



BEHAVIOUR AND EXCLUSIONS POLICY INCORPORATING THE ANTI-BULLYING STRATEGY

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Any other statutory names for this policy		Date first approved	June 2012
Responsibility for this policy	Deputy Headteacher	Date last reviewed	Summer 2026
Governors' Committee with responsibility for its review	T&L Committee	Frequency of review	Annually
Tick here if Bucks Policy attached in its entirety		To be put on the school website?	Yes
Approval necessary	T&L Committee		

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1. Introduction

This policy is not exhaustive, but sets out our main principles, the main one being to instil in our students self-discipline and a sense of appropriate behaviour. This is achieved through having consistent approaches to rewarding good behaviour and applying a robust sequence of sanctions for those whose behaviour falls short of the high standards we expect of the students at Aylesbury High School.

The creation of a secure and caring environment is the responsibility of everyone within the school community: students, staff and parents/carers. Everyone is of equal value and is to be treated with respect accordingly, regardless of gender, sexuality, disability, cultural, racial, religious, family background or any of the protected characteristics under the 2010 Equality Act.

Great emphasis is placed on developing good relationships throughout the school community, with everyone being encouraged to show respect for the feelings, views and values of others. All students are given the opportunity to explore a wide range of issues, raise their own awareness of social problems, attitudes and prejudices and show tolerance for others.

Bullying and abuse of any kind will **not** be tolerated.

The school is a welcoming place of which we can all be proud, with a positive working atmosphere. Everyone should show respect for the environment, the buildings, grounds, displays of work and the way in which we present ourselves. This includes displaying high standards of behaviour and standards of dress beyond the school gate.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

The School will ensure that the following principles apply to our AHS community:

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff, volunteers and contractors set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour and exclusions policy
- The behaviour and exclusions policy is understood by students and staff

- The behaviour and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in the resolution of behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#) - comes into force 26 July 2026
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- [Draft Revised PACE Code C 2024](#)
- [Mobile phones in schools \(2024\)](#) Updated 2026
- Children's Wellbeing and Schools Act 2026
- Education (Educational Provision for Improving Behaviour) Regulations 2026

This policy complies with our funding agreement and articles of association.

3. Definitions

The behaviour incidents likely to be sanctioned are described more fully in the AHS Behaviour Matrix and is Appendix A of this policy.

Misbehaviour is defined as:

- Disruption in lessons, between lessons and at break and lunchtimes
- Failure to complete classwork or homework
- Lateness to school and to lessons
- Incorrect uniform or dress not meeting expectations

- Lack of equipment
- Misuse of Chromebooks

More serious misbehaviour is defined as:

- More serious or repeated breaches of the above
- Failure to attend detentions
- Skipping lessons onsite or off site (Truancy)
- Being found off site without permission/going out without signing out
- Using a mobile phone in school, during the school day
- Use of discriminatory language
- Rudeness to staff
- Misuse of social media or technology
- Covert recording of meetings

Serious misbehaviour is defined as:

- More serious or sustained breaches of the above
- Bullying of any nature
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as; sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothing, online sexual behaviour (including on social media) such as unwanted sexual comments and messages, sharing of nudes and semi-nudes images and/or videos or sharing unwanted explicit content
- Sexual violence, such as sexual assault (intentional sexual touching without consent), assault by penetration or rape
- Theft
- Verbal and/or physical violence against others
- Misuse and/or possession of any prohibited item. These are:
laser pens, knives or weapons, fireworks and explosive items, stolen items, pornographic images, any material or article related to the promotion of activities contrary to the School's values - for example discrimination, homophobia or extremist views, tobacco and related products, vapes, e-cigarettes and related products, lighters and items of ignition, solvents, alcohol, illegal substances, legal highs or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Lack of respect for others or the school site (vandalism)
- Bringing the school into disrepute
- Inappropriate behaviour or malicious behaviour towards school staff, including breach of confidence or GDPR

When standards are not kept, students must be prepared to take the consequences of their behaviour. If a student needs to be disciplined, it is in the hope that they will take responsibility for their actions and change their behaviour.

Refer to Appendix B for information on dealing with student conduct beyond the school gate.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power (real or perceived).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our anti-bullying strategy is in Appendix C

5. Roles and responsibilities

5.1 The Governing Board

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

The Teaching and Learning Committee is responsible for reviewing this Policy.

5.2 The Headmistress

The Headmistress is responsible for:

- Reviewing and approving this Behaviour Policy on a yearly basis and in conjunction with the Teaching and Learning Committee
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)
- The Headmistress will formally consider and document the student's own views before making a final suspension or permanent exclusion decision, allowing them to be supported by a parent or trusted adult if required.

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging students to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home
- Support their child in adhering to the school's behaviour policy

- Support the school in upholding the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for students who are mid-phase arrivals.

6. School Behaviour Curriculum

At AHS, our exceptional outcomes are a consequence of our calm, safe and supportive school environment and our culture that is free from disruption.

All members of our community, students, staff and parents, have the same clear expectations of behaviour, and these are supported by clear daily routines as the norm.

Students receive praise and rewards for following these expected standards and we may use sanctions to give extra support to students who do not yet meet our expectations. The circumstances when sanctions might be used are clearly communicated to students, staff and parents, on a yearly basis, on our website and around the School site, and any interventions are fairly and consistently applied.

Our staff and students model our core values below throughout their school life:

Boundless aspiration

- Embrace challenges and growth: aim high, know where you are headed, be true to yourself and take the lead
- Learn from setbacks and celebrate achievements: embrace mistakes as learning opportunities and take pride in your accomplishments.
- Be disciplined: plan and execute thoughtfully, break down complex tasks into manageable steps, consider the best approach and work to achieve it.

Resilient bravery

- Be brave: step outside your comfort zone and take a risk but know that it's OK to ask for help.
- Be persistent: believe in yourself and persevere, even when things get tough.
- Stand up for what you believe in: confront a challenging topic and speak up when you feel something is wrong.

Curious engagement

- Be inquisitive: ask questions to delve deeper, consider how your learning links to wider contexts and think critically about what you see, hear and read.
- Immerse yourself: get involved in the learning opportunities available to you both in and out of school, be an active participant and try something new.
- Be imaginative: take the initiative and explore a little further - research a career, visit somewhere interesting, enter a competition.

Selfless generosity

- Be part of our community where everyone feels like they belong: be kind, embrace diversity and act with integrity.
- Work collaboratively and be a team player: value what others say, give constructive feedback, show reliability and commitment.
- Care for your environment: clear up after yourself, recycle and reuse what you can, put litter in the bin.

6.1 Mobile Phones

Aylesbury High School is a mobile phone-free environment. We comply with the [Department for Education's](#) guidance that every school has a duty to create an environment that is calm, safe, and free from distraction so all pupils, whatever their background, can learn and thrive.

'Off and Away' Rule: While mobile phones are recognized as useful for home-student contact during the journey to and from school, they must be switched off (not just on silent) and kept out of sight in lockers or bags from the time that students arrive in school until 15:30.

No Use in Lessons: In accordance with national guidance, students are not permitted to use personal mobile phones in lessons, including for educational purposes such as taking photos of work. Where a digital record of work is required, staff will provide school-owned equipment.

Exceptions: Exceptions remain in place for students who require a device for documented medical reasons, such as blood sugar monitoring apps.

Sixth form students: While Sixth Form students are granted certain privileges, such as the use of phones and headphones in designated study areas, they must remain 'phone-free' when walking through the school site to model appropriate behaviour for younger students.

Sanctions: If a phone is seen or heard during the school day, a B3 behaviour mark will be issued, which will result in an after school detention on the following Thursday. The phone will be confiscated and held at Reception until the end of the day.

Contacting Home: Students needing to contact parents during the day must use the front office or PSA. Students are strictly prohibited from using their own phones to contact home if they feel unwell; they must report to the first aid administrator.

6.2 Smart watches

Smart watches must not be worn in school. If a parent wants a student to use a smart watch on the way to or from school, students should store the watch in their locker during the school day, but we do not recommend that students bring expensive items into school and it is their responsibility to keep them safe. The school cannot take responsibility for any devices which go missing on the school premises. As with mobile phones, exceptions are made for students who need to use a device for medical reasons, such as diabetic blood sugar monitoring.

6.3 Headphones and Earbuds

Students in Years 7-11 are not permitted to wear headphones or earbuds once they enter the school site unless directed by a member of staff e.g. to listen to a video in a lesson. Sixth form students are allowed to use them for study purposes in areas designated for sixth form study, but not when walking around the school site or amongst younger students during break and lunchtimes. Some students may be permitted to wear headphones or earloops if this is outlined on their OPP to support a special educational need. In such instances, the [linked](#) guidance will apply.

6.4 Wearable Technology and Smart Glasses In alignment with our commitment to safeguarding and the right to privacy for all members of the AHS community, smart glasses or any wearable technology capable of recording images, video, or audio are strictly prohibited on the school site and during school-organized activities.

7. Responding to Behaviour

7.1 Classroom Management

Teaching and non-teaching staff are responsible for setting the tone and context for positive behaviour within the school. The behaviour matrix will be displayed in most classrooms alongside any specific class rules (such as safety rules in laboratories).

Staff will develop positive relationships with students which may include:

- Greeting students in the morning/start of lessons
- Using names
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child protection and Safeguarding policy for more information.

7.3 Praise: Responding to good behaviour

We hope that every student will experience, at least some time in their career at the school, public recognition and reward for success. There are many opportunities throughout the year to take part in House events, to contribute to school events and to gain recognition for achievement. We operate a recognition and reward system which is reflected in such things as:

- Verbal comments which praise and encourage individual students
- Emails home
- Merit marks
- Comments/grades in marking
- Active Tutoring
- Awards presented in assembly and named in assemblies
- Mentions in The High Society
- Termly draw of students with high numbers of merits/commendations

- Work on display
- Year 11 lunchtime passes
- Form prizes (such as Pizza lunch)
- Certificates or awards
- School Colours
- Positions of responsibility
- Celebration Evenings
- Press and publicity
- Sixth Form privileges

7.4 Sanctions: Responding to Misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Most problems are dealt with immediately by the classroom teacher, form tutor or member of staff directly. This might include a verbal reprimand and reminder of the expectations of behaviour and should be recorded on SIMS if appropriate.

In more difficult cases, however, a referral system operates and a number of sanctions may be applied, depending upon the individual student and the type and severity of the behaviour. These include:

- Placing the student in a work or behaviour-based lunch time detention
- Referral to the Head of Department, Year Head, Senior Leadership Team member or Headmistress
- Placing the student in an after school detention
- Withdrawal of privileges, e.g. detention, denial of trips, visiting speakers, performances, end of year assemblies
- Placing the student on report
- Contacting parents and maybe inviting them into school
- Internal exclusion - student is detained by a member of the Senior Leadership Team, for part or all of the school day
- Suspension

- Managed Move to another school
- Permanent exclusion in the most serious of cases

We are committed to ensuring our behaviour policy is applied fairly. When an incident occurs, staff will look at all available evidence and speak to the students involved.

When making a final decision on a sanction, the school uses the legal standard known as the balance of probabilities. This simply means that we look at whether an event is more likely to have happened than not. We do not need absolute or scientific proof, but we will always ensure our conclusions are reasonable, logical, and based on a fair assessment of the facts.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Although the Education Act 2011 gives schools powers to issue all detentions without 24 hours' notice, the school does provide parents with 24 hours' notice when an After School detention is issued, recognising that revised transport arrangements will sometimes be required.

Year Heads who deal with more serious or persistent incidents will liaise with the Deputy Headteacher who can provide advice and ensure consistency of approach, in line with our Behaviour Matrix (see Appendix A).

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.6 Confiscation and searches

Confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

The statutory power to use reasonable force applies strictly to the statutory prohibited items (weapons, alcohol, illegal drugs, stolen items, tobacco, tobacco pouches, fireworks, pornographic images, or items used to commit an offence). Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also carry out searches for items that, while not on the statutory list of prohibited items, could be harmful or detrimental to students or to school discipline. These items include harmful substances such as high energy drinks, vapes, nicotine pouches and smoking paraphernalia such as lighters. These items may be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headmistress, or by the Headmistress themselves. The authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search. A search can be carried out by a member of staff of the opposite sex to the student and/or without a witness only if the authorized staff member reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and it is not reasonably practicable to summon a same-sex staff member or a witness.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headmistress, or designated safeguarding lead (or deputy) who may have more information about the student. During this time the student will be supervised and kept away from other students.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched

- Explain to the student what a search entails - e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the designated safeguarding lead to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students’ possessions

Possessions means any items that the student has or appears to have control of, including

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed above).

Bag and locker searches will usually be carried out as part of a student’s safety plan if there is a risk of self harm in school. The Headmistress authorises pastoral staff to conduct these searches.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, must be recorded in the school's safeguarding system. This is a legal requirement.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C.](#) and [Draft Revised PACE Code C 2024](#)

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student before the strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police (as the police have to conduct the search)
- Wherever possible, should not be the Headmistress
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken

7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the School
- Poses a threat to another student
- Could adversely affect the reputation of the School

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headmistress, or in their absence the Deputy Headteacher, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Making a record of the report and any follow up
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding policy for more information.

7.11 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 student 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 students.

8. Serious sanctions

In line with the Behaviour Matrix in Appendix A:

8.1 Detention

All AHS staff have been authorised by the Headmistress to give students detentions. Students can be issued with detentions during lunch, or after school during term time. The school will decide whether it is necessary to inform the student's parents. It will inform parents of after-school detentions and will endeavour to give 24h notice of these. When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

In the unlikely event, students who have been removed from the classroom are supervised by the student support team, or a member of the Senior Leadership Team and will be removed for a maximum of 1 week.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headmistress.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with wellbeing leads
- Short-term behaviour report cards
- Pastoral Support Plan
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log or safeguarding record.

8.3 Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headmistress, or the Deputy Headteacher in their absence, and only as a last resort.

- A. **Internal exclusions** - these serve as a serious school sanction directly below a suspension. Internal exclusion is used as a sanction to prevent students from engaging with the school community but without this impacting on their academic learning.

When non-adherence to school expectations is deemed serious enough to warrant internal exclusion, the following procedures follow:

If students are Internally Excluded for a whole day, they are to come to School Reception at 08.45 (or earlier) unless informed otherwise. The day will end at 15.30. All school books for the day's lessons and Chromebook must be brought with the student. Work is provided by class teachers and/or the Head of Year or senior staff.

Upon arrival at Reception students must hand over their mobile phone(s), which will be locked away and returned at 15.30. The student will normally be supervised by a senior member of staff, but this is not always the case. **It is not permitted, under any circumstances, to visit the canteen during break and lunch on an internal exclusion day.** Lunch can be collected at other times but from a limited cold-food menu, other than this food and drinks must be brought in from home. A decision is sometimes made to issue an internal exclusion of less than a whole day.

- B. **Suspensions** - these involve students spending a fixed number of days out of school for serious incidents described in the Behaviour Matrix in Appendix A, such as persistent intimidation of other students, or illegal acts which may require the involvement of the police. In the case of incidents involving theft or illegal substances, the police will be contacted (see Drugs and Incidents Policy).
- C. **Permanent exclusions** - these can only be imposed as a last resort, in response to a serious or persistent breach of this Policy as laid out in the Behaviour Matrix in Appendix A. Parents/carers are immediately informed. It should be noted that a suspension cannot be converted into a permanent exclusion. If a student is to be excluded permanently, this is an entirely separate exclusion.¹

Where a student's behaviour is causing such concern that exclusion or suspension seems likely in the future, she will be placed on a **Pastoral Support Plan** by the Head of Year, which could involve working with outside agencies to provide support for the student.

Another measure that the school may consider is an Off Site Direction for a set period of time to allow a student some time away from their current setting. Any formal off-site direction given to a student must be accompanied by a formal notification at least 2 school days before the placement is scheduled to begin to the parents specifying the full address of the placement and the legal/pastoral reasons behind the direction. A parent's refusal to consent to this will never be used as a ground for exclusion.

When a suspension is put in place, the following procedure applies:

- The school is responsible for sending work home for the first five days of a suspension.
- In exceptional circumstances, where a suspension is immediately followed by a permanent exclusion, the school is responsible for providing education until the 6th day of the permanent exclusion.

¹ In exceptional cases (usually where further evidence has come to light) a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

- The Local Authority is responsible for providing education from the 6th day after a permanent exclusion.
- In exceptional circumstances, formally arranged part-time timetables may be necessary but must be notified to the Local Authority and reviewed regularly.

In addition to the above, the school adheres to the [DfE's Guidance on School Suspension and Permanent Exclusions](#), regarding the role of the Governing Body in considering exclusions and in considering the reinstatement of an excluded student.

The student and the parents are then required to meet the Headmistress, or, in their absence, the Deputy Headteacher, when the student returns to school at a reintegration meeting; students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will put in place a pastoral support plan for any student who has been suspended to consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

These students may have **special educational needs or a disability** that will require higher levels of support or a One Page Profile. Where particular support is required, a plan is drawn up with the support of the SENDCo, parents/carers and external agencies to ensure that these students can modify their behaviour, access the curriculum and participate fully in school life. Where it is deemed necessary, Risk Assessments for individuals or groups of students are used to support staff in keeping them safe. Multi-Agency assessment will be sought quickly for students who display persistent disruptive behaviour. In all cases, the previous record of the student will be considered and may influence the pattern of sanction applied.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disability coordinator (SENDCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Students with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- A Pastoral Support Plan

11. Student transition

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing students for transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, and throughout the year, as an ongoing process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- The proper use of restraint will be provided to those staff most in contact with students likely to require this training

Behaviour management will also form part of continuing professional development.

A staff training log can be found in Appendix 4

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Bullying incidents
- Prejudiced incidents
- Sexual harassment or violence

- Attendance, permanent exclusion and suspension
- Use of student pupil units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Deputy Head.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

The **Governing Body** is responsible for monitoring:

- that the procedures and strategies related to the school's Behaviour and Exclusions Policy are implemented
- the number of exclusions occurring within the school, how this impacts the school's attendance data and affects students' outcomes.

The Governing Body must consider the reinstatement of an excluded or suspended student within 15 school days of receiving notice of the suspension or exclusion if:

- the exclusion is permanent
- it is a suspension which would bring the student's total number of school days of suspension to more than 15 in a term
- it would result in a student missing a public examination².

For suspensions where a student would be suspended for more than five days but less than 15 days in a term, if the parents/carers make representations, the Governing Board must consider whether the student should be reinstated within 15 school days of receiving the notice of suspension. If no representation is made by the parents/carers, the governing board is not required to meet and cannot direct the reinstatement of the student.

If the student has already returned to school following a suspension, or their parents/carers have made it clear they do not want their child reinstated, then the Governing Board must still consider if the student should be officially reinstated.

² Where a suspension coincides with an examination, the Governing Board should, *as far as is reasonably practicable*, consider the student's reinstatement before the date of the exam.

The **Deputy Headteacher** is responsible for:

- overseeing the implementation of the Behaviour and Exclusions Policy
- co-ordinating the Rewards and Sanctions systems
- monitoring and evaluating behaviour through pastoral and academic reviews
- ensuring pertinent questions are included in surveys as part of school self-evaluation

The **Headmistress** is responsible for:

- ensuring that all members of the school community are aware of and comply with the Behaviour and Exclusions Policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- using suspension and exclusion as a sanction in line with the Behaviour and Exclusions Policy

All staff (including supply staff) are expected to:

- understand and consistently apply the school's Behaviour and Exclusions Policy
- deal with incidents that may occur
- enter behaviour incidents and any follow up on SIMS
- make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable
- challenge inappropriate/unacceptable behaviour
- provide students with a good role model

Students/parents/carers, visitors and contractors are expected to:

- be aware of and comply with the school's Behaviour and Exclusions Policy

Appendix A

This acts as a guide to staff, students and parents of the range of possible sanctions for on-site behaviour at Aylesbury High School. Please see the Behaviour and Exclusions Policy for behaviour beyond the school gate. This is not an exhaustive list, and there may be other types of misbehaviour where a sanction may result. If the potential sanction states **SIMS** this refers to a behaviour mark being noted on our school system with the reason noted.

Acronyms: HoY - Head of Year, HoD - Head of Department, SLT - Senior Leadership Team

Aylesbury High School Behaviour Matrix - Amended Summer 2026

These sanctions apply during school hours, to and from school, and whilst under the jurisdiction of the school; they also apply to behaviour in and outside of the classroom.

Students are expected to accept sanctions with good grace. Failure to attend a sanction may result in an escalation of sanction. Sanctions may change slightly based on the details and nature of an incident, and include any academic malpractice. **This is not an exhaustive list, and there may be other types of misbehaviour where a sanction may result.** To support transparency, AHS will, In response to student request, let the ‘victim’ of any behaviour know that a sanction has been issued in line with the Behaviour Matrix, using the specific wording from the Behaviour Matrix below. From September 2026, we have decoupled equipment and homework marks from behaviour marks.

Code	Equipment	Action
E	Lack of equipment	SIMS mark and discussion with form tutor. Support with organisation.

Code	Homework	Action
H	Missed homework	SIMS mark and discussion with form tutor. Support with organisation
	Failure to complete homework on 2+ occasions in a half term	Wed Lunch homework catch up.

Code	Behaviour	Potential sanction
B1	Low level behaviour such as: • Lateness to school/lessons/form period • Late/lack of effort with class work and/or homework • Disruption of learning environment eg eating in classrooms / litter • Minor misuse of Chromebook • In school during outside break/lunch/before school • Missing lanyard	SIMS mark and discussion with form tutor 20 mins late = HoY detention 40 mins late = After school det
	Repetition of B1 x3 in a half term	20 minute HoY lunch detention or loss of Sixth Form privilege
B2	Repetition of B1 or behaviour such as: • Talking out of turn in class • Sustained misuse of Chromebook/ device / headphones • Rudeness to staff • Not following uniform or dress code expectations	B2 = 20 minute HoY detention Uniform issue = 20 min Monday lunch uniform detention. Persistent uniform issues = report No improvement = loss of breaks
B3	Repetition of B1 and B2 or heightened level of seriousness of above • Using mobile phone in school. Sixth Form - inappropriate use of mobile • One-off anti-social behaviour or lack of respect for others, including staff, students and environment. • One-off significant unkindness to another student • Verbal abuse. One off use of discriminatory language • Truancy • Deliberate missing of a detention/appointment/meeting with a staff member • One-off misuse of social media or technology • Malpractice in a test or misuse (first offence)	Education work and reflection and/or after school detention depending on context. Loss of Sixth Form privileges Parents informed Three or more HoY or hwk detentions in a term = after school detention
B4	More serious and sustained misbehaviour described above or: • Bullying of any nature * • Threatening behaviour/intimidation or physical altercation • Repetition of discriminatory behaviour	Internal isolation Parents informed Letter on record Reintegration meeting with HT or DHT in

	• Failure to attend after school detentions • Smoking/vaping or possession of equipment • Theft • Irresponsible conduct resulting in damage to property or injury to others • Malpractice in an NEA or formal assessment • Breach of privacy / confidence and/or breach of GDPR against staff	their absence.
B5	More serious and sustained misbehaviour described above or: • Possession of illicit or illegal substance(s) • Possession or consumption of alcohol • Fighting • Bringing the school into disrepute • Sexual misconduct	Fixed term suspension Parents informed, letter on record and reintegration meeting with HT or DHT in their absence. Safer Schools Officer involvement
B6	More serious or persistent and sustained misbehaviour described above or: • Use or threat of use of an offensive weapon • Sale/purchase of an illicit or illegal substance • Serious physical assault of staff/students • Significant damage to school property • Sexual misconduct	Permanent exclusion Parents informed External agency intervention

* Clarification on Uniform Infringements

	Uniform Infringement	Sanction
B2	If you are not wearing the correct uniform, you will be given a B2 uniform mark	Monday lunchtime detention
	3 uniform marks accrued in a half term	Put on uniform report
B3	Further mark received whilst on report	B3 after school detention Report to continue
B4	Further mark received	B4 Will lose breaks and lunchtimes. Discussion with parent /carer

Appendix B

Students' conduct outside the school gates

Teachers have the power to discipline students for misbehaving outside of the school premises 'to such an extent as is reasonable'.

The School will follow the Behaviour and Exclusion Policy, including the sanctions imposed on students, in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Teachers may discipline students for:

- misbehaviour when the student is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school

- wearing school uniform
 - attending another school as part of a managed move or secondment
 - in some other way identifiable as a student at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another student or member of the public
 - could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

Appendix C: AHS Anti-Bullying Strategy

1. Statement of Intent

At Aylesbury High School, we are committed to providing a caring, friendly, and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

This strategy acknowledges the school's legal duties under the Equality Act 2010 and the Public Sector Equality Duty to prevent discrimination and harassment of students with protected characteristics. Furthermore, in line with the Children Act 1989, AHS recognizes that bullying can cause significant harm and is therefore treated as a primary safeguarding concern.

2. Defining Bullying

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power (real or perceived).

- Emotional: Being unfriendly, excluding, or tormenting.
- Physical: Hitting, kicking, pushing, or taking another's belongings.
- Prejudice-based: Taunts or abuse focused on characteristics protected by the Equality Act 2010, including race, faith, gender (sexist), disability, and homophobic, biphobic, and transphobic language.
- Sexual: Explicit remarks, unwanted physical attention, or comments about sexual reputation. This is linked to our zero-tolerance approach to sexual harassment.
- Direct or Indirect Verbal: Name-calling, sarcasm, or spreading rumours.
- Cyberbullying: Bullying that takes place online via social media, messaging apps, or gaming sites.

3. Prevention and School Culture

Prevention is at the heart of the AHS approach. We foster a culture of 'upstanders' through:

- Curriculum Integration: Using L4L and tutor time to explore social attitudes and prejudices, promoting our core values of Curious Engagement (critical thinking) and Selfless Generosity (kindness and integrity).
- Student Voice: Actively involving our student leaders in reviewing and influencing anti-bullying initiatives.
- Environment: Creating a safe physical and digital environment, including the enforcement of the 2024 Mobile Phone Guidance to minimize opportunities for cyber-distraction and harassment during the school day.

4. Reporting and Responding to Bullying

Reporting

Students are encouraged to report bullying to any member of staff or via our Report A Concern form. Parents are also expected to report any instances of bullying promptly to the school.

Investigation and Response

1. Immediate Action: Staff will respond in a consistent, fair, and proportionate manner to restore a safe environment.
2. Safeguarding Assessment: The DSL will always consider the safeguarding aspect
3. SEND Considerations: When investigating, staff will consider the specific vulnerabilities of students with Special Educational Needs and Disabilities (SEND), ensuring that any support or sanctions are tailored to their individual needs.
4. Jurisdiction: The school reserves the right to sanction off-site misbehaviour or online misbehaviour that poses a threat to another student or has repercussions for the orderly running of the school.

5. Support for Students

- Victims: Will receive support to restore their sense of safety and well-being.
- Perpetrators: Will be sanctioned according to the Behaviour Matrix (Appendix A) but will also be offered pastoral support to help them meet behavioral standards in the future and understand the impact of their actions. A restorative conversation will be offered, depending on the context.
- Parents: The school will work in partnership with families to move forward following an investigation.

6. Monitoring and Review

The Anti-Bullying Strategy is reviewed annually by the Deputy Headteacher and the T&L Committee of the Governing Board with input from staff and students. Data from behaviour logs is reviewed regularly to ensure no specific groups of students are disproportionately affected by bullying or the school's response.

Appendix D: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE
Overview	1 Sept 22	AHS	HMF	All Staff	Jan 2023
The needs of the students at the school	9/9/22	AHS	HEQ	All Staff	Sept 2024
	5/9/23	AHS	HEQ	All Staff	
How SEND and mental health needs impact behaviour	23/9/22	AHS	MMC	All Staff	Sept 2024
Positive Handling	December 2022	Dynamis Training	HEQ	HEQ, LW, MMC, IXO	December 2024
The proper use of restraint - basics	27/1/23	AHS	HEQ	All Staff	Jan 2024
BESST Behaviour Conference	May 2023	Karl Pupe and Buckinghamshire Council	HEQ	HEQ and KMK	May 2024
Behaviour and Attitudes in Gen Z	9/6/23	AHS	HEQ	Teaching staff	
Positive Behaviour Management	5/9/23	AHS	HEQ	All Staff	Sept 2024

Consistency of behaviour management	10/5/24	AHS	KMK and HEQ	All Staff	Sept 2024
Reminder of key behaviour expectations at AHS	Sept 2024	AHS	HEQ	All Staff	Sept 2025
Expectations in lessons	April 2025	AHS	OAR and HEQ	Teaching Staff	
Reminder of key behaviour expectations at AHS	Sept 2025	AHS	HEQ	All Staff	Sept 2026
Expectations in lessons	March 2026	AHS	HEQ	Teaching Staff	