



Behaviour Policy (Behaviour for Learning) September 2026 – September 2027

Behaviour Principles:

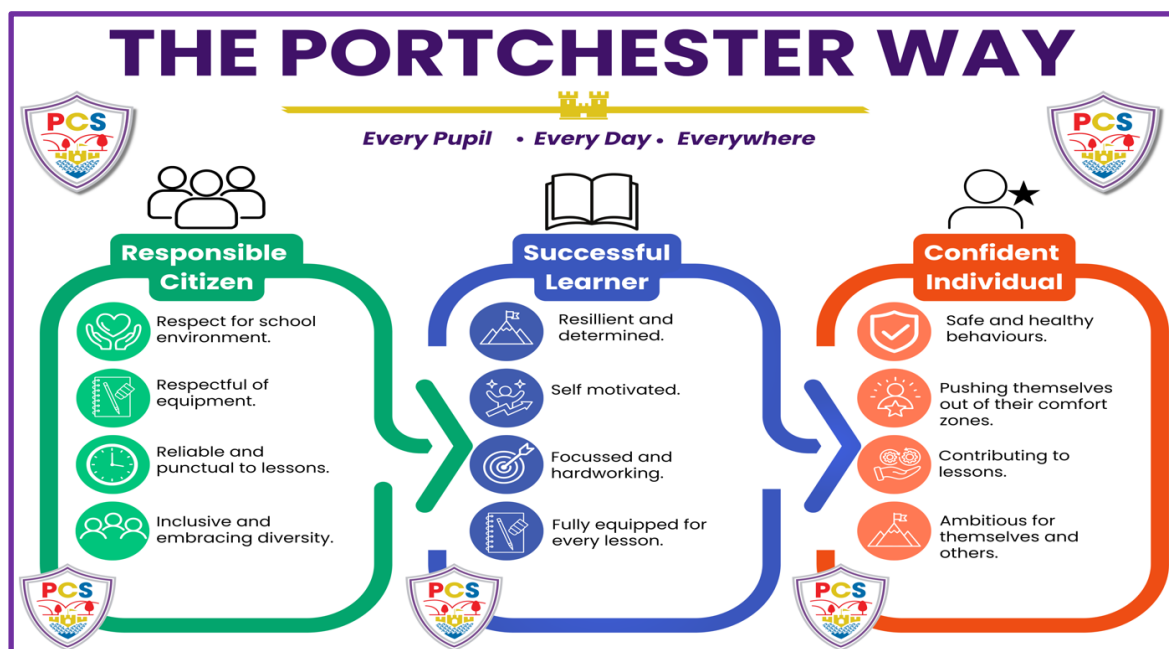
- Every pupil understands that they have right to feel safe, valued and respected, and to be free from disruption of others.
- Pupils are nurtured into Successful Learners, Confident Individuals, Responsible Citizens and are supported to take responsibility for their actions through the “Portchester Way”
- Staff and volunteers always set an excellent example to pupils.
- To support all pupils, including those with diagnosed Special Educational Needs and/or disabilities (SEND), enabling them to succeed in a mainstream setting.
- Rewards and sanctions are used consistently by staff in line with the behaviour policy.

Policy Intentions:

- To improve targeted intervention to reduce incidents of serious behaviour
- To facilitate a more rapid return to lessons for less serious incidents
- To reduce fixed term suspensions
- To improve tracking and monitoring of groups overrepresented in exclusion/behaviour figures
- Professional judgement underpins the application of this policy

The Portchester Way

The Portchester Way enables us to use common language to set our expectations for conduct whether that is rewarding or challenging negative choices. By doing this it provides clarity and consistency all stakeholders involved with Portchester Community School.



**Practice:****Managing Classroom Incidents:**

Class teachers are responsible for managing behaviour in lessons and the majority of incidents will be managed in this way.

See Appendix 1 For behaviours, consequences and tariffs

See Appendix 2 (a), (b) For the management procedures (Inside and Outside) for behaviour incidents which have escalated beyond this level.

The Reporting System:

Reports are used to monitor attainment and progress, behaviour, attendance and punctuality. They are also to be used as a motivational tool. Reports operate at a range of levels from Form Tutor to Senior Leadership Team (SLT). All targets are linked to the school ethos, Successful Learners, Responsible Citizens and Confident Individuals.

See Appendix 3 - For the reporting system procedures.

Managing Incidents Beyond Classroom Level:

Serious incidents are rare. There is not a single procedure which outlines how incidents beyond classroom level are managed since every serious incident must be managed according to the specifics of the incident.

Under normal circumstances, following a serious incident a pupil will be referred to their Year Office. This will be for a short period of time whilst the facts pertaining to the incident are accurately collected, and whilst the pupil is managed. Following the collection of the facts a decision on the next action will be made. This will range from returning the pupil to lessons, referral to a sanction such as a detention, or community service, referral to Internal Exclusion, Direction off Site or an external suspension.

See Appendix 2 (a), (b)

Internal Exclusion:

This is a proactive strategy for incidents that meet the DfE criteria for a fixed term suspension. Referral will be via Middle Leaders and approved by a member of SLT or the Headteacher. Parents will always be informed in advance of a pupil being placed into Internal Exclusion for a fixed number of days.

Suspensions:

These are used for incidents where placing a pupil into Internal Exclusion would impact on the good order of the school, or where it would have the potential to place another member of the school community at risk. External suspensions will only be approved by the Headteacher or a Deputy Headteacher in his absence.

**Direction off Site/Alternative provision:**

This will be considered on an individual case basis following repeated referrals to Internal Exclusion, or for a serious one-off incident.

Direction off Site – A period where a pupils education is directed to another provision, this can be either in an Internal Exclusion room in another school or within their main school setting.

Alternative Provision – This can mean a range of options which could be on school site or at another setting, which does include a pupil referral unit (in Portchester's case, this is the Key).

Permanent Exclusion:

This will be considered for a one-off serious incident or for cases where there have been ongoing serious breaches of school rules that have continued despite appropriate interventions.

Damage to property and breakages:

Where incidents of damage or graffiti towards school equipment or environment occur, this will be fully investigated and consequences given to the perpetrator in line with this policy.

Where a pupil or parent has wilfully damaged school property, the school may charge those responsible for some or all of the cost of repair or replacement.

Where a pupil has damaged property belonging to a third party, and the school has been charged, the school may charge some or all of the cost to those responsible.

The Headteacher, dependent on the situation, will decide whether these charges will be made. This is in line with the Charging and Remissions Policy.

Search, screening and confiscation:

In line with the 2023 Department for Education guidance on *Searching, Screening, and Confiscation* and the *Education Act 2011*, which outlines the rights of school staff to search pupils under specific circumstances.

Items that staff may search for and confiscate include:

- Vapes and vaping equipment
- Illegal drugs and substances
- Tobacco products
- Alcohol
- Weapons and dangerous objects
- Stolen property
- Mobile phone

A search may only be conducted by authorised staff with appropriate oversight and recording, and police involvement will be sought where required by law or where serious risk is identified. The reason for a search is when there are reasonable grounds to suspect a pupil is in possession of a prohibited item. This could be based on:

- Observations or reports from staff and other students



- Suspicious behaviour including multiple pupil occupancy in toilet cubicle
- Physical indicators such as the smell of tobacco or vape residue

When conducting a search staff will use a metal detecting device “Wand” to detect suspected prohibited items:

- The wand is a non-invasive tool for detecting metal objects, such as vaping devices, without physically searching the pupil’s body.
- Staff must be trained in its use and should only employ the wand when there are reasonable grounds for suspicion.
- The wand should be used over the pupil’s clothing, with no physical contact made, to maintain pupil dignity.

When conducting a search the following procedure will be implemented:

- **Authorization:** A senior member of staff, such as the Headteacher or a safeguarding lead, must authorize any search, and it should always be done in the presence of another staff member.
- **Voluntary Cooperation:** Pupils should be asked to voluntarily hand over the prohibited items before a search is initiated.
- **Conduct of Search:** If a wand is used, it should be passed over the pupil’s outer clothing and bags in a calm, respectful manner. A physical search of clothing or bags should only be conducted by a staff member of the same gender, with another adult present.
- **Strip Searches:** In extreme cases where an intimate or strip search is required, the police must conduct the search. Staff retain a duty of care for the pupil, ensuring their well-being during and after the process.

Confiscation and Disposal:

- Any prohibited items found during a search will be confiscated. Items such as vapes or drugs may be disposed of or turned over to the police, depending on the nature of the item.
- Parents or guardians will be informed promptly about the search and the items found. Staff must also inform parents of any actions taken or sanctions applied because of the search.

If a pupil refuses to cooperate with a search, the following steps will be taken:

- The pupil’s parents will be contacted immediately.
- In severe cases, especially if illegal substances or weapons are suspected, the police may be involved.

All searches will be logged, detailing the reason for the search, who conducted it, the outcome, and any actions taken. This record is vital to monitor if any particular group of students is disproportionately targeted and to ensure transparency.

Recording of Information:



All incidents and interventions, at all levels, are recorded in Class charts/ Schools Information Management System (SIMS). Further minutes or meetings and notes will be kept in pupil files.

Further guidance:

Appendix 4 Guidance for staff

Appendix 5 Further guidance for S/O3 incidents and above

Behaviour and SEND

At Portchester Community School we recognise that behaviour is communication and may reflect unmet need, anxiety, sensory overload, communication differences, trauma, or additional learning needs. Staff will respond calmly, consistently, and with the aim of helping pupils return to regulation and learning as quickly as possible.

The following approaches are used within the school to support behaviours that maybe linked to SEND, Neurodivergence, Mental Health or other known vulnerabilities:

Reasonable Adjustments

Staff will consider reasonable adjustments before escalating sanctions where appropriate. These may include clear adult language, reduced verbal input, check-ins with trusted adults, sensory breaks, movement opportunities, visual prompts, use of a script, or a planned exit to a safe space.

Low-Arousal Responses

Staff use low-arousal, non-confrontational approaches to reduce escalation. Public challenge is avoided where possible, and pupils are given time to process instructions and respond. Where a pupil is distressed or overwhelmed, the priority is safety, regulation, and de-escalation before restorative discussion.

Use of Sanctions

Sanctions will be used consistently and proportionately, but not in isolation where a pupil's behaviour is likely to be related to SEND, anxiety, or another identified need. Professional judgement is used to consider context, patterns, triggers, and any known support plan before deciding the next step.

Restorative Approach

Following removal from class, internal exclusion, or suspension, pupils will be supported to re-engage successfully with learning. This may include a re-entry meeting, reflection, restorative conversation, agreed targets, and any further adjustments needed to help the pupil succeed.

Equality and Proportionality

The school will monitor behaviour, sanctions, and exclusions for patterns of disproportionate impact on particular groups, including pupils with SEND, pupils with protected characteristics, and pupils receiving additional support. Where patterns are identified, the school will review practice and make adjustments to reduce disparity.



Rewards:

The foundations of our rewards system reflect the outcomes of wide pupil consultation. Classcharts and a regular cycle of rewards, in the form of merits. Below is a breakdown of how merits are rewarded:



Rewards will also be used to recognise and motivate good attendance and punctuality. The most effective rewards will be those that are used frequently but only when genuinely earned. Rewards will be issued by all staff, and they will take a range of formats including stickers, text messages, letters home, phone calls home, lunch queue passes, the exchange of merits for prizes.



Appendix 1:

The Consequences:

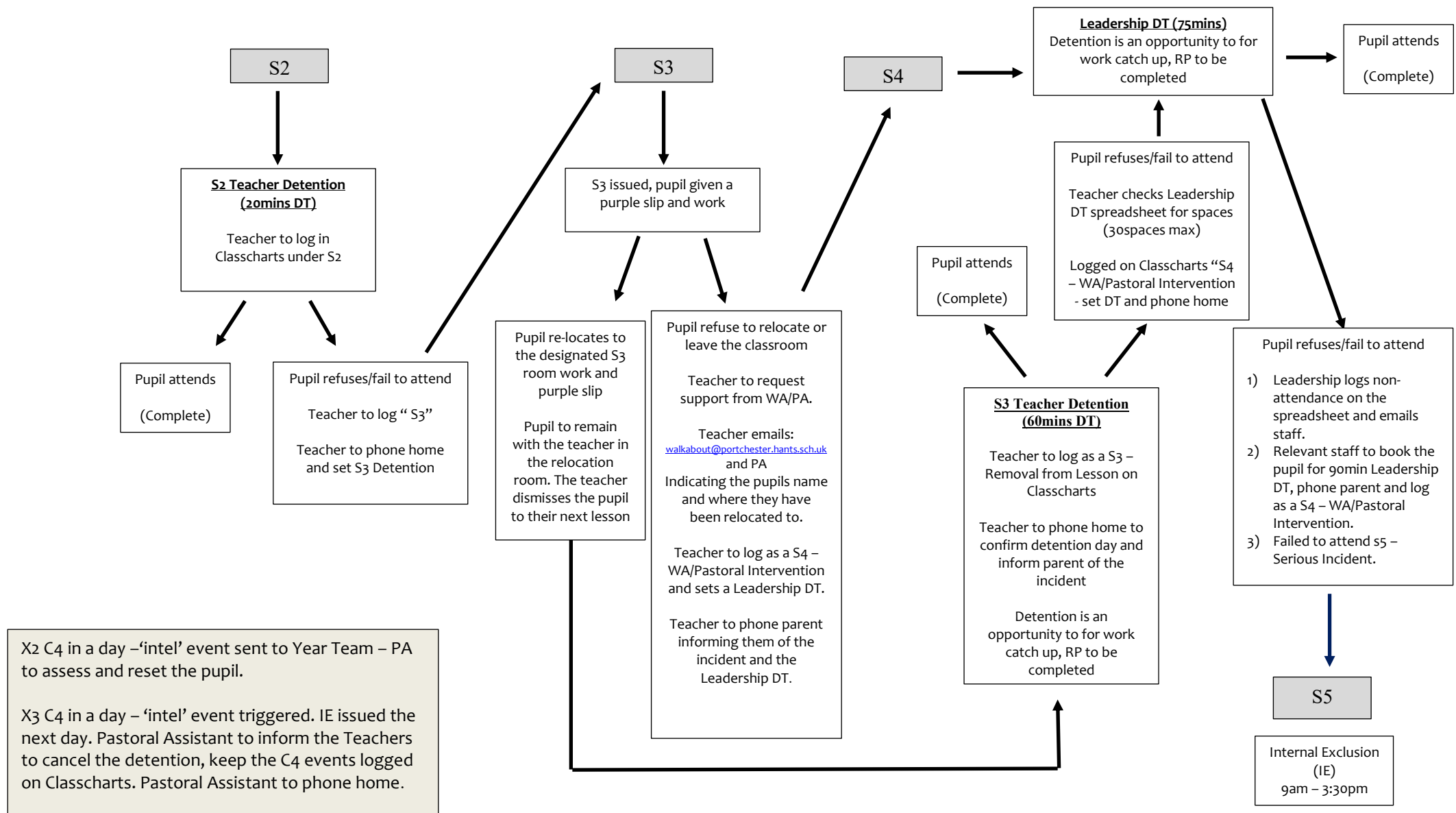
 IN CLASS BEHAVIOUR Consistent responses. Clear expectations. Better outcomes for every pupil. 				
LEVEL	TYPICAL BEHAVIOUR (EXAMPLE)	STANDARD CONSEQUENCE	ESCALATION IF REPEATED	RECORDED
 S1 – WARNING	 Low level off task chat, calling out, low level disruption ignoring first instruction, minor rudeness	 Formal warning recorded, name on the board. Possible <u>seat move</u> .	 Move to S2 if behaviour continues or escalates.	 NO
 S2 – SANCTION IN CLASS	 Continued disruption after warning, refusing reasonable request, incomplete work	 20min Classroom Teacher DT	 Move to S3 if behaviour continues or escalates. Failed to attend 20min DT = Set a 60min Classroom Teacher DT	 YES – CLASSCHARTS
 S3 – REMOVAL FROM LESSON	 Persistent disruption after Step 3, repeated defiance, walking out of lesson, low-level but constant disruption.	 Removal to designated room/colleague, work set, 60min Classroom Teacher DT	 Refusal to go to S4 room = Leadership DT X2 S3 in a day = Leadership DT X3 S3 in a day = IE	 YES – CLASSCHARTS
 S4 – WALKABOUT/ PASTORAL INTERVENTION	 Refusal to leave a classroom Failure to attend S3 room Any behaviour that puts the safety of the class at risk	 Leadership DT – 75mins or 90mins	 Internal Exclusion if detention is not attended	 YES – CLASSCHARTS
 S5 – SERIOUS INCIDENT	 Fighting, bullying/harassment, discriminatory abuse, serious threat to staff or pupils.	 Immediate SLT involvement, investigation, possible Internal Exclusion, Suspension or other serious sanction in line with whole-school policy.	 In most serious cases, head may consider permanent exclusion in line with statutory guidance.	 STATEMENTS COLLECTED CCTV VIEWED (WHERE APPROPRIATE)
 EVERY MEMBER OF STAFF PLAYS THEIR PART. <i>Calm. Consistent. Fair.</i>  WE KNOW THEIR STORY. WE HELP THEM WRITE THEIR FUTURE.				
 RESPONSIBLE CITIZEN  SUCCESSFUL LEARNER  CONFIDENT INDIVIDUAL				



 OUR BEHAVIOUR OUTSIDE THE CLASSROOM <i>Everywhere. Everyone. Every time.</i>  RESPONSIBLE CITIZEN  SUCCESSFUL LEARNER  CONFIDENT INDIVIDUAL				
O CODE	WHAT THIS LOOKS LIKE (EXAMPLES)		CONSEQUENCE	RECORDED
01 WARNING	 Low level outside class behaviour that warrants a reminder or teacher intervention. <i>For example: running in the corridor.</i>	 Quiet verbal reminder of expectations.	 Move to 02 if the behaviour continues or pupil does not engage with the warning.	 NO
02 SANCTION OUT OF CLASS	 Disruptive or continued low level outside class behaviour. <i>For example: repeated running in the corridor despite reminder or throwing food.</i>	 20 MINUTE DETENTION	 Move to 03 if the detention is not attended or failed.	 YES CLASSCHARTS
03 FURTHER SANCTION OUT OF CLASS	 Deliberate disruptive behaviour that impacts the school community. <i>For example: graffiti or deliberate damage to school.</i>	 60 MINUTE DETENTION (could include community service)	 Failed to attend 60 minute DT = Set a 75 minute Classroom Teacher DT.	 YES CLASSCHARTS
04 WALKABOUT/ PASTORAL INTERVENTION	 Behaviours that are disruptive to the school community and require pastoral intervention. <i>For example: internal truancy.</i>	 LEADERSHIP DETENTION 75 OR 90 MINS	 Internal Exclusion if detention is not attended.	 YES CLASSCHARTS
05 SERIOUS INCIDENT	 Behaviours that put themselves or others safety at risk, significantly disrupts the school community or behaviour has escalated from those above. <i>For example: fighting, being in possession or under the influence of illicit objects.</i>	 IMMEDIATE SLT INVOLVEMENT Investigation, possible Internal Exclusion, Suspension or other serious sanction in line with whole-school policy.	 In most serious cases, head may consider permanent exclusion in line with statutory guidance.	 STATEMENTS COLLECTED CCTV VIEWED (WHERE APPROPRIATE)
 WE ALL HAVE A ROLE TO PLAY Be respectful. Follow instructions. Look after each other. Make the right choice, every time. <i>Together</i> WE MAKE PORTCHESTER A GREAT PLACE TO LEARN. 				

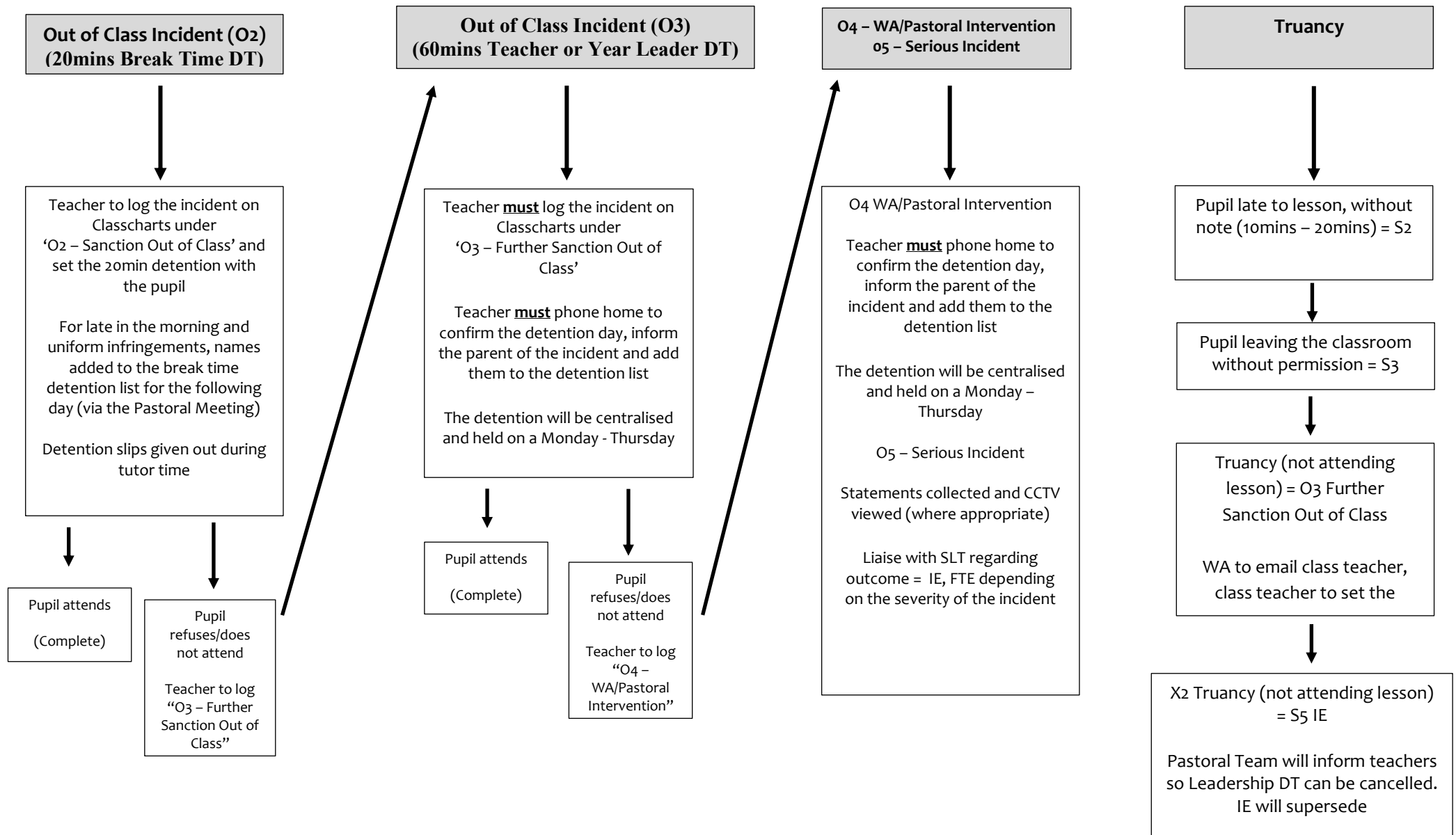


Appendix 2A: Managing Procedures for Behaviours, Consequences (Inside the Classroom)



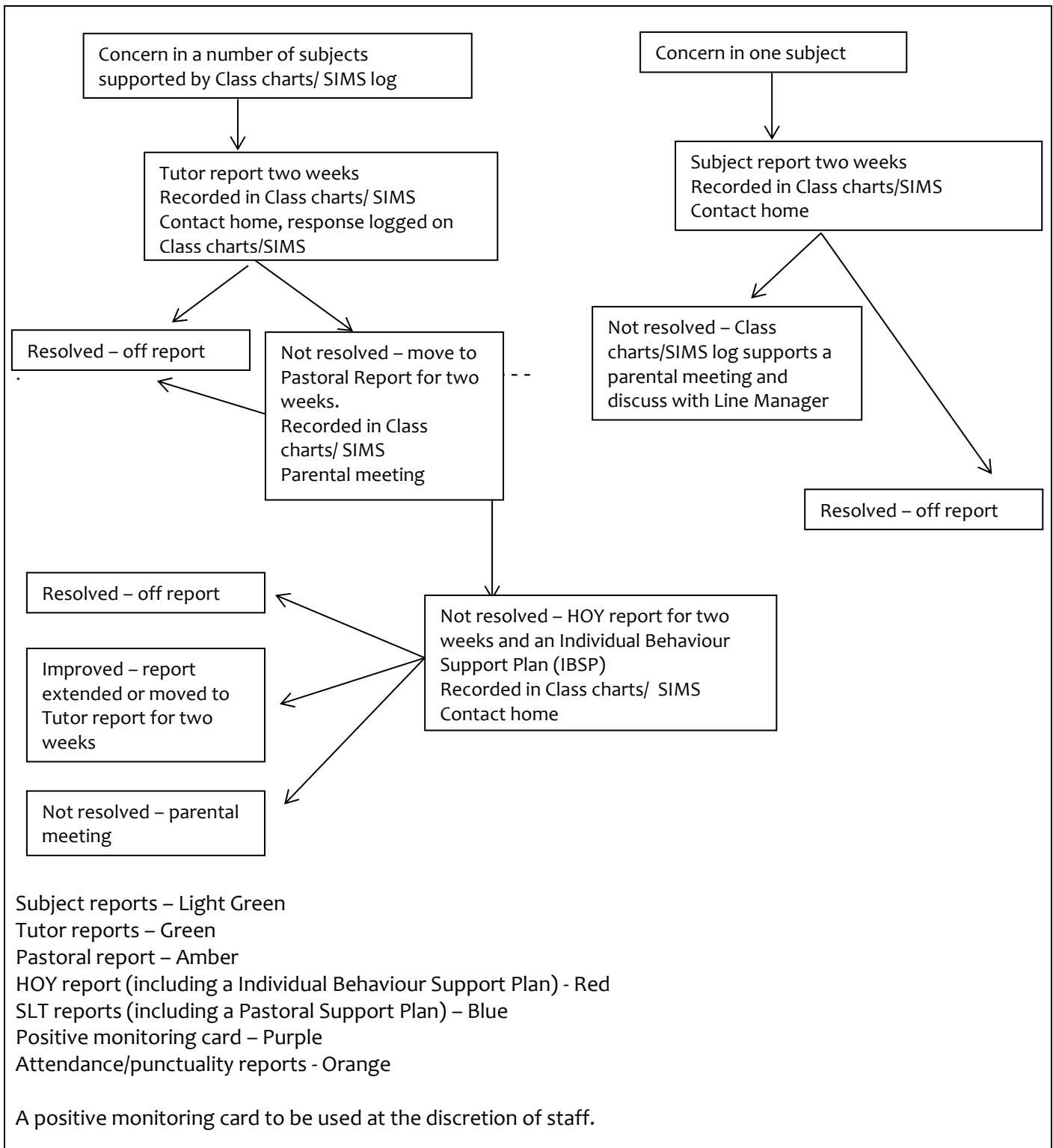


Appendix 2B: Managing Procedures for Behaviours, Consequences (Outside the Classroom)





Appendix 3: Reporting System:





Appendix 4:

Guidance:

Professional judgement underpins the application of this policy and the examples below are illustrative rather than exhaustive:

What to do if:

- Pupil refuses to leave room:
 - Calm, make the right choice don't escalate the problem
 - Message to Pastoral Assistant (PA), or Walkabout
 - Pupil removed to S3 room
 - Continued refusal to move, seek SLT support.
 - Pupil reminded next steps is IE at the next available slot, take up time given
 - If pupil calm, pupil booked into IE for the next appropriate slot, if the present a risk or is persistently disruptive then call a member of SLT
 - Pupil swears at another pupil:
 - Discreet overheard foul language. Point out calmly that staff member finds this offensive. Apology from that pupil – S/O2
 - Loss of control and very abusive leads to S/O3 to avoid escalation between pupils
 - Complete loss of control, abusive and threatening – S/O4 – Leadership DT a minimum
 - Pupil swears at a member of staff:
 - Pastoral Assistant collects pupil and removes them to their Year Office
 - Statements taken from culprit and sensible witnesses and teacher
 - S/O5 – Internal Exclusion.
 - Pupil disappears:
 - Teacher notifies Admin of absence via SIM's/email
 - Walkabout, Pastoral Assistant and Site Team are notified by Admin
 - Pastoral Assistant establishes when/where child was last seen
 - Site search undertaken; CCTV reviewed
- If appropriate and if required
- Parent(s) notified
 - Other agencies such as Police notified
- Pupil hits another pupil:
 - Stay calm, distract protagonist and re-direct; seek assistance – utilise sensible pupil if possible
 - Victim must be taken to medical
 - Statements taken from victim, protagonist and witnesses (pupils and staff)
 - Protagonist – avoid physical restraint or endangering self if at all possible
 - Try and separate, make eye contact with one, verbally request for them to accompany member of staff, distraction, remove audience
 - Remove pupil to their Year Office so they can be stabilised
 - Staff to seek a debrief with senior staff, or 'trusted' colleague, before going home



- Mobile Phone and similar items:
 - Pupils are not permitted to use their mobile phone any similar items during the school day (8:40am – 15:10pm)
 - If a phone is seen, heard or being used the following sanctions will apply:
 - 1) Phone confiscated and handed back at the end of the day = Log on Classcharts under “Phone”
 - 2) Persistent confiscation = Parental collection, the Head of Year will contact parents to inform them the next time the phone is confiscated it will be parental collection. Log on Classcharts under “Phone”
 - 3) Continued confiscation = Phone confiscated and returned via a parental meeting = Log on Classcharts under “Phone”

Any mobile phone confiscated will be locked away safely in Pupil Reception.

Please see the school’s mobile phone policy for further guidance regarding mobile phones in school.

Appendix 5:

Further Guidance for S3:

More than 1 S3 in different Subjects:

- Pupil placed on Tutor Report
- To be logged on Provision Map

Repeat offence/Lack of engagement on report:

- Tutor meets with parents
- Targets reviewed at the parent meeting, report signed by parents

Further, repeat offence:

- Year Leader meeting

More than 1 S3 in same Subject:

- Pupil placed on Subject Report
- To be logged on Provision Map

Repeat offence:

- Subject teacher meets with parents
- Targets reviewed at the parent meeting, report signed by parents

Further, repeat offence:

- Subject Leader meeting
- If reason for initiating S3 is due to safety concerns, dependent on severity, initiate risk assessment

If behaviour persists, Senior Leader/Line Manager will support with a further meeting.



Further Guidance for S/O5:

No decision to be made until all statements/paperwork has been received. Incident may de-escalate to S/O4 or an alternative sanction may be utilised such as: detention following time in their Year Office, detention with a member of SLT, community service (litter picking, letter of apology etc), mediation. S/O5:

- 1-2xS/O5 Tutor or subject report for at least 2 weeks followed by phone call to report on progress
- 3xS/O5 Meet with Year Leader/Subject Leader to invite parents in. Placement on Pastoral or Subject Leader report at least 2 weeks

Initiate pastoral monitoring/support
- 5xS/O5 Meeting with Year or Subject Leader/Tutor and placement on a HOY report and a Individual Behaviour support plan (IBSP)

The Year Leader must explore all avenues of support mechanisms for any pupil who is repeatedly receiving S/O5 sanctions. The following list is not exhaustive:

- Change of class/tutor group/band
- Referral to support services via Early Help Hub if there are associated wellbeing concerns
- SEN consideration
- Alternative educational provision
- CAMHS referral
- EP referral
- Support via a PSP
- Managed Move

Statements may be required for some S/O5 incidents and above

Persistent disruption within a half term will lead to removal from any trip list for that half term. It will be down to the trip leader's discretion, whether the pupil can attend.



Further Guidance for Internal Exclusion:

- 1-2 days Meet on return with Year Leader
2 weeks Tutor Report
- 3 days Meet with Year Leader on return
Placed on Pastoral Report
- 5 days Internal Exclusion completed at another secondary school
Year Leader to meet with parent on return
HOY report & IBSP
- 8 days Internal Exclusion completed at another secondary school
Meet with SLT, PSP initiated.
- 15 days Head Teachers Panel

Pupils accruing repeat Internal Exclusions – In addition to the guidance above, consideration must be given to all possible support mechanisms to modify behaviour; change of class, change of band, SEN needs, referral to the Early Help Hub if there are associated wellbeing concerns, EP referral, CAMHS, alternative education provision, Direction off Site.

This list is not exhaustive.

Communication with parents:

A positive working relationship with parents is important to the success of our pupils and therefore it is important that conduct is communicated clearly (whether positive or negative).

Detentions that are set for afterschool will be communicated, highlighting the reasons, time and date of the detention.

Internal Exclusions will be communicated again highlighting the reasons and date that the pupil is booked in. Please note that staff are not phoning to ask permission for the pupil to go into Internal Exclusion, this is to simply inform parents of their child's provision for the day. The expectation is for them to remain in school until 15:30pm (14:30pm on a Friday).

Positive conduct is communicated by a range of sources however it is predominately through Classcharts. Parents will receive positive calls where appropriate and pupils' success is celebrated during assemblies.