



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Behaviour Policy

Version 3.3 - September 2026

Policy owner	Headteacher
Approval	Full Governing Board
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1. Aims and ethos

The Hayling College is committed to being Happy, Healthy and High Performing. Behaviour is taught, modelled, recognised and, where necessary, corrected. Our approach is designed to create a calm, safe and purposeful College in which pupils can learn, staff can teach and everyone is known, valued and treated with respect.

The policy is underpinned by The Hayling College Charter: rights are matched by responsibilities. In particular, pupils have the right to learn without distraction, to feel safe and secure, to be treated respectfully and equally, and to have access to education and appropriate information. In return, every member of the community has a responsibility to protect those same rights for others.

- Create a positive culture in which excellent behaviour is the norm and all pupils can succeed.

- Teach routines and learning behaviours explicitly, rather than relying only on sanctions after poor behaviour.
- Use praise, merits and wider recognition to reinforce positive habits and effort.
- Use clear, predictable and proportionate sanctions when expectations are not met.
- Work with families, safeguarding, SEND and external services where behaviour indicates an additional need or risk.
- Apply expectations with flexible consistency: the standard remains high for all pupils, while lawful reasonable adjustments are made where needed.

1.1 Statutory purpose of the behaviour policy

As a maintained school, The Hayling College sets out measures in this policy to regulate pupils' conduct. The measures are designed to:

- Encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour by pupils.
- Promote self-discipline and proper regard for authority.
- Prevent all forms of bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- Ensure pupils complete tasks reasonably assigned to them in connection with their education.

In determining this policy, the Headteacher has taken account of the Full Governing Board's Written Statement of Behaviour Principles and any guidance or notification provided by the Governing Board. The policy is reviewed with the Full Governing Board at least annually and sooner where legislation, statutory guidance, College practice or monitoring evidence requires change.

The Headteacher will ensure that the Behaviour Policy is publicised in writing to pupils, parents/carers and staff at least once each academic year. The current approved policy will be published on the College website and made available to the College community. Expectations will also be reinforced through induction, tutor time, assemblies, staff briefings and parent/carer communications.

2. Legislation, statutory requirements and guidance

This policy has been reviewed with regard to current Department for Education guidance, including Behaviour in schools; Mobile phones in schools (statutory guidance updated 29 June 2026); Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026); Restrictive interventions, including the use of reasonable force, in schools (effective 1 April 2026); Searching, screening and confiscation; and Keeping Children Safe in Education 2026. It also reflects the Equality Act 2010, Children and Families Act 2014, SEND Code of Practice and duties relating to pupils with medical conditions.

The College will have regard to subsequent amendments or replacement statutory guidance. Detailed procedures may sit in linked policies; this Behaviour Policy remains the overarching working document for expectations, rewards and sanctions at The Hayling College.

3. Definitions and prohibited items

3.1 Misbehaviour

- Disruption in lessons, corridors, transitions, break or lunchtime.

- Non-completion of classwork, homework or reasonable learning tasks.
- Poor attitude to learning, lack of effort or persistent failure to engage.
- Refusal to follow a reasonable instruction.
- Lateness to lessons or failure to follow College routines.
- Incorrect uniform or unsafe/unacceptable presentation.
- Unauthorised retention, access or use of a mobile phone/electronic device.

3.2 Serious misbehaviour

- Repeated or serious breaches of College expectations.
- Bullying, discriminatory behaviour or child-on-child abuse.
- Sexual harassment or sexual violence.
- Sexist, misogynistic or misandrist behaviour, including harmful online content.
- Creating, altering or sharing harmful AI-generated content, including fabricated, humiliating or sexualised material.
- Vandalism, theft, fighting, threatening or intimidating behaviour.
- Smoking or vaping.
- Possession, use or supply of prohibited items or substances.
- Serious online or off-site behaviour that threatens, harms or significantly affects the College community.

3.3 Prohibited items and substances

- Knives or weapons.
- Alcohol.
- Illegal drugs or substances suspected to be illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, e-cigarettes and vapes.
- Fireworks.
- Pornographic images.
- Any article reasonably suspected to have been, or likely to be, used to commit an offence, cause injury or damage property.

Where possession, supply or use of vapes, drugs, alcohol or other prohibited substances raises concerns about exploitation, coercion or wider harm, the DSL will be involved alongside the behaviour response.

4. Relational conflict, bullying and child-on-child abuse

Bullying is repeated, negative behaviour that is intended to make another person feel upset, uncomfortable or unsafe and involves an imbalance of power. Bullying may be verbal, indirect/social, physical, sexual, prejudice-based or online. The College uses language that focuses on behaviour and change: a pupil displaying bullying behaviour may be described as a perpetrator and the pupil experiencing it as a target.

Relational conflict describes disagreements or difficulties between pupils where the repeated, intentional harm and imbalance of power required for bullying are not present. The College may support pupils to resolve relational conflict while remaining alert to patterns that develop into bullying, discrimination, harassment or a safeguarding concern.

- Pupils can report concerns to any trusted member of staff. Parents/carers can report concerns to tutors, pastoral staff, Pupil Progress Leads or the College office.
- Reports will be investigated fairly using available evidence, which may include pupil accounts, witnesses, online material and CCTV.
- Incidents and actions will be recorded through College systems and monitored for patterns.
- Support may include pastoral mentoring, ELSA/counselling, no-contact arrangements, mediation where appropriate, SEND support and external-agency involvement.
- Bullying, discrimination, sexual harassment and child-on-child abuse will never be dismissed as banter or simply part of growing up.

All child-on-child abuse is unacceptable and will be taken seriously. Where an allegation raises a safeguarding concern, staff will follow the Child Protection & Safeguarding Policy and refer to the DSL or deputy. Behaviour sanctions may operate alongside safeguarding action where appropriate.

The College prevents bullying through the Charter and behaviour curriculum, PSHRE and online-safety education, assemblies and tutor work, appropriate supervision, anti-bullying activity, pupil reporting routes, staff training and analysis of incidents. Staff and governors receive information or training appropriate to their roles so that bullying is recognised, challenged, recorded and followed up consistently.

4.1 Sexism, misogyny, sexual harassment and sexual violence

The Hayling College does not tolerate sexism, misogyny, misandry, sexual harassment or sexual violence, whether face to face or online. Staff will challenge these behaviours, including apparently low-level sexualised comments, sexist language, unwanted conduct, harmful stereotypes and the sharing or promotion of misogynistic or sexually harmful online content.

Such behaviour will never be dismissed as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Staff recognise that apparently lower-level behaviours can form part of an escalating pattern of harm.

All reports will be taken seriously. The College will consider the wishes and wellbeing of the pupil affected, safeguarding risk, the needs of all pupils involved and whether referral to the DSL, children's social care or police is appropriate. Behaviour sanctions may be applied alongside safeguarding action.

4.2 Malicious allegations and support for those accused

An allegation that is not substantiated is not automatically malicious. Where, following appropriate investigation, an allegation against a member of staff or another pupil is shown to have been deliberately invented or made with the intention of deceiving or causing harm, the College will consider an appropriate behaviour response in accordance with this policy.

In all cases, the College will consider whether the pupil who made the allegation may be in need of help or whether the allegation was a cry for help. Safeguarding action, pastoral support or referral to children's social care may be appropriate.

The College will also consider the pastoral and welfare needs of any member of staff or pupil who has been accused. Allegations against staff will be managed in accordance with Keeping Children Safe in Education, the Child Protection & Safeguarding Policy and the College's procedures for managing allegations against staff.

5. Roles and responsibilities

5.1 Full Governing Board

- Approve the Written Statement of Behaviour Principles and review this policy with the Headteacher.
- Monitor the policy's effectiveness and hold the Headteacher to account for implementation.
- Receive appropriate information about behaviour, suspensions, permanent exclusions, off-site directions, managed moves and pupils educated away from the College, including SEND and equality analysis.
- Ensure appropriate filtering and monitoring and cyber-security arrangements are in place on College devices and networks, and maintain oversight of online-safety considerations where generative AI is used.
- Have regard to the use, recording and reporting of restrictive interventions through the separate Restrictive Interventions Policy.

5.2 Headteacher and Leadership Team

- Set absolute clarity about the standard of behaviour expected.
- Ensure pupils, parents/carers and staff understand the policy, routines, rewards and sanctions.
- Maintain a visible leadership presence around the College and support orderly movement.
- Ensure staff apply rewards and sanctions consistently and follow through actions that have been set.
- Monitor behaviour, merit, attendance, punctuality and pupil-movement data, and act on emerging patterns.
- Ensure staff understand pupils' needs and that appropriate plans/support are in place for pupils who need additional help to meet expectations.
- Routinely engage pupils, parents/carers and staff in reviewing the behaviour culture and whether people feel safe, supported and treated fairly.
- Ensure the policy is publicised in writing at least annually and remains published on the College website.

5.3 Teaching, curriculum and support staff

- Create a calm and safe environment; establish and maintain clear boundaries.
- Know pupils, use seating plans and information about SEND/vulnerability appropriately, and adapt teaching so pupils can experience success.
- Teach routines and learning behaviours explicitly in every interaction.
- Use positive reinforcement, the Establish-Maintain-Restore approach and de-escalation where appropriate.
- Apply Warn, Move, Remove and other sanctions consistently and record behaviour promptly on Arbor.
- Use merits and positive communication to recognise strong effort, conduct, progress and contribution.
- Remain alert to emerging online harms, including harmful uses of AI, online misogyny or misandry, deepfakes, financial sextortion and other forms of online exploitation.

- Seek advice and support from Heads of Faculty, Pupil Progress Leads, SEND, safeguarding or the Leadership Team where behaviour is persistent, complex or beyond the staff member's usual strategies.

5.4 Tutors, Pupil Progress Leads and pastoral staff

- Teach and reinforce expectations through tutor time and year-group routines.
- Monitor patterns of behaviour, attendance, punctuality, merits and sanctions.
- Act as a link between pupils, staff and families and coordinate targeted support where required.
- Use reports, PSP, mentoring, no-contact arrangements, early help and multi-agency support where appropriate.

5.5 Parents/carers and pupils

Parents/carers are expected to know and support the policy, reinforce expectations at home, celebrate success, share circumstances that may affect behaviour and raise concerns directly with the College while continuing to work in partnership.

Pupils are expected to understand the Charter, routines, rewards and consequences; contribute positively to the College culture; accept proportionate sanctions; and report behaviour that is harmful, discriminatory, disrespectful or unsafe.

Pupils will be invited to give feedback on their experience of the behaviour culture. Pupils joining mid-year, returning after extended absence or otherwise needing additional support will receive re-induction into key routines and expectations.

6. The Hayling College behaviour curriculum

The College teaches behaviour as a curriculum. Pupils are taught what successful behaviour looks like through induction, tutor time, assemblies, lessons, PSHRE, restorative conversations and regular resets. The central message is simple: if a behaviour interferes with your learning, somebody else's learning, safety, or your ability to be the best version of yourself, it is not appropriate.

Our behaviour curriculum develops emotional, social and cognitive learning behaviours: managing setbacks and emotions; building respectful relationships with adults and peers; collaborating well; understanding bullying and discrimination; developing motivation, resilience, communication and a growth mindset; and learning how to seek help.

Pupils are expected to challenge and report discriminatory, harmful or disrespectful behaviour, including prejudice, sexism, misogyny, misandry and harmful online content. They are taught safe ways to seek adult help rather than placing themselves at risk.

7. Morning routines and daily expectations

A consistent morning establishes the tone for the day. Pupils should arrive in time to be ready for tutor time at 8:20. The morning routine is explicitly taught and re-taught as required.

- The tutor meets pupils at the door and establishes a calm, welcoming start.
- Pupils enter promptly, sit in their allocated place and begin the tutor/Do Now routine.
- Pupils follow the mobile-phone hand-in routine.
- Uniform and presentation are checked. Where an issue can be corrected immediately, pupils are expected to do so.
- Registration is completed promptly; lateness is recorded accurately.

- Required equipment is checked and pupils are prepared for the day.

Mobile-phone hand-in uses the staff briefing phrase: OFF - LABEL - CHECK - STORE - LOCK. Phones are switched fully off, clearly labelled with full name and tutor group, checked where practicable, placed into the tutor-group lockable box and secured. Late arrivals hand phones to the designated office/reception point. The detailed procedure is set out in the Mobile Phones / Electronic Devices Policy and storage procedure.

At afternoon tutor time, the routine is: SEATED - CONTROLLED RETURN - CHECK IDENTITY - DISMISS. Pupils collect only their own device; phones remain switched off and out of sight until pupils have left the College site.

Uniform is worn with pride as part of being #ProudlyHayling. Current uniform expectations include black tailored trousers/shorts (not leggings), white polo top, all-black shoes/trainers, Hayling College jumper, natural-coloured hair, no extreme haircuts, no false lashes or false nails, and a maximum of one stud earring in each ear. Reasonable adjustments will be considered where required by law or individual need.

8. Classroom expectations and routines

8.1 Classroom Code of Conduct

Happy	Healthy	High Performing
Arrive on time to every lesson with the correct equipment and uniform. Be ready to learn within two minutes of entering the classroom.	Behave safely and respectfully towards pupils and staff. Speak to a member of staff if you see behaviour towards others that worries you.	Complete work to the best of your ability, complete homework, participate actively in learning and ask for help when you need it.

8.2 Inside the classroom - expected behaviours

- Be on time with all your equipment.
- Listen and learn.
- Take pride in your work.
- Be a Gold Star learner.
- Wear the correct uniform.
- Follow all instructions given by adults.
- Be polite and kind to everyone.

8.3 Five-step lesson start

- Meet with a smile.
- Have a Do Now activity ready.
- Take the register and record minutes late on Arbor.
- Explain learning intentions.
- Pupils start learning.

Teachers establish and maintain positive relationships and restore them after incidents where needed. The College encourages a high ratio of positive interactions and uses predictable routines, modelling and calm correction.

9. Expectations outside the classroom

The same standard of respect, safety and purposeful conduct applies in corridors, social spaces, the dining area, on arrival/departure and when pupils represent the College in the community.

- Wear the correct uniform.
- Follow all instructions given by adults.
- Be polite and kind to everyone.
- Be safe, calm and sensible.
- Look after and care for the College and one another.
- Eat in designated dining spaces and tidy up after yourself.
- Keep left in corridors and move promptly to lessons.
- Attend timetabled lessons; pupils should not leave lessons to seek another member of staff except with permission or in an emergency.
- When travelling to and from College, behave respectfully and remember that you represent the Hayling community. Pupils cycling to College should wear a helmet, use lights/bright clothing when appropriate and dismount at the College gate.

Fidget or sensory items may be used where agreed as part of SEND, medical or individual support. Where not agreed, items that distract the pupil or others from learning may be removed in accordance with this policy.

10. Attitude to Learning (A2L) and effort

A2L is used to make effort and learning behaviours explicit. It is separate from attainment: the judgement should reflect the pupil's approach, engagement, resilience, organisation and response to feedback rather than the academic grade they achieve.

Working A2L level	Effort / learning behaviour descriptor	Typical observable behaviours
4 - Exceptional	Consistently exceeds the expected standard of effort and learning behaviour.	Always ready to learn; fully engaged; takes pride in work; perseveres when work is difficult; acts on feedback; completes work/homework to the best of their ability; contributes positively and independently.
3 - Secure / Expected	Consistently meets the expected standard of effort and learning behaviour.	Usually ready and equipped; listens and participates; completes work; responds appropriately to feedback and correction; shows appropriate resilience and respect.
2 - Inconsistent / Requires Improvement	Effort and learning behaviours are inconsistent and require regular adult prompting.	Sometimes unprepared or late to start; engagement varies; work may be incomplete or

		lack care; needs repeated reminders to listen, participate, persist or respond to feedback.
1 - Serious Concern	Frequently does not meet the expected standard despite support and intervention.	Often unprepared, disengaged or refusing reasonable learning tasks; limited effort; repeated disruption to own/others learning; work frequently incomplete; does not respond consistently to support or correction.

11. Mobile phones and electronic devices

The Hayling College operates a mobile-phone-free school day in accordance with its September 2026 Mobile Phones / Electronic Devices Policy and the DfE statutory guidance on mobile phones in schools. Pupils may bring a phone for travel, but unless an agreed individual exception or reasonable adjustment applies, it must be switched off and handed into secure tutor-group storage during morning tutor time. Pupils do not normally have access during lessons, transitions, break or lunch. Parents/carers should contact Reception if they need to reach a pupil urgently.

A pupil who deliberately retains a phone, or whose device is seen, heard or used without an agreed exception, will normally have it confiscated and securely stored separately. Parents/carers will be contacted about collection arrangements. Refusal to hand over a device is treated as failure to follow a reasonable instruction. Repeated breaches may lead to further sanctions or a period when the pupil is not permitted to bring a phone to College.

12. Rewards and positive recognition

The College rewards positive behaviour, effort, contribution and learning habits. Merits are recorded on Arbor and staff are expected to use them consistently so that recognition is equitable across subjects, year groups and pupil groups. Curriculum and pastoral leaders monitor awarding patterns and celebrate success.

The September 2026 rewards model responds to pupil, parent/carers and staff feedback that recognition needed to be more achievable, timely and manageable. The merit thresholds are:

Level	Threshold	Purpose / recognition
Bronze	100 merits	An accessible first milestone recognising positive participation and conduct.
Silver	200 merits	Sustained positive behaviour and effort.
Gold	300 merits	High consistency over time.
Platinum	500 merits	Exceptional commitment.

Elite	700+ merits	Recognition for pupils who consistently push themselves beyond the expected standard.
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Rewards linked to each level are:

Level	Examples of reward
Bronze	Priority canteen queue pass; half-term raffle entries; certificate/postcard; small stationery rewards.
Silver	Lunchtime activity pass (for example sport, ICT or art); department experience (one lesson); certificate/postcard.
Gold	Termly on-site reward event; badge/pin for uniform; £5 voucher; certificate/postcard.
Platinum	End-of-term school trip; badge/pin for uniform; £5 voucher; certificate/postcard.
Elite	Personalised reward agreed in consultation with the pupil and parent/carer; badge/pin; certificate/postcard.

Positive recognition also includes verbal praise, positive phone calls/messages home, certificates, assemblies, positions of responsibility, departmental celebrations, pupil-of-the-week recognition and whole-class/year-group rewards. Rewards should recognise both high performance and sustained improvement.

13. Responding to misbehaviour and sanctions

When behaviour falls below the standard that can reasonably be expected, staff will respond to restore calm, protect learning and prevent recurrence. Responses will be predictable, fair and proportionate. Staff will consider individual circumstances, SEND, safeguarding and what support is needed alongside any sanction.

13.1 Warn, Move, Remove

Warn, Move, Remove is the College's simple classroom routine for low-level disruption. It is intended to protect disruption-free learning while giving the pupil clear opportunities to reset.

Stage	What it means	Examples / follow-up
WARN	Warning 1: the pupil is disrupting learning and is clearly reminded of the expectation.	Examples include calling out, talking over staff, physical disruption, inappropriate comments/language, defiance or refusal to work.
MOVE	Warning 2: the pupil receives an action designed to	The pupil may move seat, move outside briefly under staff direction, or move to a neighbouring

	interrupt the pattern and allow a reset.	classroom/departmental parking arrangement.
REMOVE	Continued disruption or serious behaviour: the pupil is removed from the lesson.	Pastoral/On Call support is notified; the pupil may be taken to the internal provision; the incident is logged on Arbor; staff set an appropriate sanction; home is informed where required; a restorative/resolution conversation is arranged before or as part of reintegration.

Warn, Move and Remove incidents are recorded on Arbor as appropriate. Home contact may be by Arbor, telephone, email or meeting depending on seriousness and pattern. A restorative conversation should help the pupil understand what happened, its impact, how to improve and what will happen if the behaviour does not improve.

13.2 Other sanctions and interventions

- Verbal reprimand and reminder of expectations.
- Written reflection or account of behaviour.
- Loss of a privilege.
- Departmental parking or supervised relocation.
- Detention.
- School-based community service where appropriate.
- Tutor, Pupil Progress Lead or SLT report card.
- Uniform check or early-morning reporting where used as part of a support plan.
- Internal provision/ID room.
- Federation inclusion/off-site direction where lawful and appropriate.
- Suspension or permanent exclusion in accordance with statutory guidance.

14. Detentions

Detention is an established College sanction and may be used at break, lunchtime or after school.

The Headteacher authorises the following staff to set detentions in line with this policy:

- Class teachers.
- Form tutors.
- Heads of Faculty.
- Pupil Progress Leads.
- Members of the Leadership Team, including the weekly Leadership Team detention.

The level of detention should reflect the nature, seriousness, frequency and context of the behaviour. A teacher or tutor detention will normally address classroom/tutor-level issues; Heads of Faculty and Pupil Progress Leads may use detentions for repeated or escalated concerns; the weekly Leadership Team detention provides a consistent senior sanction for serious, repeated or unresolved concerns.

Detentions should be recorded through the College's agreed system. For after-school detentions, the College will communicate arrangements to parents/carers through normal channels and will consider safe travel home, known caring responsibilities, medical appointments, SEND/medical needs and other relevant circumstances. Lunchtime detention arrangements must allow reasonable time for pupils to eat, drink and use the toilet.

Failure to attend a detention without a valid reason may result in the detention being reset or escalated. Staff should avoid creating competing sanctions; where more than one detention is set, curriculum, pastoral and leadership staff should coordinate the response.

15. Removal, On Call and internal provision

Removal from the classroom is a serious disciplinary response. It is distinct from seclusion, which is a non-disciplinary safety intervention. Removal will normally follow the use of classroom strategies unless behaviour is sufficiently serious to require immediate removal.

- On Call is available during lessons for situations where classroom and departmental strategies have not restored safe, purposeful learning or where immediate senior/pastoral support is required.
- Pupils removed to the internal provision will be supervised and expected to continue meaningful education.

Internal provision is staffed through the College's designated behaviour/pastoral arrangements. Staff supervising removal must understand this policy and be able to manage and support pupils safely and consistently. Operational staffing and duty arrangements are maintained by SLT.

Pupils will not be removed from mainstream lessons for prolonged periods without the explicit agreement of the Headteacher or a senior leader acting on the Headteacher's behalf.

- Parents/carers will be informed on the same day where a pupil has been removed from the classroom for a significant period.
- A reintegration or restorative conversation should take place before return where appropriate.
- Repeated removal triggers review by pastoral/SEND/leadership staff and may lead to report, PSP, mentoring, multi-agency assessment or other targeted support.

16. Searching, confiscation and restrictive interventions

16.1 Searching and confiscation

Searching, screening and confiscation will be carried out in accordance with current DfE guidance and safeguarding duties. Only the Headteacher or a member of staff authorised by the Headteacher will exercise statutory searching powers. Searches will be necessary and proportionate, take place in an appropriate location and have proper regard to dignity, SEND, medical needs, previous trauma and safeguarding circumstances.

Except where the urgent risk of serious harm makes this impracticable, the staff member conducting a search will be the same sex as the pupil and another member of staff will be present as a witness. Before a non-urgent search, staff will explain the reason for the search, what it involves and seek the pupil's co-operation.

An authorised member of staff may search outer clothing, pockets and possessions, including bags, desks and lockers, in line with the statutory powers and College rules. Reasonable force may only be

used to search for items where the law permits it; it will not be used merely to search for an item banned only by College rules.

The DSL will be informed without delay where a prohibited-item search has taken place or where a search reveals a safeguarding concern. Searches for prohibited items, including those where nothing is found, will be recorded on the College safeguarding/recording system. Parents/carers will be informed as soon as reasonably practicable in accordance with current guidance, and staff will consider what support the pupil needs following the search.

School staff do not conduct strip searches. If police involvement could lead to a strip search, the College will consider whether police involvement is necessary, advocate for the pupil's welfare, support the appropriate-adult arrangements, inform parents/carers in accordance with guidance and provide support after the search.

The College does not use routine entry screening as part of its current behaviour system. If screening arrangements are introduced, they will be set out in an approved procedure including reasonable adjustments, response to refusal and safeguarding controls.

16.2 Restrictive interventions, including reasonable force

The College has a separate Restrictive Interventions Policy (including reasonable force, restraint and seclusion), which must be read alongside this Behaviour Policy. The College prioritises prevention, positive behaviour support and de-escalation and does not operate a "no contact" policy. Restrictive intervention is non-disciplinary and is used only where lawful, necessary and proportionate to maintain safety or prevent the circumstances set out in law.

Force is never used as punishment. Known vulnerabilities including SEND, disability, medical conditions, mental-health needs and trauma will be considered. All significant incidents involving force, and all restraint and seclusion incidents, will be recorded and reported in accordance with the statutory duties effective from 1 April 2026 and the College's Restrictive Interventions Policy.

17. Off-site and online behaviour

The College may sanction behaviour outside the College where a pupil is taking part in a school activity, travelling to or from College, wearing uniform or otherwise identifiable as a pupil. The College may also respond at other times where behaviour threatens or harms another pupil, has repercussions for the orderly running of the College, adversely affects the College community or reputation, or raises safeguarding concerns.

Online behaviour is subject to the same principles. Harmful content, bullying, harassment, sexual content, AI-generated or altered material, threatening behaviour or recording/sharing without consent may trigger safeguarding and behaviour procedures.

17.1 Artificial intelligence and harmful digital content

Pupils must not use generative artificial intelligence or other digital tools to create, alter, imitate, manipulate or share harmful, abusive, discriminatory, threatening, humiliating or sexually inappropriate content about another person.

This includes AI-generated or altered images, audio, video or text; impersonation or fabricated communications; and the creation, alteration or sharing of nudes or semi-nudes, including AI-generated or deepfake sexual imagery.

The College also treats financially motivated sexual extortion (sextortion), blackmail, coercion to create or share sexual imagery, and the circulation of misogynistic or sexually harmful online material as serious online harms requiring a safeguarding response.

Where such behaviour affects another pupil, member of staff or the College community, the College may take disciplinary action whether the content was created or shared on or off the College site. Safeguarding procedures will be followed and police or other agencies involved where appropriate.

18. Suspension, permanent exclusion and pupil movement

The Headteacher may suspend a pupil for serious incidents or persistent poor behaviour. Permanent exclusion is a last resort and will be used only where the statutory test is met. The College will follow current DfE statutory guidance and will not use informal or unlawful exclusion.

18.1 Off-site direction / Federation Inclusion

Where the College directs a pupil to receive education off site to improve behaviour, including through Federation arrangements, the placement will operate within the statutory framework for off-site direction. Purpose, review arrangements, safeguarding, SEND, educational needs and governing-board oversight will be recorded.

18.2 Managed moves

A managed move is a voluntary permanent transfer to another school. It will only be used where it is in the pupil's best interests and with the agreement required by current guidance. Parents/carers will not be pressured to accept a managed move and it will not be used to avoid the permanent-exclusion process.

19. SEND, reasonable adjustments and targeted support

High expectations apply to all pupils, but equality does not mean identical treatment. The College recognises that SEND, disability, medical needs, mental health, trauma, being a young carer, being looked after or other vulnerabilities can affect behaviour. Decisions are made case by case and the College will comply with the Equality Act 2010, Children and Families Act 2014 and EHC plan duties.

- Anticipate likely triggers and use preventative support where possible.
- Consider whether the pupil understood the rule/instruction and whether SEND affected their ability to act differently.
- Make reasonable adjustments to routines or sanctions where required.
- Use staff who know the pupil well to develop proactive, de-escalation and risk-management strategies.
- Consider whether repeated challenging behaviour may indicate unidentified SEND or other unmet need.
- Use targeted support such as movement breaks, adapted seating, sensory/nurture spaces, mentoring, breakfast club, uniform support, ELSA/counselling, behaviour support workers, early help, educational psychology or external services where appropriate.

Pastoral Support Programmes (PSP) may be used for identified pupils, typically over a defined review period, with clear targets, parent/carers involvement and regular review. Reports may operate at tutor, Pupil Progress Lead or SLT level and can be escalated or de-escalated according to progress.

Where a pupil has an EHC plan, the College will secure the provision set out in the plan and will work with the local authority and other relevant professionals. Where behaviour concerns indicate that

the plan may no longer meet the pupil's needs, the College will consider requesting an early or emergency review as appropriate.

19.1 Public Sector Equality Duty and inclusive behaviour practice

In developing, implementing and reviewing this policy, The Hayling College will have due regard to its Public Sector Equality Duty under section 149 of the Equality Act 2010: to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between them.

Behaviour, rewards and sanctions data will be routinely analysed to identify whether particular groups of pupils are disproportionately represented. Analysis will include protected characteristics, SEND and other relevant vulnerabilities. Where disparity is identified, leaders will investigate the reasons and consider whether changes to policy, practice, reasonable adjustments, staff training, curriculum or targeted support are required.

Before applying or escalating a significant sanction, staff should consider the evidence and impact of the behaviour; any safeguarding concern; relevant SEND, disability, medical need or other vulnerability; whether a reasonable adjustment is required; whether the response is proportionate and consistent with comparable cases; whether the decision could contribute to disproportionate impact on a protected group; and what support is needed alongside the sanction to reduce recurrence.

19.2 Working with parents/carers and other agencies

The College will work with parents/carers to recognise positive behaviour, address concerns early and agree support where behaviour is persistent or complex. Communication may include Arbor, telephone calls, meetings, reports, PSP/PSP Lite reviews and reintegration meetings.

Where behaviour may reflect safeguarding, SEND, mental health, exploitation, attendance or other unmet need, the College may work with appropriate services such as Early Help, children's social care, educational psychology, health or mental-health services, Hampshire County Council, police, alternative provision or Federation partners. Referrals and information sharing will follow safeguarding, consent and data-protection requirements as applicable.

20. Reintegration, transition and staff training

20.1 Following a sanction

Following significant sanctions, staff will consider what will help the pupil improve. This may include a targeted discussion, apology/restorative work, family contact, behaviour enquiries with relevant staff, a reintegration meeting, daily pastoral contact, a personalised report card or targeted intervention.

20.2 Transition

Incoming pupils are inducted into the Charter, behaviour curriculum, routines, rewards, sanctions and mobile-phone arrangements. Extra induction is provided for pupils joining mid-year. Pupils returning after extended absence, suspension, off-site placement or another significant interruption will be re-inducted into the behaviour system where this would support a successful return. Relevant behaviour and support information may be shared with staff or receiving settings in accordance with data-protection and safeguarding requirements to support successful transition.

20.3 Staff training

Behaviour management forms part of induction and continuing professional development. Training includes College routines and Warn, Move, Remove; positive behaviour management; SEND and mental-health needs; trauma-informed and relational practice; safeguarding and child-on-child abuse; de-escalation and restrictive interventions; emerging online harms including generative AI, online misogyny/misandry and financial sextortion; and use of College recording systems. Staff can access coaching and support through Heads of Faculty, Pupil Progress Leads, SEND, safeguarding and the Leadership Team.

21. Monitoring and governance

Rewards and sanctions data are monitored regularly through Arbor and other College systems. SLT reviews patterns at least half-termly, with key indicators reviewed more frequently where necessary. FGB receives appropriate summary information at least termly.

- Behaviour incidents, including removal from classrooms and use of internal provision.
- Merits and rewards, including equity of recognition across groups and staff teams.
- Attendance and punctuality.
- Suspensions and permanent exclusions.
- Off-site directions, Federation placements and managed moves.
- Searching, confiscation and restrictive-intervention incidents.
- Bullying, discrimination, aggression and derogatory language.
- Pupil, staff, parent/carer and governor perceptions of the behaviour culture.

Data will be examined at whole-College level and, where appropriate, by age/year group, individual staff/team, time of day/week/term, SEND, protected characteristic and other relevant factors. This analysis will include whether any group receives sanctions, removal, suspension, restrictive interventions or other disciplinary responses at a higher rate, and whether any group receives disproportionately low levels of positive recognition. Where disparities or concerning trends are identified, leaders will investigate and adjust systems, staff support or interventions as required. Leaders will avoid over-interpreting very small cohorts and will consider context alongside numerical patterns.

22. Links with other policies

- Child Protection & Safeguarding Policy
- Anti-Bullying Policy / Federation Relational Conflict and Bullying Statement
- Mobile Phones / Electronic Devices Policy and operational procedure
- SEND Policy
- Supporting Children with Medical Needs Policy
- Attendance Policy
- Online Safety / Acceptable Use arrangements
- Suspension, Permanent Exclusion and Pupil Movement arrangements
- Restrictive Interventions Policy (including reasonable force, restraint and seclusion)
- Federation Standards, Expectations and Attendance Statement
- Federation Vaping, Smoking and Prohibited Substances Statement

Appendix A - The Hayling College Charter

Our rights and responsibilities support our commitment to being Happy, Healthy and High Performing. Every right carries a responsibility to protect that right for other members of the College community.

Rights	Responsibilities
Students have the right to learn without distractions from other students.	We must all work together to achieve the best outcomes and allow others to learn.
Students should feel safe and secure at all times.	It is our responsibility to behave in a non-threatening, safe and sensible manner.
We have the right to a clean and safe working environment.	We have a responsibility to leave facilities clean, tidy and accessible for the next user.
We all have the right to an education and to be successful.	We have a responsibility to engage in lessons and be the best we can be.
We all have the right to have our opinions listened to.	We have to let other students have their say and listen respectfully to them.
We all have the right to be treated with respect.	We must respect people. Everyone should be known and valued.
Everyone has the right to be treated equally and free from discrimination.	We have a responsibility to report bullying, discrimination and disrespectful behaviour towards others.
Everyone has the right to access appropriate information.	We have a responsibility to use information and technology safely and responsibly. Personal mobile phones/electronic communication devices are stored and used in line with the College Mobile Phones / Electronic Devices Policy.

Appendix B - Warn, Move, Remove summary

WARN	MOVE	REMOVE
Warning 1: disrupting learning. Clear reminder and opportunity to correct behaviour.	Warning 2: receive an action such as moving seat, brief directed move or departmental parking.	Continued disruption/serious behaviour: removal, pastoral/On Call involvement, Arbor record, sanction and restorative/reintegration follow-up.