Behaviour Policy

The Sittingbourne School

Approved by:	Lynn Lawrence	**Date:** July 2026
Last reviewed on:	July 2026	
Next review due by:	July 2027	

Contents

1. Introduction
2. School values
3. Rewards
4. Student expectations
5. Mobile phones
6. Partnership agreement
7. Sanctions, interventions and support
8. Truancy
9. Attendance and Punctuality
10. Homework
11. Class Charts
12. Anti-discrimination, Racism and Bullying
13. Threatening, aggressive and sexualised behaviour
14. Malicious Allegations
15. Suspensions and exclusions
16. Separation for Safeguarding purposes
17. Uniform
18. Valuables
19. Policy on breakages and damages
20. Access to the school
21. Screen, Search and Confiscate
22. Restrictive Physical Intervention and the Use of Reasonable Force
23. Power to discipline offsite
24. Equality

Appendices:

1. SEND
2. Supporting student behaviour – guide for staff
3. Disciplinary Hearings
4. The Sittingbourne School Behaviour Ladder
5. Behaviour Contracts
6. Behaviour Support Plan
7. The Sittingbourne School - Teacher Toolkit

1. Introduction

This behaviour policy outlines our expectations for students to ensure a safe and positive learning environment for all. We believe in fostering a culture of mutual respect, where students are encouraged to develop their character and reach their full potential. The policy details our approach to rewards and positive reinforcement, alongside a clear structure for addressing behavioural concerns. We are committed to working collaboratively with students, parents, staff and where appropriate external agencies, to promote good behaviour and a successful school experience.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. The Sittingbourne School recognises that reasonable adjustments to the application of this policy will, at times, have to be made where required to meet individual needs and avoid disability discrimination (see appendix one).

This policy is written in conjunction with key guidance provided by the Department for Education, including;

Behaviour and Discipline in Schools - A guide for headteachers and school staff

Suspension and Permanent Exclusion - DfE guidance 2026

Swale Academies Trust Suspensions and Permanent Exclusion Policy

2. School Values

TSS VALUES AND ETHOS

LEARNING
Through engaging lessons and positive relationships, all students are able to focus on their learning, not only about their subjects, but about themselves and the world in which they live. They value the importance of learning and understand the positive impact it has on their future.

CHARACTER
Developing resilience, empathy, tolerance and independence allows students to prepare for the 21st century adult world so that they are able to face new challenges and become well rounded members of our school and local community.

COMMUNITY
Through celebrating diversity and being respectful to our peers, we create a positive and harmonious environment both in school and the local area, where people from all backgrounds, abilities and beliefs can thrive.

ACHIEVEMENT
At the heart of our school is a sense of pride; our focus on rewarding all students for their commitment to character, community and their progress is key to developing confident and motivated young people.

3. Rewards

The Sittingbourne School has high expectations of its students, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them, a reward system operates throughout the school: we believe attention should go to those exhibiting the best conduct. The points link to 'achievement, character, community, learning'. All points to be categorised under these.

Students are rewarded by staff in a number of ways. Class Charts has an achievement portal that enables all staff to quickly reward students with positive points which they can also earn through excellent attendance. This can be monitored by parents through the Class Charts app. Parents will be notified of student achievements when certain milestones are attained.

Students are also rewarded in termly achievement assemblies where their successes are rewarded with certificates and vouchers. Students with strong attendance are invited to special attendance events each year to champion their commitment to learning. Alongside this, there are numerous rewards which include (but are not limited to):

- Verbal praise
- Achievement points
- Positive contact home
- Postcards
- Celebrated work
- Certificates
- Trips / events / visits
- Golden Tickets
- Queue jump passes / pack up early passes
- Trainer days
- Star of the Week
- Prom
- Headteacher Awards

N.B Poor conduct may mean that invitations to certain rewards and events are removed.

4. Student Expectations

At The Sittingbourne School, students are expected to be kind and responsible members of the school community who come to school in a positive, motivated frame of mind, ready and equipped to learn. There is a clear code for student behaviour contained in the partnership agreement. Students are expected to follow the 'Classroom Code of Conduct' at all times.



As well as the Classroom Code of Conduct, we also have our Community Code of Conduct. It is hoped that all students uphold these values around the school environment at all times.



5. Mobile Phones

At The Sittingbourne School, we aim to provide all students with a calm and purposeful environment that allows all students to work without distraction. To prevent any disruption to learning, to promote face to face socialisation and reduce electronic communication being used for unkind behaviour, mobile phones or other such electronic devices (such as smart-watches) must be switched off and kept out of sight in a school bag for the duration of the school day.

In Years 7 - 11, if a mobile phone or electronic device is seen, heard, used or found to have been used during the school day, staff will respond consistently, promptly and assertively by confiscating it. Once confiscated by a member of staff the phone will be handed to the relevant Head of Year or Pastoral Support Manager. The student will also be issued with an after school detention. Once the detention is complete, students will be able to collect their phone. However, if a breach of the mobile phone policy becomes repeated, the confiscated phone can only be collected by a parent or carer. If a parent or carer is unable to collect the phone, the student will have it returned on the last day of that specific term.

In Years 12 and 13 (Sixth Form), students only are allowed to bring personal electronic devices into school in order to use them as part of their independent study. They can only be seen and used in the Sixth Form area in C block. This is a privilege and can be revoked for individual students if not used appropriately. If a mobile phone is seen or used outside of the Sixth Form area, it will be confiscated and handed to a member of the Sixth Form Leadership Team.

The school strictly prohibits the filming, photographing or audio recording of staff, students or visitors without explicit permission from a member of The Sittingbourne School's Senior Leadership Team. **Sharing, broadcasting or uploading such material to social media or online platforms will result in disciplinary action in line with the school's Behaviour and Anti-bullying policies.**

NB. To protect the privacy, confidentiality and data protection rights of our staff and students, parents, carers and visitors must not record audio, film, or take photographs anywhere on school premises or during school meetings (including progress evenings, disciplinary hearings, and support reviews).

Requests and Reasonable Adjustments

- General Requests: Recording is only permitted with explicit, advance written approval from the Headteacher.
- Reasonable Adjustments (Equality Act 2010): If you require an audio recording or alternative arrangement as a reasonable adjustment for a disability, please notify the Headteacher in writing via email at tss-headteacher@swale.at before the meeting so we can accommodate your needs promptly.

For further information, please refer to the Mobile Phone and Electronic Devices Policy on the school website.

Mobile Phone and Electronic Devices Policy
DfE Mobile Phone Guidance - 2026

6. Partnership Agreement

At The Sittingbourne School, we believe it's important to:

- work in partnership with parents to support their child's learning
- create a safe, respectful and inclusive environment for students, staff and parents
- model appropriate behaviour for our students at all times

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and students (through our behaviour policy).

This partnership agreement aims to help the school work together with staff, parents and students to promote effective collaboration. Below are relevant points from the TSS Partnership Agreement in relation to behaviour and conduct. Parents should, where possible, contact the school through the online contact form, which can be found on the school website.

Our expectations of our staff when promoting positive conduct

Sittingbourne School staff will:

- Be ambitious for your child and will help and encourage them to reach their full potential
- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Monitor and provide updates on your child's progress through Progress Evening meetings and in tri-annual written reports
- Communicate in a timely manner 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 students
- 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 provide feedback where appropriate ● Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through notices, newsletters, text, email and the school website.
- Respond to communications from parents within two working days

Our expectations of parents/carers to promote positive conduct

Parents/carers will:

- Make sure my child has good attendance at school and is on time. I will notify the school if my child will be absent
- Make sure my child is dressed in the correct uniform and brings the necessary equipment to school
- Support the school to make sure my child maintains a consistently high standard of behaviour
- Support the school's professional judgment regarding discipline and will ensure my child completes all sanctions, including detentions, as outlined in the school's behaviour policy
- Present a united front with the school to my child and even if I disagree with a specific decision, I will discuss this privately with the school rather than encouraging my child to disregard school rules or sanctions
- 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
- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff Please note that The Sittingbourne School has a zero-tolerance policy for shouting, swearing, physical intimidation, or aggressive body language toward any member of staff
- Understand that I should communicate with staff during school hours, and although they may at times respond outside of those hours, I can't always expect that
- Make sure that my child completes their homework on time and raises any issues with their teachers
- Read and follow the school's policies
- Treat all members of the school community with care and respect, including online
- Engage in parent/carer 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
- Keep the school up to date with regards to contact details
- Not try and contact my child via their mobile phone during the school day

Our expectation of our students to display positive conduct

Students will:

- Arrive at school and lessons every day on time and ready to learn
- Understand and follow the school rules
- Follow staff instructions, first time, every time
- Put my mobile phone in my bag, switched off and keep it there whilst on the school site
- Listen to others and not disturb the learning of others
- Complete all work set to the best of my ability and take pride in the presentation of my work ● Do my homework on time and raise any issues with my teachers
- Speak to an adult in school about any issues I'm experiencing that may affect my work or behaviour
- Speak to an adult in school about any concerns I have about my or other pupils' safety or wellbeing
- Give the school the opportunity to support me by speaking to staff about my concerns before I contact home
- 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

For further information on parental engagement, please refer to the TSS Partnership Agreement.

7. Sanctions, Interventions and Support

Warnings

Teachers are expected to manage students' engagement using core teaching standards. Teachers may choose to provide students with succinct reminders of agreed standards, or a clear explanation, leaving the student with an understanding of the standards expected.

Strategies used (included on the TSS Teaching Toolkit) to improve engagement may include:

- A specific verbal reminder of expectations
- Writing a students name on the board
- Moving seat

If students continue to not meet expected standards staff will use their professional judgement as to whether further use of the behaviour policy is needed. It may be that a member of staff uses a different tone of voice to ensure students understand the importance of following instructions in the classroom.

Conduct Alerts

If a student is not engaged with their learning and does not respond to clear instructions from their teacher to modify their application in class, a Conduct Alert will be made.

Students will be spoken to by their teacher about their engagement/conduct and a target will be discussed. The objective of the Conduct Alert is to ensure students stay in class and continue with their learning. If there is no improvement in engagement/conduct after the alert is made, a conduct call may be used.

Students who persistently receive conduct alerts may receive Department detentions/ year team detentions/ Subject reports or be placed in the IER for a period of time. This sanction may remain in place until a parental meeting has taken place.

Conduct Call

If a student presents a serious or persistent disruption to learning, a Conduct Call may be made. Students will be instructed to leave the classroom by a member of staff, be collected and taken to the Reflection Room. The reason for the conduct call will be logged on Class Charts. This information will be accessible to parents/carers via the Class Charts app.

Teachers should contact parents/carers directly to provide further information about the conduct call. If a student receives a Conduct Call, they will be issued with a teacher detention. If a student receives two or more Conduct Calls in a day, the year team will intervene and issue a further sanction.

Heads of Year and Subject Leaders have the ability to place students on subject reports/year tam report where persistent disruptive behaviour occurs consistently within a single subject. Parents will be contacted by the class teacher or Subject Leader to identify targets for the report. If a student does not meet the targets set, they will be withdrawn from the lesson to the IER until a parental meeting can occur to resolve the issue.

Students who persistently receive conduct calls will be placed in the IER for a period of time. This sanction may remain in place until a parental meeting has taken place.

Detention

Detentions are an effective way to manage behaviour as it provides the students time to reflect on their actions. It also allows the staff and students time to resolve the issues caused by their behaviours. Research proves that the more immediate the detention, the more effective the reflection. Depending on the reason for the detention, they may run during unstructured time (break and/or lunch), after the school day, on Saturdays or over the school holidays. Additionally, students may be expected to complete a sanction on staff development days. A detention gives a student a timely reminder about inadequate conduct, punctuality or lack of engagement.

Both immediate and pre-arranged after school detentions will be used as deemed appropriate by the Headteacher to respond to specific issues. Any parent of a student being kept for an after school detention will be notified on Class Charts. The guidance from the Department of Education states that schools have the right

to issue after school detentions and are not subject to parental approval.

We expect all students to attend their scheduled detentions; failure to do so will result in further sanctions. If a student misses a detention, the sanction will escalate to the next level (e.g., Subject Leader, Year Team, SLT, or Saturday detention), or the student will be placed in the Internal Exclusion Room (IER) until the outstanding detention is completed. Persistent refusal to engage with the school's detention system is viewed as serious defiance. As a last resort, this may result in a direction to a local school. After-school detentions last for an hour between 3.10pm - 4.10pm. In exceptional circumstances, detentions may run past 4.10pm.

As per the DfE guidance for Behaviour in Schools - Advice for Headteachers and school staff (2024), teachers have the authority to issue a detention to students, including same-day detentions. Whilst staff will act in a supportive and collaborative manner, DfE guidance states that as long as suitable travel arrangements can be made for the student, 'it does not matter if making these arrangements is inconvenient for the parent'.

Internal Exclusion Room (IER)
A panel of senior staff meet each day to review the conduct and engagement incidents raised on Class Charts and decide which students require a sanction. If a serious incident has occurred or numerous smaller incidents within a short period of time, the decision may be taken to place a student into the IER for a more structured approach to the next day's/days' learning until reintegration back into the main school is viable. Students placed into the IER may require a parental meeting before they can be reintegrated back into the main school.

To support reintegration, students may be issued with a report which will require (for a given time period) students to get feedback in their lessons. Failure to complete this report successfully may result in a student being placed back into the IER. Failure to enter and/or remain in the room will result in a risk of suspension or further sanction.

Students who are repeatedly placed in the IER or those that breach the school's behaviour policy in a serious manner may be asked to complete their education at another local school for a fixed period of time.

If a student is placed in the IER, they will need to bring their own school lunch. If a student is FSM, their lunch will be provided by the school. Students will also be completing work in their exercise books so will need to be fully equipped even if they are due to spend time in the IER.

Reset Zone
As part of The Sittingbourne School's ongoing inclusive approach, the Reset Zone is an area in school where students who are at risk of multiple suspensions and / or permanent exclusion, can access an alternative curriculum for a set period of time. Students will follow a set timetable and complete academic and practical work. Students will also have access to a range of interventions to support their behaviour, conduct and well-being. The Reset Zone may also be used as an alternative sanction for serious incidents and breaches of the school's behaviour policy. As part of the integration process, a parent/carer meeting will take place prior to the student joining the Reset Zone.

Community Service
At The Sittingbourne School, our students value their school community. Therefore, where applicable, if a student has been engaged in behaviour which is not respectful of the school community, including damaging/vandalising school property, we may tailor sanctions to reflect this. It is hoped that community service will allow students to see the wider impact of their behaviour on the whole school community and develop their own sense of pride in their school community.

If students continue to disrupt the good order of the school, they may be placed in the IER until a meeting with their parents or carers has occurred with the appropriate staff. Additionally, students may be expected to complete community service on staff development days.

Disciplinary Hearing
When a student is suspected of breaching the school's behaviour policy, an investigation will be initiated by the school to examine the alleged misconduct. If the investigation reveals that the student has indeed contravened a rule and there is substantial evidence to support disciplinary action, the school will impose appropriate consequences. In certain instances, the school may escalate the matter by referring the student to a disciplinary hearing. These hearings are convened when the school deems that a student has violated the

behaviour guidelines to an extent where suspension or permanent exclusion may be warranted.

Conduct Contracts and Positive Engagement Support Plans (PESP's)
To ensure that all students are supported in making good decisions regarding their conduct, it may be that conduct contracts and/or PESP's are created. These documents will be created alongside parents/carers to ensure that all stakeholders are involved. These documents will also be reviewed in a timely manner to ensure that the pastoral support provided is quality assured and effective. See appendices 4 and 5 for further details.

RADAR
Students who persistently fail to meet school expectations or commit a gross breach of the school rules, and are therefore at risk of permanent exclusion, may be referred to RADAR, Swale Academies Trust's reintegration provision. We will attempt to rehabilitate students at RADAR to be reintegrated within the academy trust.

RADAR Behaviour Policy

Reasonable Adjustments
At the Sittingbourne School, we continue to monitor, and take into account, the guidance of the DfE, particularly regarding Social Inclusion. When working with students with Special Educational Needs we observe the SEN Code of Practice. For example, we may make referrals to outside agencies when appropriate, and plan accordingly for the education of the student. The Sittingbourne School's legal duties, in relation to the Equality Act 2010 in respect of safeguarding students with Special Educational Needs and all vulnerable students, will be considered when making decisions linked to discipline and behaviour.

For further details see appendix one below.

8. Internal and External Truancy

Internal truancy (avoiding lessons and wandering the school site) is not permitted in school for several important reasons. Firstly, students who choose not to go to lessons miss out on vital learning opportunities and in turn, limit the ability to reach their academic potential. Secondly, students miss out on the development of key skills developed in class such as teamwork and communication. Thirdly, students who choose to avoid lessons can disturb the good order of the school community as well as having a negative impact on the education of other students. Finally, students who truant and ignore staff instructions pose a significant safeguarding risk to themselves and others.

If a student chooses to internally truant, sanctions will be imposed. These may **(although the list is not exhaustive)** include:

- Detentions (after-school / on a Saturday / on a staff development day)
- Time in the Reflection Room or IER
- Time at another local school

Should students persistently disrupt the school community through truancy, further sanctions included within this policy may be imposed. Where appropriate, the school will contact parents to inform them of a student's truancy so that they are aware.

Whilst we appreciate that truancy and other associated behaviours may be linked to a student experiencing difficulties, and will do our best to support, we will maintain our high expectations for all.

External truancy (truancy in the local community) will also be dealt with by applying sanctions that form part of this behaviour policy.

9. Attendance and Punctuality

Attendance and punctuality are some of the most important factors in relation to attainment and achievement. Furthermore, they are vital life skills that help show commitment and dedication. If a student is late to school (after 8.35am) then they will meet a member of staff where they will be provided with a red (unauthorised lateness) or green (authorised) lateness slip. The red slip will explain the reason for lateness and must be handed in by the student at a break time detention with their year team. A green slip must be handed to the teacher of the class they arrive at. If a student arrives late to school and is unable to show their teacher either a red or green slip, will be dealt with as internal truancy.

Punctuality to lessons is monitored through Bromcom. When a student arrives late to a lesson, the teacher will note the number of minutes late. To support students, the school has a number of tannoy announcements to remind students of when lessons start and end. There is also a tannoy between lessons that signifies to staff when a student is to be marked as late. Persistent lateness could result in sanctions such as detentions or time in the IER.

10. Homework

At The Sittingbourne School, we firmly believe that homework is vital in developing knowledge and understanding. Students will be set homework regularly and will be expected to complete it within a set timeframe. Students who complete homework will receive achievement points on ClassCharts. However, students who do not complete homework, may face certain consequences, to help support the completion of their homework to develop independence.

If a student fails to complete / submit three pieces of homework, on time, within a 30 day period, students will need to complete a homework intervention session and parents are informed of this via email.

Actions:

Tier 1: 60 minute homework intervention (compulsory)

Tier 2: If a student fails to attend the homework intervention, the next step is IER period 6 (homework is completed) and an ASD until 4.10pm.

Tier 3: If a student fails to complete IER period 6 and an ASD, the next sanction is a Saturday school intervention.

Tier 4: If a student fails to complete a Saturday school intervention, they will be placed in the IER PDT-4.10pm for one day and a parental meeting may be required.

As always, The Sittingbourne School is committed to working collaboratively with students and parents to ensure that homework is completed but the school will continue to have high expectations in relation to homework completion as we firmly believe that it has a positive impact on student independence and development.

11. Class Charts

To monitor engagement and attitudes in school, positive and negative behaviours will be logged and collated on Class Charts. This will allow staff and parents to engage with behaviour data to ensure that student engagement is recorded effectively. This includes the administration of sanctions and rewards to promote a positive learning environment for all students. Furthermore, issues pertaining to discrimination or unkindness will also be logged through this platform. Parents are encouraged to use the Class Charts app to monitor their child's behaviour in school and to discuss it with their child.

12. Anti-Discrimination, Racism and Bullying

The Sittingbourne School is committed to anti-discriminatory, racism and bullying practice that promotes equality and values diversity for all staff, children and families. We are a committed school that aims to overcome sexist, misogynist, racist, disablist, homophobic, bi-phobic, transphobic, xenophobic and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes. Students and staff have access to report any form of discrimination online. We are notified immediately and address the incident instantly. Through a clear guided tier system, incidents are investigated and fair sanctions proposed that educate the student through educational discriminative online packs, teacher restorative meetings and an additional parental meeting, pending on the sanction. Restorative actions include:

Stage 1: The reporting Member of Staff (MOS) officially logs the incident on the tracker. A formal conversation is held with the student to discuss, address, and educate them on the behaviour.
Stage 2: The student must complete a structured DRB reflection session, and parents/guardians will be notified by the team.
Stage 3: Managed by the Senior Leadership Team (SLT) , this stage involves the scheduling of an Afterschool detention. The student undergoes extended intervention and structured educational dialogue, with pastoral contact.
Stage 4: Initiated by Senior Leadership (SLT), this stage triggers the IER (Internal Education Room) Protocol, which includes a PDT session concluding at 16:10. The pastoral team will contact home, and if necessary,

organise a parental meeting with a member of SLT.
Stage 5: Managed by Executive SLT, this stage involves Internal Suspension or placement within Alternative School provision. In extreme or exceptional cases, the school reserves the right to issue a permanent exclusion.

By having such a policy we give a clear message to everyone in the school community that discriminative language and/or behaviour will not be tolerated.

13. Threatening, aggressive and sexualised behaviour

Sexual harassment and assault
The Sittingbourne School is committed to providing a safe environment free from the risk of sexual violence or harrassment. Where a student is accused of sexualised behaviour they will be removed from circulation. The Designated Safeguard Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) will assess the information and ensure that it is categorised and recorded by the nature of the incident. The DSL will identify appropriate outcomes to the incident which may include school based support or interventions, as well as referrals to other agencies including the Police (if the allegation involves a potential criminal offence). Students who decide to act in this way, either directly or indirectly, are likely to receive severe sanctions ranging from detentions to possible permanent exclusion.

Aggressive, threatening and violent behaviour
Community is at the heart of our school and all staff and students are expected to treat others with kindness and respect. Students and parents should report issues to a member of staff so that any concerns can be investigated fully. Aggressive, threatening and violent behaviour is not accepted or tolerated at The Sittingbourne School. Aggressive behaviour can be both physical and verbal. Students who decide to act in this way, either directly or indirectly, are likely to receive severe sanctions ranging from detentions to possible permanent exclusion.

14. 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 pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the 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 Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils. The use of risk reduction plans may be used in conjunction with the safeguarding team and Lead DSL.

15. Suspensions & Exclusions

Whilst every effort is made to support student behaviour and conduct at The Sittingbourne School, suspensions and permanent exclusions 'are sometimes a necessary part of a functioning system where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school' (DfE guidance, 2026).

Whilst used as a last resort, suspensions and permanent exclusions may be used to ensure that the academic welfare and safety of staff and students is maintained. A student's behaviour outside of school can be considered grounds for a suspension (or permanent exclusion) and decisions made must be made in line with the principles of administrative law i.e. that it is lawful, reasonable, fair; and proportionate. When investigating the evidence in relation to a suspension or permanent exclusion the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' rather than the criminal standard 'of beyond reasonable doubt' (DfE guidance 2026).

A suspension can also be for parts of the school day. For example, if a student is continually disruptive during lunchtimes, they may be suspended from the school premises.

Only the Headteacher can suspend or permanently exclude a student, however, in instances where the

Headteacher is absent from school and is uncontactable for an extended period, the Acting Head of School has delegated authority to suspend a student from school. In extreme circumstances the suspension will be immediate and parents and carers may need to collect their child at short notice.

A suspension may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A suspension may be for up to 45 days in a school year. The Sittingbourne School is responsible for 6th day provision if the suspension is longer than five days.

When the Headteacher suspends a student for a fixed period, parents/carers will be informed of the length of the suspension and the reason for it. When a student is suspended for a fixed period, arrangements will be made for the student to receive work to do at home. This can include online platforms such as Google Classroom or Oak Academy. There may be occasions where students re-integrate through the IER and will require a parental meeting before the student can return to mainstream learning. On return to lessons, the student will be monitored closely and support strategies, discussed at the reintegration meeting, will be employed in an attempt to improve student behaviour.

For a suspension of more than 5 days, but less than 15 in a seasonal term, parents can make representation. The governing body would then need to convene a meeting to consider reinstatement within 50 school days of receiving the notice of a suspension. If the result of suspension would be that the student may miss a public examination (although at The Sittingbourne School we would endeavour to avoid this), a meeting of the Committee will be arranged.

The reasons below are examples of the types of circumstances that may warrant a suspension . **It is important to note that this list is not exhaustive and not limited to the school site.**

- Verbal abuse against an adult.
- Physical assault against a pupil.
- Encouraging and participating in a physical assault against a pupil.
- Verbal abuse or threatening behaviour against a pupil.
- Being in possession of a prohibited item or items relating to a prohibited item, such as an offensive weapon or dangerous piece of equipment, alcohol or drugs, pornographic images, or any item likely to cause significant disruption to the good order of the school.
- Child on child abuse, including various forms of bullying, including cyber-bullying.
- Abuse directed at race, sexual orientation, gender reassignment, disability and any other vulnerability or protected characteristic.
- Repeated incidents of defiance, particularly those which undermine the authority of the school or disturb the learning environment for others.
- Actions which are deliberately designed to bring the name of the school into disrepute, particularly relating to false allegations.
- Creating, generating, manipulating, uploading and sharing of images and videos which would cause distress and embarrassment to members of the school community or bring the school into disrepute.

If a student exhibits extreme behaviour then the Headteacher has the right to pursue a permanent exclusion. As aforementioned, the Headteacher must consider if the decision to permanently exclude is lawful, reasonable, fair and proportionate.

A decision to permanently exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others

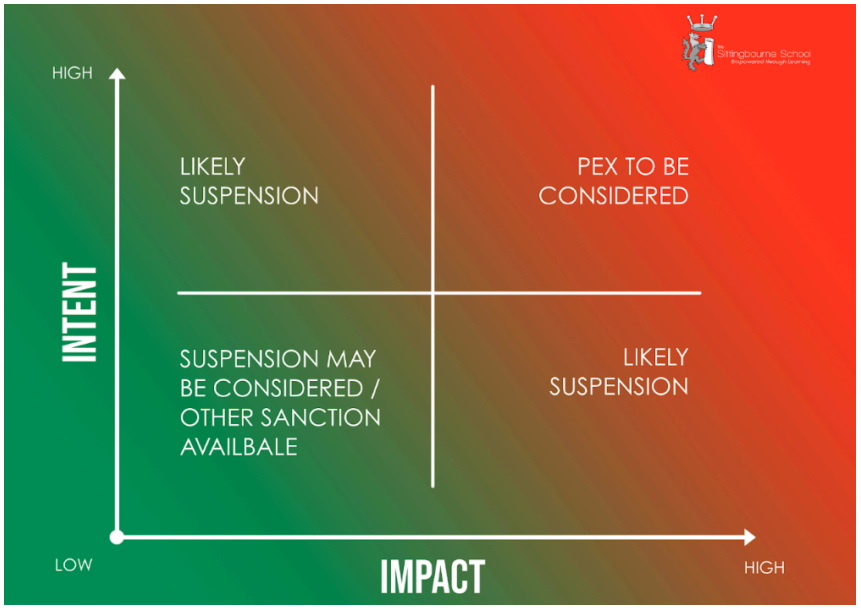
The reasons below are examples of the types of circumstances that may warrant a permanent exclusion. **It is important to note that this list is not exhaustive and not limited to the school site.**

- Persistent breaches of the school's behaviour policy, including, but not isolated to, the list of behaviours in the suspensions section, particularly after significant interventions have been put in place by the school or outside agencies. It is important to note that a school can only use suspensions up to a maximum of 45 days in a single academic year. At this point, a permanent exclusion is highly likely.

- Violent assault against a pupil causing significant harm or discomfort.
- Physical assault or threatening physical assault against an adult.
- Using, threatening to use, or distributing an offensive weapon.
- Using, threatening to use, or distributing a prohibited item, such as alcohol or drugs, which could cause a significant safeguarding risk to the individual or other members of the school community.
- Extreme incidents of child on child abuse including sexual violence, sexual harassment, teenage relationship abuse, consensual and non-concensual sharing of nude/semi-nude images and upskirting.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

When deciding whether to use a suspension or permanent exclusion, leaders will always consider the impact and intent of any particular behaviour. See below for guidance:



Off-site Direction and Managed Moves
When a pupil is required to attend another education setting temporarily, to improve their behaviour when interventions or targeted support have not been successful. An off-site direction is used as a temporary preventative measure to permanent exclusion. The pupil might be placed at another mainstream school or an Alternative Provision. Timescales are suggested at the outset and review meetings are held at regular intervals. Detailed information about the off-site placement should be sent to parents at least two days before the placement, which includes the reasons for, and objectives of, imposing the requirement. Under the law the Local Governing Body is responsible for an off-site direction and will comply with the relevant requirements.

When a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Parents and the schools must all be in agreement to ensure the move is part of a planned intervention to support the pupil. The school should be able to evidence that previous interventions have occurred and that relevant assessments and referrals to agencies have taken place. Pupils are encouraged to share their views. Managed moves do not allow for a 'trial', unlike an off-site direction. Managed moves cannot bypass normal admissions rules. If agreed by all parties then the school should ensure that any plans (such as a Personal Education Plan) are reviewed and amended.

Suspension and Permanent Exclusion - DfE guidance 2026

Swale Academies Trust Suspensions and Permanent Exclusion Policy

16. Separation for Safeguarding purposes

The Headteacher and Lead Designated Safeguarding Officer can temporarily forbid a pupil from attending the premises if two or more pupils need to be separated for safeguarding purposes. This would not be considered a suspension on disciplinary grounds. It should only be used in rare circumstances and only when:

- separating pupils is essential, and
- there is not a practical way to allow one of more pupils involved to remain on school premises.

An example of a situation such as this could be because of an allegation of harm by one pupil against another which requires physical separation.

The Lead Designated Safeguarding Officer will inform and seek support from external agencies such as children's social care and the police, as required. Parents/carers will be informed about the reasons for using this protocol and the Local Governing Body and Local Authority will be informed. The Local Authority will arrange for the education of the pupil unless the school and parents choose to do so. The school will support the pupil upon their re-integration.

17. Uniform

Students are expected to wear their uniform with pride throughout the school day. They are also expected to follow the school's uniform policy on the way to and from school. If students are not compliant with our uniform policy they will face a sanction.

Students who live within walking distance may be asked to return home to collect the missing item or if they live further from the school will be required to wear borrowed items. If students still do not have the correct uniform they may be asked to complete their learning in the IER until the issue is rectified. Please refer to the school's uniform policy for further guidance and clarification.

Jewellery is not allowed in school and should not be worn. Jewellery can be an added distraction and our uniform policy is designed to ensure there is a consistency across the student body. Items of jewellery, including rings, earrings, necklaces, bracelets and nose piercings may be confiscated. This is not an exhaustive list.

If a student has lost an item of uniform or property, they should first check Student Services to see if it has been handed in. Another place to check would be with the appropriate year team. Should a student or parent want to check if an item is in Student Services, they can use The Sittingbourne School's Lost Property email address (tss-lostproperty@swale.at) listing the item details and student name.

Uniform Policy

18. Valuables

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. This includes confiscated items. Pens, watches and calculators etc. should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification.

It is unsafe for students to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope, clearly marked with the owner's name and handed to a Pastoral Support Manager for safe-keeping. PE staff will accept watches and money for safe-keeping (both must be identifiable as mentioned above).

Expensive electronic items may not be brought to the school. Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way. Mobile phones may be brought to school for use on the way to and from school, but must be kept out of sound and sight in a school bag during the school day. Please refer to section 5 of the behaviour policy as well as the mobile phone policy for more information - Mobile Phone and Electronic Devices Policy.

19. Policy on breakages by students

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence. Parents may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

20. Access to the school

Students have free access to most areas of the school. However, there are certain restricted areas and these are listed below. Students who go 'out of bounds' may be sanctioned.

- With the exception of using the canteen, students must remain in their designated year group areas at break and lunchtime.
- Students should use only designated toilets which are clearly signposted.
- School teaching rooms and certain blocks are out of bounds before school and during break and lunch times.
- No student should be in classrooms without a member of staff present.
- Car parking areas are out of bounds to students.
- No student is allowed to leave the school premises during break or lunch or before the end of the school day, with the exception of Post16 students.
- Students must enter and exit the school on foot via the Swanstree Avenue entrance and exit. The gate on the A2 is not accessible to pedestrians. Students must enter the school site through the pedestrian gate and not the vehicle gate.
- Only students in supervised activities can remain on site at the end of the school day.

21. Screen, Search and Confiscate

The school retains the right to search any student who we suspect of having contraband items on their person. This is outlined in 'Behaviour and discipline in school- guidance for headteachers'. If a student refuses to be searched they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched the school may contact the police. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content. The school does not have to return confiscated items.
For further information, refer to the Department for Education's guidance on searching, screening and confiscation.

Prohibited items include, but not limited to:

Category A items (illegal items or those that may cause a danger to health and safety) may include:
• knives and other offensive weapons
• alcohol
• illegal drugs and drug paraphernalia
• stolen items
• tobacco and cigarettes / cigarette papers / lighters / matches
• vapes and e-cigarettes
• fireworks
• pornographic images / content
• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

Category B (items that may cause disruption or disturbance to the smooth running of the school) may include:
• energy drinks / sugary drinks such as Coca-Cola
• sugary sweets
• aerosols or water based sprays
• large quantities of unhealthy food such as large bags of crisps / biscuits and fast food
• jewellery (including rings / earrings / necklaces / bracelets / nose-studs / false eyelashes / false nails)
• electronic (including bluetooth) speakers
• any item banned by the school rules which has been identified in the rules as an item which may be searched for (such as mobile phones, iPads, airpods, smart-watches, aerosols, water based sprays, water pistols, stink bombs, water balloons and 'fun snaps').

In order to ensure staff and student safety, vape detectors and wands (hand-held metal detectors) may be used.

Offensive weapons
At The Sittingbourne School, the safety and wellbeing of students, staff and visitors is of paramount importance. The school takes a zero tolerance approach to offensive weapons to ensure the safety of all.

An offensive weapon can be deemed as any article, made or adapted, for use for causing injury to the person, or intended by the person.

For further information on offensive weapons will be dealt with by The Sittingbourne School, reference should be made to the Swale Academies Trust Offensive Weapons Protocol.

Returning items
Depending on the category of the confiscated item, a decision will be made on if or when an item will be returned. Items that are illegal or dangerous (category A) may need to be reported to the Police and will not be returned. For other items, such as those in category B, they may, at the discretion of senior staff, be handed back at the end of the school day, the end of the school week or the end of the school term. Students who refuse to hand over items or continue to repeat the behaviour may face sanctions in line with this behaviour policy and items will need to be collected by parents.

22. Restrictive Physical Intervention and the Use of Reasonable Force

In line with the April 2026 DfE statutory guidance on Restrictive Interventions, the school's primary goal is to prevent the need for physical intervention through proactive de-escalation and a "professional neutrality" approach. Physical intervention and/or reasonable force will only be used as a last resort.

However, all members of staff have a legal power to use Reasonable Force to prevent a student from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Core Principles of the 2026 Framework:
1. Last Resort & Proportionality: Any force used must be proportionate to the risk, reasonable in the circumstances, and strictly necessary. It must be the "least restrictive" option available.
2. Prevention First: Staff will always seek to use "Non-Physical Restraint" (such as tactical positioning or environmental changes) to resolve situations.
3. Mandatory Recording & Reporting: Under the new statutory duty, every incident involving the use of force or restrictive intervention must be recorded on the school's MIS/CPOMS system.
4. Parental Notification: The school has a legal duty to inform parents/carers of any significant incident involving the use of force as soon as is practicably possible, and ideally on the same school day.
5. Post-Incident Support: Following any restrictive intervention, a "Restorative Reset" or debrief will be offered to both the student and the staff member involved to support the rebuilding of the professional relationship.

This policy is sanctioned under the Education and Inspections Act 2006 and updated in accordance with the 2026 Restrictive Interventions regulations. The Sittingbourne School remains committed to a trauma-informed approach where physical intervention is never used as a punishment or a disciplinary sanction. For further information, the updated DfE guidance can be found using this link:

Restrictive interventions, including use of reasonable force in schools. - Department for Education guidance.

23. Power to Discipline Offsite

As outlined in the Department for Education's 'Behaviour and discipline in school - guidance for headteachers', the school has the power to discipline students, for their conduct and behaviour outside of the school premises (as well as online). The school will sanction any student whose behaviour could have the

following impact:

- repercussions for the orderly running of the school
- poses a threat to another student, member of staff or member of the public
- could adversely affect the reputation of the school

The school is in regular contact with local service providers and will sanction when informed of incidents of poor behaviour committed by students in the local community.

24. Equality

The Sittingbourne School is committed to providing all students with equal access to a rich, broad, balanced and relevant curriculum. Regular monitoring and evaluation of behaviour data in school will allow for this policy to be used fairly so that all students are treated as equal. Furthermore, reasonable adjustments will be considered (and acted upon where necessary and appropriate) to ensure that the needs of each individual child are taken into account. To ensure the thoughts and opinions of students are listened to, student voice will be conducted by senior leaders throughout the year.

For more information on how The Sittingbourne School ensures all students can fulfil their potential, please refer to the TSS Equality Policy.

Useful links

Behaviour and Discipline in Schools - A guide for headteachers and school staff

Searching, screening and confiscation - GOV.UK

Discrimination, Racism and Bullying Prevention Policy

Part Time Timetable Protocols

TSS Equality Policy

Swale Academies Trust Offensive Weapons Protocol

Mobile Phone and Electronic Devices Policy.

Swale Academies Trust Suspensions and Permanent Exclusion Policy

RADAR Behaviour Policy

TSS Partnership Agreement

Keeping Children Safe in education, 2026

Restrictive interventions, including use of reasonable force, in schools - GOV.UK

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Swale Academies Trust Suspensions and Permanent Exclusion Policy

Appendix 1: SEND

Educational Needs and Disability (SEND) and vulnerable individuals:
We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, students with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Positive reports to enable celebration of good behaviour
- Increased communication between home and school
- Positive Engagement Support Plans (PESP)
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime social skills group sessions
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour
- Adjusted curriculum provision
- An adapted timetable with an agreed timescale
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers
- Strategies recommended by professionals are consistently implemented
- Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care

Risk Assessments and Risk Reduction Plans:
- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e..g as part of a reintegration meeting following a fixed term suspension

A whole school overview is updated to reflect the number of children on these plans and with their review dates

- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated

Equality Act 2010:
The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Appendix 2: Supporting student behaviour – guide for staff

Staff should be given the opportunity to amend or correct behaviour whenever possible. The following guidance provides a script for staff to challenge and correct any behaviour issues while de - escalating behaviour problems in the classroom.

Staff should:	**Suggested language:**
Define the issue – tell the student what they are doing wrong	(Student name), I can see you are … This is preventing you / other students from making progress.
Restate your expectations (link to code of conduct where appropriate). Be specific about what the student should be doing.	At The Sittingbourne School we … I expect…
Be explicit about the consequence of not changing behaviour	If I do not see xx change, I will be setting a detention.
Give the student time to make the expected changes.	
EITHER praise the improvement OR sanction the behaviour	(Student name), I have noticed an improvement in xx since I last spoke to you, well done! As a result of xxx you will have a 30 minute detention at the end of the day. You will be escorted by your period 6 teacher but it's your responsibility to attend.

Appendix 3 - Disciplinary Hearing:

When a student is suspected of breaching the school's code of conduct, an investigation will be initiated by the school to examine the alleged misconduct. If the investigation reveals that the student has indeed contravened a rule and there is substantial evidence to support disciplinary action, the school will impose appropriate consequences. In certain instances, the school may escalate the matter by referring the student to a disciplinary hearing. These hearings are convened when the school deems that a student has violated the behaviour guidelines to an extent where suspension or permanent exclusion may be warranted.

School disciplinary hearings typically follow a structured process to ensure fairness and due process for the student involved. The following provides a comprehensive overview of how school disciplinary hearings work:

1. Notification: The student and parents or carers are notified of the disciplinary hearing, including the date, time, and reason for the hearing. The student may also be informed of the specific allegations of misconduct being addressed.

2. Panel Composition: A panel of individuals, such as teachers, administrators, Heads of Years, Senior Leadership Team, Executive or deputy executive prefects and governors are convened to conduct the disciplinary hearing. The panel members are responsible for reviewing the case, listening to all parties involved, and making a decision based on the evidence presented.

3. Presentation of Evidence: During the hearing, both the student and the school may present evidence and documentation related to the alleged misconduct. The student is given an opportunity to explain their case and respond to the allegations.

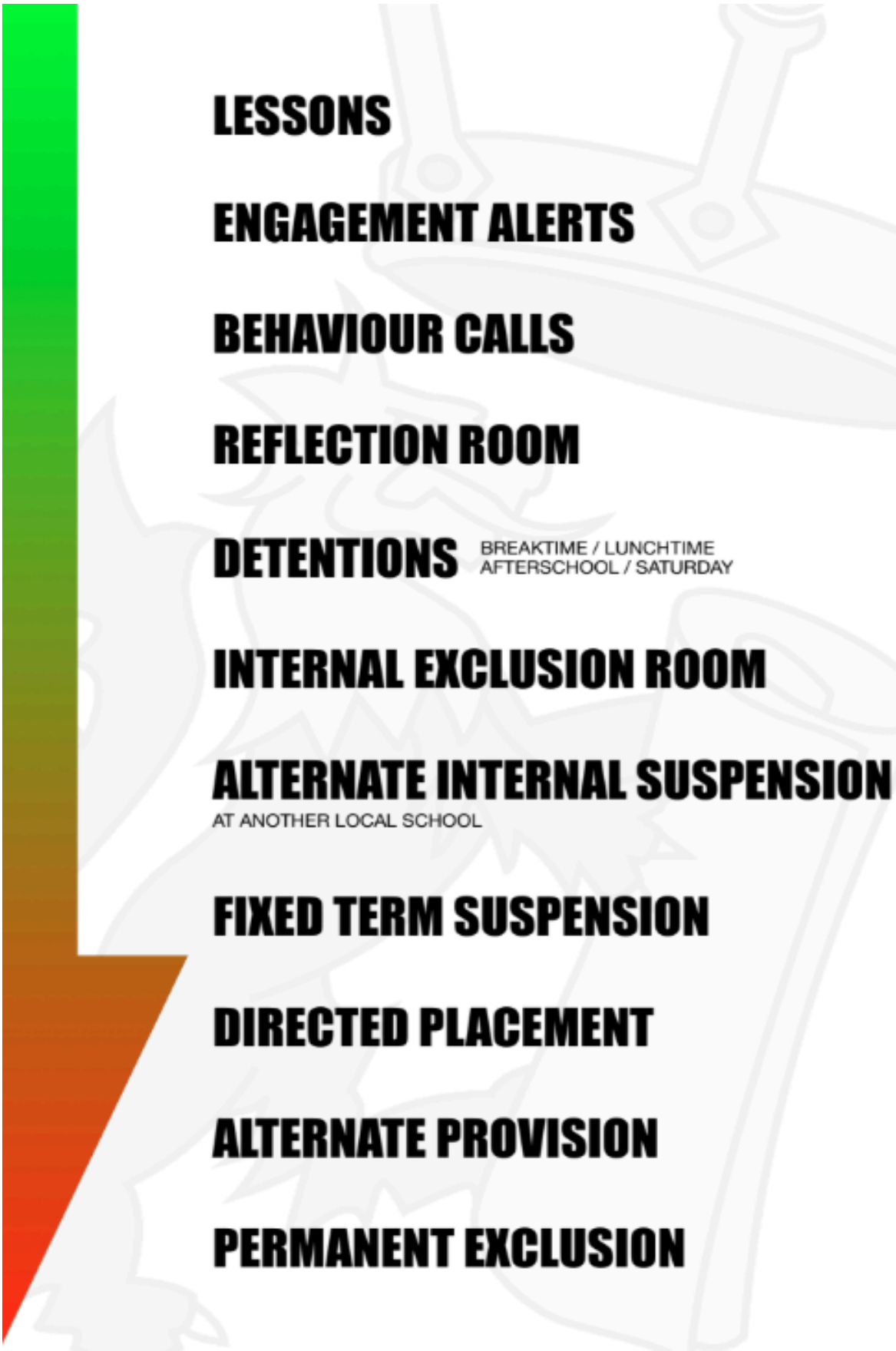
4. Questioning: The panel may ask questions to the student to clarify information and gather more details about the incident.

5. Deliberation: After all evidence has been presented and discussed, the panel deliberates to determine whether the student is responsible for the alleged misconduct.

6. Decision and Consequences: Once a decision is reached, the panel informs the student and parents or carers of the outcome and any disciplinary measures or consequences that will be imposed. This can include warnings, suspension, permanent exclusion or other disciplinary actions.

The school's disciplinary hearings aim to provide a fair and impartial review of alleged misconduct and to promote a safe and respectful learning environment for all students.

Appendix 4 - The Sittingbourne School Behaviour Ladder



Appendix 5 - Behaviour Contracts (these may be adapted to suit need)

The Sittingbourne School - Behaviour Contract

Student Name and Year:	
Student HOY:	
Reason for contract:	
Date:	

1. I understand that my behaviour has led to breaches of the behaviour policy and has caused disruption to the school community.

2. I agree to abide by the school's behaviour policy and to respect the rights of staff and students in our school.

3. I agree to arrive at school on time and attend all lessons. I agree to be punctual and not truant or disrupt the learning of others.

4. In addition to this, I will adhere to the following expectations:

i. _____

ii. _____

iii. _____

5. If I breach the terms of this contract, I will face further sanctions, which may include **detentions**, being placed in the **IER**, being **directed to another local school**, **suspension** or **permanent exclusion**.

Signature of student:

Signature of parent / carer:

Signature of school representative:

Appendix 6 - Positive Engagement Support Plan

The Sittingbourne School - Positive Engagement Support Plan

Student Name and Year	
Head of Year	
Date of meeting	
Present in meeting	

Areas of worry or concern	Triggers	Symptomatic Behaviours	Support/actions	Staff Lead	Impact Review
What is the issue or worry that the student has? In what ways are they struggling to cope?	What typical actions or events cause this concern/struggle to worsen?	When faced with these triggers, what type of behaviours will the student display?	What support or actions by others would help prevent this situation or help shorten it?	Which member of staff will be responsible for this support?	What impact has the support/action had? Is it working? Does it need to be adapted?

Intervention	Y/N	Comments / outcomes?
Anger management		
Social skills		
TAM		
Passport		
Fidget Toy		
Earplugs		
Time Out Card		
Resilience conversation		
Well-being		
Reports		
Check ins		
Testing / SEND observation		
Dog mentoring		
LEGO therapy		
Other		

Appendix 7: The Sittingbourne School - Teacher Toolkit

TSS Teaching Toolkit

3 E's



Encourage | Extend | Excel

3 R's



Reading | Retrieval | **Responding to feedback**

Independence



10 minutes of silent working | Extended writing | Homework

Targeted Questioning



Think, pair, share



Modelling



Feedback



Data-informed | Specific praise | How to improve

Praise



4:1 ratio for praise | Written and verbal praise

Seating plan



Low level disruption



Warning be specific | Name on Board | Move seat | Engagement alert | Behaviour call Reflection Room (B13) | Ongoing concerns speak to your subject leader/year team