language at all times.
- Keep the school environment clean—dispose of litter in bins.
- Avoid physical contact, including play-fighting or pushing.
- Line up sensibly for food and follow all dining hall rules.
- Follow adult instructions immediately and without argument.
- Be inclusive and considerate in games and social interactions.
- Use equipment and facilities appropriately and safely.

- Return to lessons promptly when the bell rings.
- Use their designated year group toilet.

9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, together with responding and recording incidents of sexual harassment/abuse. Including proper use of restraint, as part of their induction process and safeguarding training.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body and Education and Wellbeing committee every academic year. At each review, the policy will be approved by the headteacher.

12. Links with other policies and documents

This behaviour policy is linked to the following policies:

- Anti Bullying and Discrimination policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Culture and Behaviour Handbook
- Educational trips policy
- Uniform Policy

Appendix 1 Misbehaviour and Consequences

Late to School	Late to school 2 days in a week = after school detention. Late to school 3+ days in a week = leadership detention each time. Students arriving late to school should ensure that they sign in and head straight to lesson. Repeat offenders referred to Head of Year and SLT line management. Weekly attendance reports generated.
Late to Lesson	Marking the register with an 'L' and entering in the number of minutes late. Persistent lateness to lessons will be monitored by Tutor/HoY/SLT and appropriate intervention (SSP) will be put in place. Same day lunch detention issued. 1x=10 min. 2x=15 min. 3x=20min. 4+=1/2 day FR min. Missed lunch detention = Leadership punctuality detention
Inappropriate uniform / Drawing on hands or face	Refer to Student Reception for resolution / logged on file. Tutor, HOY and parent informed. Borrowing any items 2 or more times in a term = After School Detention. After this it is a leadership detention each time.
False nails	Not permitted at all. Any student with false nails on will be placed in the focus room immediately. Parents contacted and given the option to collect the student and have them removed or to remain in the focus room until they are removed.
Improper use of toilets	Only one student is permitted in a cubicle at a time. Logged as a serious incident 1st incident in the year = ½ day in FR 2nd incident in the year = Full day in FR until 4pm 3rd and subsequent incidents in the year = suspension Use of wrong toilets will be logged, repeated behaviour will result in ASD, Leadership detention or FR.
Wearing a hoody or inappropriate items of clothing in school	Hoodies or other inappropriate tops, trainers etc. are confiscated and taken to Student Reception and returned at 3pm. Repeat offenders will be referred to HOY/SLT for a consequence and/or intervention. Refusal to do so will require on call to collect and therefore an After School Detention.
Chewing	Chewing gum banned in school and if found chewing, expect to be placed in the bin and if refused there will be an After School Detention set. Gum confiscated and disposed.

Jewellery **(in addition to 2 studs in each ear lobe/a nose stud/a watch/one bracelet)**	Additional items will be confiscated and placed in Student Reception and returned at 3pm. Repeat behaviour will result in Tutor/SWBC/HOY intervention.
Excessive Makeup	Student asked by tutor/class teacher to go to Student Reception to meet SWBC and removed excess make up. Contact home made by SWBC.
Lost/Graffiti – knowledge organiser	Purchase a replacement from school at a cost of £2.
Forgetting your Knowledge Organiser	Inform tutor who will arrange a replacement and contact parent. Purchase a replacement from school at a cost of £2.
Lack of equipment	Tutor to be informed and monitored during tutor time. Parents to be contacted and support put in place where necessary.
Disruptive Behaviour in Lesson	See Above, section 8.
Persistent Disruption and Challenging Behaviour	Depending on the incident and student's behaviour timeline. ASD / Leadership Detention / Focus room / Suspension / Permanent Exclusion.
Serious Misbehaviour	Suspension
Repeated serious misbehaviour	Increased severity of suspension and at risk of permanent exclusion
Mobile Phone Used in School	Removed from the student and passed to Main Reception. Refusal to hand over will result in student removed to the Focus Room, where the rules of the Focus Room must be adhered to. See section 8.7 for details.
Unkind / Inappropriate comments to others	Reported to Tutor / SWBC / HOY.
Swearing in school	ASD
Verbal Abuse / Swearing at Staff	Student removal to the Focus Room and consideration for suspension taken by the head teacher.
Failing to attend a Detention	Escalated to a leadership detention. HOY/SLT to monitor repeat behaviours. .
Truancy single lesson (10 minutes or more out of a lesson, or leaving lesson without permission)	ASD set by the subject teacher. If student found and refuses to go to lesson, then rest of the day or next day is spent in the Focus Room. Refusing to go to the focus room may result in suspension.
Truancy multiple lessons	Removal to the Focus Room on same or next day and consideration for suspension, if defiance and disruptive behaviour, taken by the head teacher.
Misuse of IT	Depending on the incident and student's behaviour timeline. ASD / Leadership Detention / Focus room / Suspension Persistent breach will result in a ban on use of IT in school

Failing the focus room	Parents contacted and final warning given. Suspension and repeat day in focus room.
Failure to follow staff instructions / Defiance /Walking away from staff	Removal to the focus room. If on multiple occasions, this could lead to suspension.
Graffiti/Vandalism on school property	Students charged the cost of cleaning/replacing damage. Staff will review the incident, and this may result in either a leadership detention/ time in the Focus Room or suspension.
Smoking (including vapes)	Possession or use of a vape will result in suspension. Repeat breaches of the policy will have increased length of suspension.
Fighting	Detention / Focus room / Suspension
Theft	Detention / Focus room / suspension
Bullying	Detention / Focus room / suspension Restorative contracts to be put in place where necessary Support interventions as per anti-bullying and discrimination policy
Prejudice Incident (Racist, sexist, homophobic or discriminatory behaviour)	ASD / Leadership Detention / FR or suspension considered by the Head Teacher. Designated Safeguarding Lead to review and consider a prevent referral.
Possession / Supply of illegal Substances / Alcohol or Dangerous Items	Suspension. Based on severity and impact on school community a managed move/PSP/PEX may be required.
Lack of school backpack	Student sent to student reception where parents will be contacted to bring in or backpack and equipment will be provided. Refusal will result in student spending the day in the Focus Room.

The consequences listed below are proposed as a guideline and will be administered by staff as appropriate to the situation. Where multiple options are listed, the senior member of staff reviewing the incident will make a judgement on what is fair and proportionate.

Key

ASD = After School Detention

SWBC = Student Wellbeing Coordinator

HoY = Head of Year

HoD = Head of Department

SLT = Senior Leadership Team

FR = Focus Room

RR = Reflection Room

Appendix 2: Follow up on repeated poor behaviour

Trigger	Actions	Follow up
Reflection room 3+ in a week (if more than one subject)	Form Tutor phone call home	HOY to check has happened
Reflection room 6+ in a half term	Tutor Report/SSP with follow up meeting	HOY to check Tutor Report/SSP in place and update parents SSP/PSP overview
Truancy	Truancy message from attendance and contact home from class teacher. Refusal = FR	ASD set by class teacher
Truancy - 6 in half term	HOY parent meeting and SSP	AHT meeting if no improvement with HOY to review SSP. NESSSS O/R referral
Multiple Detention Accumulated 5 ASD booked in	Day in the Focus Room and HoY to contact home	AHT to check support plan with HoY
Missed 2+ detentions in a week regardless of type	1 day focus room	2nd instance 1 day focus room. 3rd instance, 1 day suspension and SSP
10 + after school detentions	HoY SSP	AHT for behaviour to join review meeting
Repeated missing detentions	HOY SSP and look at reasons for initial detentions	NESSSS O/R referral
Repeated refusal of Leadership Detentions	1 day Suspension	HoY to review SSP with AHT
Suspension 1st instance	HOY/AHT to run meeting, depending on incidents Targets set in RfS meeting	HOY to check up after 1 week and contact home
Suspension 2nd instance	Student support plan to check with HOY	HOY check on targets after 1 week and make contact. Review meeting set for 3 weeks
Suspension 3rd instance	AHT behaviour review SSP and monitor for possible PSP	NESSSS O/R referral Fortnightly checks
Repeat suspensions	Governor supported return to school meeting	PSP actions updated
20 behaviour incidents*	Tutor report	
40 behaviour incidents*	HOY SSP parent mtg	3 week and 6 week
60 behaviour incidents*	AHT SSP parent mtg with HOY	NESSSS O/R referral 3 week and 6 week

SSP = Student Support Plan

PSP = Pastoral Support Plan

* In a term, including just Prejudice Incidents, Bullying, RR, FR and Serious Incidents* In a term, including just Prejudice Incidents, Bullying, Truancy, RR, FR and Serious Incidents

Appendix 3: Truancy Procedures

Truancy Procedure or Self-Referrals to RR

A student is truanting if they are not in the right place, on time whether reported on the OOCA or not. This is 5 minutes past the start of any lesson bell (i.e. 9:14, 12:34, etc.).

If found in corridors or self-refers to RR, on-call asks student to stop and is curious with them for why they are out of class.

Use Edulink to find out what lesson they have and escort them to lesson. If a group of students are truanting, insist they all walk with you.

Privately message the class teacher on Teams to notify them of the truancy and ask them to log + set detention, once re-integrated. Use your discretion with this step.

Use professional judgement if there is a need for them to be anywhere other than their lesson, then make sure this is fully followed up.

→

90% of cases a student will only have 2 choices, student refuses or walks away, notify them that they have a "choice" to either…

- Go to their timetabled lesson as instructed

OR

- Spend the rest of the day in the focus room until 4pm (ideally but not always possible)- phone parents

If FR, post this on the FR channel so it's clearly communicated to staff and log as serious incident.

→

If the student refused both FR and lessons, park the student in an office, or with a member of staff who is available. Have a member of the office, SWBC or JMC phone parents to collect.

→

If student is not found, notify attendance and ask for a truancy call to be made home ASAP- safeguarding risk.

Ask SWBCs to help with a toilet sweep, if needed. Check usual hot spots.

Notify SLT on chat for next person on-call to follow up. Ensure class teacher logs + sets detention.

4. Right place, on time.

Being punctual to all lessons means you are prioritising learning and removing confrontation from staff.

Truancy = not in timetabled lesson 5 minutes past the lesson bell (i.e.- 9:14 or 2:05)

Positive response by following instructions from staff and prioritising learning.

- Escorted by staff member to timetabled lesson.
- ASD for truancy issued by class teacher.

Negative response (i.e.- refusal to follow instructions or self-refer to the reflection room)

- Spend the remainder of the day in the focus room until 4pm.
- Escorted by staff to focus room and parents contacted.

Students cannot 'self-refer' to the reflection room. This is considered as truancy and same process is applied.

Negative response (i.e.- refusal or walking away from staff) = Suspension.

Appendix 4: Home School Agreement

Esher C of E High School

Home School Agreement

Belong, Be More, Be Esher

The vision for Esher Church of England High School is for everyone in our school community to belong, be more and therefore be Esher.

- By belonging we mean that every child and adult is welcome in our school as a unique person, they have identity and are unconditionally loved.
- Through being more we communicate our ambition in every aspect of their development: academic, social, wider curricular, relational, so that they can flourish both now and in the future.
- Being Esher reflects the way in which we embrace our responsibility to the wider world, to be an agent for social equity and a thriving community.

Students

I will:

- Treat all members of the school community with care and respect
- Understand and follow the school rules
- Arrive at school and my lessons every day on time and be ready to learn
- Try my best to do my work and ask for help if I need it
- Do my homework on time and raise any issues with my teachers
- Speak to an adult about any issues I'm experiencing that may affect my work or behaviour
- Speak to an adult about any concerns I have about my or other pupils' safety
- Wear the correct school uniform
- Bring to school all the equipment I need each day
- Look after school equipment, and show respect for the school environment and local community

Parents/guardians

We will:

- Make sure my child attends school regularly and on time. I will notify the school if my child will be absent
- Support the school to make sure my child maintains a consistently high standard of behaviour

- Make sure my communication with the whole school community is respectful, making every reasonable effort to address my communications to the appropriate member of staff
- Make sure my child is dressed in the correct uniform and brings the necessary equipment to school
- Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that they will do so
- Make sure that my child completes their homework on time and raises any issues with their teachers
- Understand and follow the school's policies
- Treat all members of the school community with care and respect
- Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read any communications sent home by the school and respond where necessary

As a school

We will:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and update on your child's progress at parent meetings and in their school reports
- Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent or carer, and respond to any concerns from your child or parents/carers
- Provide a broad and balanced curriculum that caters for all children, including if being delivered remotely
- Promote high standards of behaviour, and outline clear expectations in our behaviour policy so we can maintain a safe environment for all children
- Set homework that supports the delivery of the curriculum and mark it where appropriate
- Communicate between home and school using the online portal (Edulink), the school website and regular e-newsletters.
- Respond to communications from parents in a timely manner, following school policies

Appendix 5: Sexual harassment and sexism

At Esher High School we want everyone to feel they belong and are included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and report this behaviour through the many different methods available.

If students make these comments, we will: Ask them to apologise to anyone the comment was

directed at. Support and educate them to improve their behaviour. We will monitor their behaviour for any recurrence. Through student assemblies and staff training, we will continue to improve and address this subject and make clear our zero-tolerance approach.

We define sexual harassment as unwanted conduct of a sexual nature. This can be in the form of verbal, visual, or physical conduct of a sexual nature which violates your dignity makes you feel intimidated, degraded or humiliated, creates a hostile or offensive environment. It is important to note you don't need to have previously objected to someone's behaviour for it to be considered unwanted.

Where appropriate case by case consequences will be put in place and we will work closely to support the victim(s). Making sure their feelings are at the forefront of our sensitive approach and follow up. Internal and external interventions will be put in place for the perpetrator(s).

Through the RE/PSHCE curriculum and assembly themes cover what healthy and respectful behaviour towards one another looks like. child on child abuse, consent, coercive control and other pertinent topics such as the effects of harassment, will be covered in age-appropriate lessons/sessions with skilled and trained staff.

Through our school's fundamental approach to positive relationships, we aim to create a culture in our school where students feel listened to, feel empowered to report unwanted conduct. That any reports received by staff will be done so supportively, sensitively and taken seriously and the follow up will be appropriate and handled with care on a case-by-case basis. visual representation of examples of sexual harassment is below.

Image adapted from Bold Voices

Appendix 6: Exclusions Statement

Esher Church of England High School must maintain discipline and good conduct to secure an organised and safe learning environment so that teaching and learning can take place.

A decision to exclude a student should be taken only:

- in response to a serious breach or persistent breaches of the school's behaviour policy and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school.

Only the Headteacher (or in his/her absence the most senior teacher who is acting in that role) can exclude a student.

A student will be deemed to be acting as a member of the school whilst in school uniform and travelling to and from the school or as a member of a school trip. A student, whilst in school uniform, who is proven to have acted in breach of school expectations outside school, will be considered as bringing the school into disrepute.

Permanent Exclusion

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with discipline offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the Headteacher's judgement, it is appropriate permanently to exclude a child for a first or one – off offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possessing, using or supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Any serious incident that brings the school into disrepute

(These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.)

Suspensions

The length of the suspension will seek to reflect:

- The seriousness of the incident
- The response to previous periods of exclusion

The student should return to school once he/she has had a reintegration meeting with a senior member of staff, with his/her parents. Suspensions will not be extended if the parents are unable to accompany the student on his or her return, however a student may need to recommence their learning in the Focus Room until such a meeting takes place.

During the suspension, the parent/guardian has a duty to ensure that their child is not present in a public place in school hours, unless there is reasonable justification for this. The parent/guardian may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified dates. If so, it will be for the parent/guardian to show justification.

For a suspension of six days or more the school will arrange suitable full time educational provision at an alternative venue from the sixth day.

Disciplinary Hearings

The Disciplinary Committee of the Governing Body will meet to consider all Permanent Exclusions

The Disciplinary Committee will meet to consider Fixed Term exclusions of 15 days or more and for students receiving 15 or more days in any given term.

The Disciplinary Committee will also meet with Parents and students on a more informal basis to consider serious behavioural incidents.

Appendix 7: Drugs Statement

The school has an important role to play in helping young people to lead healthy lives. We recognise that drug misuse is a widespread social problem, and it is essential that we understand and support young people and their parents rather than condemn their actions or contemplated actions without insight. However, the school's opposition to the misuse of drugs is unequivocally reflected in this statement.

The word 'drugs' is used in its widest sense of non-prescribed mood-altering substances, to include social drugs such as alcohol and tobacco, whose use is legal within certain limits; illegal drugs (including the use of social drugs by children), medicines, novel psychoactive substances ("legal highs"), volatile substances and other substances which can be used to alter mood, such as solvents. Drug misuse is drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

The school recognises its responsibility to the individual as well as to the whole school community in relation to drug incidents.

Any incident or information regarding the misuse of drugs will be reported to the Senior Leadership Team for the implementation of appropriate action. The school will consider each drug incident individually and recognises that the most appropriate response should be applied to deal with the incident. Any incident of misusing a banned substance or being in possession (for misuse) of a banned substance in school will lead to a permanent exclusion.

In addition, the following alternative responses may be considered in supporting the school's behaviour policy including:

· The use of in-school counselling services

· Referral to outside agencies for counselling treatment

· Intensive in-school programmes (Pastoral Support Programme)

· Inter-agency education programmes such as Surrey Drug and Alcohol Action Team, Catch 22.

Any repeated behaviour will lead to permanent exclusion. Any student proven to be dealing in banned substances at the school (including travelling to and from school, on school trips or visits and/or whilst in school uniform), whether or not in possession of the banned substance, will be permanently excluded and the police will be informed.

Any disclosure by a student that (s)he has been misusing drugs or is concerned about someone else's drug misuse should be reported immediately to a member of the Safeguarding team or Senior Leadership Team who will inform the Headteacher.

Summary of updates for September 2026

Section	Page	Summary of change
2. Legislation and statutory requirements	3	Updated references to DfE guidance, including the wording for searching, screening and confiscation advice for schools, and replaced the previous reasonable force reference with updated wording on restrictive interventions, including the use of reasonable force.
4. How we define bullying, discrimination and sexual harassment	5	Updated cross-references to align with the Anti-Bullying and Discrimination Policy, removing an outdated appendix reference and clarifying that discriminatory incidents should be considered alongside the separate policy.
8.1 Classroom management	9	Added reference to students opting out of learning, strengthened the reminder and reset stages, and clarified that resets should be logged, with behaviour points issued automatically and re-engagement strategies applied where appropriate.
8.1 Classroom management	10	Clarified expectations when a student refuses to leave the classroom or go to the Reflection Room, including timely use of On Call support and accurate logging as refusal to go to the Reflection Room.
8.2 Behaviour definitions/types	10	Added opting out of learning to the definition of misbehaviour and updated the list of items not allowed in school, including soft drinks and unapproved fidget toys.
8.3 Focus Room	12	Changed the Focus Room start time from 8.40 to 9:05 and clarified that students still attend tutor time before going to the Focus Room.
8.4 Restrictive Interventions and the Use of Reasonable Force	12	Reframed the section from physical restraint to restrictive interventions and reasonable force. Added detailed expectations on prevention, de-escalation, lawful and proportionate use, last-resort principles, pupil dignity, SEND and vulnerability considerations, recording, parental reporting and senior review.
8.5 Pupil Searches and Confiscation	13	Expanded the confiscation section to include pupil searches. Added expectations that searches may take place where there are reasonable grounds to suspect possession of prohibited items, clarified that searches may use a metal detector, and stated that only SLT are authorised to initiate and conduct searches unless otherwise directed in line with statutory guidance.
8.5 Pupil Searches and Confiscation	13	Clarified that searching and screening pupils is conducted in accordance with the latest DfE guidance on searching, screening and confiscation.
8.7 Mobile Phones and School Bags	13	Removed references to the Blackout app and simplified expectations so that devices must be off, not on silent or equivalent, and kept in bags at all times when on site. Clarified consequences for confiscation and refusal to hand in a device.

8.7 Mobile Phones and School Bags	14	Added that students without a school backpack will need to collect one from Student Reception.
8.8 Punctuality to lessons	14	Clarified that lateness recording includes tutor time and registration, removed the previous behaviour-point wording, removed the exclusion of tutor time from the late detention system, and changed the late detention location from the PA Theatre to D7.
Appendix 1 Misbehaviour and Consequences	15	Added further consequence guidance, including wrong-toilet-use escalation, phone-use links to section 8.7, backpack expectations, and updated categories and consequences across lateness, truancy, mobile phones, prejudice incidents, prohibited items, and focus room escalation.
Appendix 2 Follow up on repeated poor behaviour	18	Updated the behaviour-incident threshold note to include truancy alongside prejudice incidents, bullying, Reflection Room, Focus Room and serious incidents.