Behaviour and Discipline Policy

Date reviewed	September 2026
Reviewed by	Headteacher
Approved by	Proprietor
Planned review date	September 2027

Rationale

All pupils have the right to learn in a calm, safe and supportive environment, free from disruption, bullying, discrimination and physical or emotional harm. Pupils also have the right to travel to and from school safely and to participate in school activities without intimidation or abuse.

This policy sets out Eden Springs Girls Secondary's expectations for behaviour, the support provided to pupils, and the proportionate responses used when expectations are not met. It is based on respect for pupils, staff, visitors and property and reflects the school's Islamic ethos.

This policy has been reviewed against Keeping children safe in education 2026 (KCSIE 2026), Behaviour in schools, the statutory Mobile phones in schools guidance, and the 2026 suspension and permanent exclusion guidance.

Aims

- Promote high standards of behaviour so pupils can learn effectively and feel safe.
- Teach pupils explicitly what good behaviour looks like and give them opportunities to practise it.
- Promote a culture in which pupils are calm, caring, considerate, respectful and responsible.
- Use positive recognition and appropriate support to encourage good behaviour.
- Respond to misbehaviour consistently, fairly and proportionately, while preventing recurrence.
- Recognise when behaviour may indicate an underlying welfare or safeguarding concern.
- Work in partnership with parents/carers and, where appropriate, external agencies.
- Take account of SEND, disability, medical needs, vulnerability and other individual circumstances.

Scope

This policy applies to behaviour in school, on school transport, on trips and visits, during school activities and, where appropriate, to behaviour outside school or online where it affects the school community, causes harm, threatens safety or disrupts the orderly running of the school.

It should be read alongside the Child Protection and Safeguarding Policy, Anti-Bullying Policy, Online Safety Policy, Attendance Policy, Staff Code of Conduct, Equality and Diversity arrangements, SEND arrangements and the school's mobile phone arrangements.

Behaviour culture and expectations

Most pupils, most of the time, want to behave well and work hard. Good discipline is the responsibility of everyone in the school community.

Pupils are expected to:

- Be calm, caring, considerate and respectful.
- Follow reasonable instructions from staff promptly and safely.
- Treat other pupils, staff, visitors and property with respect.
- Use appropriate language and communicate without intimidation, threats or abuse.
- Attend regularly and be punctual, prepared and ready to learn.
- Follow school uniform, presentation and equipment expectations.
- Use technology, the internet and digital communication safely and responsibly.

- Report bullying, harassment, abuse, unsafe behaviour or safeguarding concerns to a trusted adult.

Staff are expected to model the standards they ask of pupils. This includes:

- Being punctual and visible at key points in the school day.
- Setting and consistently reinforcing high expectations.
- Using calm, respectful and predictable responses.
- Teaching and rehearsing routines.
- Addressing misbehaviour without unnecessary confrontation.
- Listening, establishing facts and avoiding premature judgement.
- Separating the pupil from the behaviour and avoiding sarcasm, humiliation or degrading treatment.

Positive recognition and rewards

Eden uses positive recognition to reinforce good behaviour, effort, respect and application. Rewards will be used fairly and will not disadvantage or humiliate pupils who do not receive them.

- Verbal praise and positive feedback.
- Recognition in class, tutor time or assemblies.
- Merits or points for good behaviour, attitude, respect and application.
- Recognition for progress and achievement, including Islamic Studies work.
- Appropriate class or end-of-term recognition.

The existing merit arrangements may continue, but will be reviewed to ensure that rewards are inclusive and do not disadvantage pupils because of SEND, disability, medical needs or other relevant circumstances.

Positive Learning Strategy – School Expectations

Eden Springs Girls Secondary operates a Positive Learning Strategy which recognises and rewards success and uses clear, proportionate consequences when pupils do not meet the school's behaviour expectations. The strategy is intended to help pupils understand expectations, take responsibility for their behaviour and improve their conduct.

For routine classroom behaviour concerns, staff will normally follow these stages:

1. First occurrence: the pupil will be given a reminder or warning and the expected behaviour will be explained or re-taught.

2. Second occurrence of the same rule being broken by the same pupil during the same lesson: the member of staff may record a ‘B’ in the pupil's planner. The purpose of the entry will be explained to the pupil. Parents/carers are expected to acknowledge the entry by signing the planner.

3. Five or more ‘B’ entries in a school week: the pupil may be placed on Tutor Report for the whole of the following school week. The report will be used to monitor behaviour and identify any support or improvement needed. Parents/carers will be informed and may be asked to discuss the report with the school.

4. Concerns identified through Tutor Report: where the report shows serious or persistent shortcomings, the Headteacher or delegated senior leader may consider a supervised internal arrangement, which may last for up to one full school day. The arrangement will be appropriately supervised, recorded and reviewed, and will not be used as an informal exclusion.

If the pupil repeats the sequence after these interventions, the matter will be referred to the Headteacher or Deputy Headteacher. A suspension may be considered where the facts and seriousness of the

behaviour justify it. Any suspension will be a formal decision made in accordance with the school's suspension and permanent exclusion procedures and current statutory guidance; a pupil will not simply be sent home as an informal sanction. Parents/carers will be contacted and invited to a meeting to discuss the concerns, the school's response and any support or next steps.

The stages above provide a framework rather than an automatic tariff. Staff and leaders will consider the seriousness and context of each incident, the pupil's individual circumstances, any reasonable adjustments or unmet needs, and any relevant safeguarding concerns before deciding on a consequence. Serious incidents may require an immediate response and do not have to progress through each stage.

Responding to misbehaviour

The school will use a graduated response. The response will depend on seriousness, context, repetition, safeguarding risk and the pupil's individual circumstances.

- Reminder and re-teaching of expected behaviour.
- Verbal warning or correction.
- Restorative or reflective conversation where appropriate.
- Loss of a proportionate privilege or other proportionate consequence.
- Contact with parents/carers.
- Tutor, Headteacher or pastoral monitoring/report.
- Detention, where lawful, reasonable and proportionate.
- Removal from a classroom or supervised internal arrangement where necessary.
- Suspension or permanent exclusion in accordance with current statutory guidance.

Consequences are not automatic simply because a pupil reaches a particular number of warnings or planner entries. Leaders will consider the individual circumstances and seriousness of the incident.

Support and prevention of recurrence

Where a pupil repeatedly struggles to meet expectations, the school will consider what may be contributing to the behaviour and whether additional support is needed.

- Consider unmet SEND, disability, medical or communication needs.
- Consider safeguarding, welfare, family, peer, attendance or online factors.
- Use a graduated response: assess, plan, implement support and review impact.
- Consider early help or multi-agency assessment where wider unmet needs are indicated.
- Agree clear targets and review dates for targeted behaviour support.

Safeguarding and child-on-child abuse

Behaviour may be a safeguarding indicator. Staff must not assume serious or repeated misbehaviour is simply a discipline issue. Where behaviour raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and report to the DSL or deputy without delay.

Child-on-child abuse can include, but is not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between children.
- Physical abuse or serious physical assault and threats of harm.
- Sexual violence and sexual harassment, including online sexual harassment.
- Coercing a child to engage in sexual activity.
- Consensual or non-consensual sharing of self-generated intimate images or videos, including AI-generated or altered images.

- Upskirting.
- Initiation/hazing-type violence and rituals.

Such behaviour will not be dismissed as 'banter', 'just having a laugh' or 'part of growing up'. Sexual violence, sexual harassment and harmful sexual behaviour will be managed through safeguarding procedures and, where applicable, KCSIE Part Five.

Bullying

Bullying is addressed under the school's Anti-Bullying Policy. Bullying may be face-to-face or online and may include physical, verbal, relational, social, discriminatory or cyber behaviour. A single incident that does not meet the definition of bullying may still constitute serious misconduct or a safeguarding concern and will be addressed.

The school will maintain clear reporting routes, record incidents, investigate concerns sensitively, support affected pupils and review whether the behaviour has stopped.

Online behaviour

The school's expectations apply to online behaviour. The school may use disciplinary procedures in response to threatening, harmful, abusive or seriously disruptive online behaviour where it affects pupils, staff or the school environment, including behaviour occurring outside school.

- Online bullying, harassment and abuse will be taken seriously.
- Pupils should report online concerns to staff and preserve relevant evidence safely where appropriate.
- Staff must refer safeguarding concerns to the DSL and follow the Online Safety Policy.
- Filtering and monitoring arrangements will be maintained and reviewed in accordance with safeguarding requirements.

Mobile phones and smart technology

From 1 September 2026, Eden operates a mobile-phone-free school day in accordance with the Department for Education's statutory guidance. Pupils must not use mobile phones or similar smart technology during the school day, including lessons, transitions, breaktimes and lunchtime, except where an authorised exception applies.

- Devices must be stored as directed by the school and must not be accessed without permission.
- Rules and consequences will be clearly explained to pupils and parents/carers.
- Proportionate sanctions and/or confiscation may be used for breaches.
- The school will consider reasonable adjustments and exceptional circumstances, including disability, medical needs and other individual circumstances.
- Where online abuse or a safeguarding concern is involved, staff will follow safeguarding procedures rather than treating the matter solely as a phone offence.

Serious incidents

Serious incidents may include bullying; physical assault; serious threats; aggressive behaviour; vandalism; serious defiance or abusive behaviour towards staff or pupils; repeated serious disobedience; sexual harassment or violence; discriminatory abuse; possession of prohibited items; and behaviour creating a serious safeguarding risk.

Attendance and persistent absence are managed primarily through the Attendance Policy and safeguarding/attendance procedures. Persistent absence or unexplained absence may also be a safeguarding concern.

The Headteacher or Deputy Headteacher will determine the appropriate response, which may include:

- Immediate safeguarding action and DSL referral.

- Removal from a lesson or supervised internal arrangement.
- Detention or another proportionate consequence.
- Parent/carer meeting or formal warning.
- Targeted behaviour or pastoral intervention.
- Suspension or permanent exclusion where lawful and proportionate.

Investigation, recording and information sharing

The school will establish the facts before deciding on a disciplinary response wherever practicable. Pupils involved may be spoken to separately and sensitively.

- Serious incidents will be recorded using the school's incident recording system.
- Records will include the concern, actions taken, decisions, rationale and outcome.
- Safeguarding records will be made and stored in accordance with the Child Protection and Safeguarding Policy.
- Information will be shared on a need-to-know basis and in accordance with safeguarding and information-sharing requirements.
- Parents/carers will be informed at an appropriate stage, subject to safeguarding and confidentiality considerations.

Detention, removal and internal arrangements

Detentions and other sanctions will be lawful, reasonable and proportionate. The school will consider individual circumstances and ensure arrangements do not create an unreasonable risk.

Where a pupil is removed from a classroom, the arrangement will be supervised and used as a behaviour-management measure rather than an informal exclusion. Repeated or prolonged removal will be reviewed to identify whether additional support or a different intervention is required.

Suspension and permanent exclusion

Suspension and permanent exclusion are serious disciplinary measures and will be used in accordance with current Department for Education statutory guidance. Exclusion will not be used simply because a pupil has SEND or because the school believes it cannot meet the pupil's needs.

- Decisions will be lawful, reasonable, fair and proportionate.
- Individual circumstances and relevant mitigating factors will be considered.
- Safeguarding, SEND, disability, medical, attendance and welfare factors will be considered where relevant.
- The school will follow applicable notification, recording, review and proprietor procedures.
- Any off-site direction or managed move will follow the relevant statutory guidance and will not be used as an informal substitute for lawful exclusion.

The previous wording suggesting exclusion could be imposed because a parent refused to comply with school rules has been removed. Exclusion decisions must be based on lawful grounds and current statutory guidance.

Reasonable force and restrictive interventions

Staff should use de-escalation and preventative strategies wherever possible. There are limited circumstances when staff may need to use reasonable force or another restrictive intervention to prevent harm, protect pupils or staff, prevent serious damage or maintain safety.

Any use of force must be necessary, proportionate and for no longer than required. Staff must follow the school's current restrictive-interventions procedure and the Department for Education guidance in force from 1 April 2026. Incidents must be recorded and reported in accordance with that procedure.

The school's expectation that staff must never pull, push or poke a child as a routine response to misbehaviour remains. It does not prevent lawful use of reasonable force where necessary and proportionate to safeguard a pupil or others.

SEND, disability, equality and individual circumstances

The school will apply behaviour expectations consistently while recognising that some pupils may need additional support or reasonable adjustments. The school will consider whether behaviour is connected to SEND, disability, medical needs or other protected characteristics before deciding on a sanction.

- Make reasonable adjustments where required by law.
- Avoid discriminatory sanctions or practices.
- Consider assessment and additional support where behaviour may be linked to an unmet need.
- Involve parents/carers and relevant professionals where appropriate.

Lunchtimes and playtimes

Expected behaviour includes:

- Speaking quietly and politely to one another.
- Playing only in permitted areas.
- Moving around the school safely and calmly.
- Following instructions from lunchtime and duty staff.
- Reporting bullying, concerns or unsafe behaviour.

Where difficulties occur, lunchtime staff will respond calmly and proportionately. This may include a reminder, restorative conversation, temporary supervised time out or loss of a proportionate privilege. More serious or persistent behaviour will be referred to the class teacher, behaviour/pastoral lead.

Parents and carers

- Parents/carers will be informed of significant or repeated behaviour concerns as appropriate.
- Parents/carers are expected to support school expectations and attend meetings when reasonably requested.
- Where behaviour raises a safeguarding concern, the school will follow safeguarding procedures even if the behaviour is also subject to disciplinary action.
- The school will communicate sanctions and support measures clearly while respecting confidentiality.

Staff training and responsibilities

- All staff are responsible for promoting good behaviour and responding to concerns.
- Staff must know safeguarding procedures, the identity and role of the DSL/deputies, and how to report concerns.
- Staff should receive appropriate safeguarding and behaviour training and updates.
- Safeguarding information must be shared promptly when necessary to protect a child; data protection is not a barrier to safeguarding.
- Concerns about staff conduct must be reported under safeguarding, allegations and staff code of conduct procedures.

Monitoring, review and evaluation

The Headteacher will monitor behaviour data, serious incidents, bullying records, sanctions, attendance-related patterns, rewards and feedback from staff, pupils and parents/carers. Monitoring will identify trends, vulnerable pupils and areas requiring additional support.

The proprietor will review the policy at least annually and sooner where there are changes to statutory guidance, legislation, safeguarding arrangements or the school's needs.

Related guidance and policies

- Keeping children safe in education 2026 (DfE), in force from 1 September 2026.
- Behaviour in schools: advice for headteachers and school staff (DfE).
- School suspensions and permanent exclusions (DfE), current statutory guidance.
- Mobile phones in schools (DfE), statutory guidance in force from 1 September 2026.
- Restrictive interventions, including use of reasonable force, in schools (DfE), in force from 1 April 2026.
- Searching, screening and confiscation in schools (DfE).
- Current DfE preventing and tackling bullying guidance.
- Working together to safeguard children 2026.
- ESGS Child Protection and Safeguarding Policy.
- ESGS Anti-Bullying Policy.
- ESGS Online Safety Policy.
- ESGS Attendance Policy.
- ESGS SEND and Equality arrangements.