Hyde High School

Behaviour Policy

Adopted by Governors:	**Autumn 2026**
Date to be reviewed:	**Autumn 2027**

Contents

1. Our Values and Principles
2. Our Aims
3. Procedures
4. Recognition and Rewards
5. Behaviour and Sanctions
6. On Call
7. Behaviour Outside Lessons
8. Parental Engagement
9. School Entry: Threshold
10. Punctuality
11. Homework
12. The Use of Mobile Phones / Electronic Devices In School
13. Table of Sanctions
14. Report Cards
15. Reset Room
16. Suspensions and Behaviour Contracts
17. Off-site Directions
18. Alternative Provision
19. Permanent Exclusions
20. Reasonable Force
21. Banned Items and Confiscation
22. Powers to Search
23. Smoking/Vaping
24. Child-on-child sexual violence and sexual harassment
25. Use of CCTV
26. The School Day: Timings
27. Staff
28. Supervision
29. Classroom Behaviour Routines
30. Ready, Respectful, Safe Examples
31. Physical Restraint & Use of Reasonable Force Policy
32. Home School Agreement

1. Our Values and Principles:

1.1 Hyde High School is committed to ensuring that all students and staff are able to learn and work hard in an environment which is safe, supportive and which promotes excellent learning habits. Central to this are our high expectations of good behaviour and these, as with all aspects of the school's ethos and culture, are founded upon our values of being **Ready, Respectful, and Safe -** which we call T**he Hyde Way**.

1.2 This policy outlines the rewards and processes which staff will use to promote and encourage these excellent learning habits, which we call **PRIDE (Presentation, Resilience, Independence, Deadlines, Excellence**), as well as actions that will be taken to address the common types of behaviour which inhibit learning and progress in lessons (particularly lateness, off-task behaviour, answering back and the non-completion of homework) and behaviour which crosses our **Red Lines** (moral standards which we refuse to compromise). There is no place at Hyde High School for any form of violence, aggression, racism, homophobia, sexism, attacks on any other protected characteristics, or any behaviour which poses a threat to the safety of others. We will not tolerate rudeness to staff or refusal to comply with reasonable requests and the rules of the school.

1.3 This policy should be read in conjunction with the Department for Education, 'Behaviour and discipline in Schools: Advice for Headteachers and School staff September 2024' relating to best practice on managing behaviour in Schools and Hyde High School's policies, in particular:

- The Table of Sanctions.
- The Anti-Bullying Policy.
- The SEND Policy.
- The Safeguarding Policy.

2. Our aims are:

2.1

- To recognise, realise and celebrate the potential of all students, thus promoting high self-esteem, high expectations and the ability to be a successful citizen.
- To create an environment in which students are enabled to become mature, self-disciplined and industrious, accepting responsibility for their own actions.
- To form an active partnership with parents/carers to support their children's learning
- To ensure that effective teaching and learning can take place.

2.2 These aims are supported by regular and appropriate in-service training; positive parental and community links; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities; and school events aimed at bringing together the different life experiences of groups within the community.

3. Procedures:

3.1 To support student learning and maintain a safe, calm, and orderly school, we follow The Hyde Way which is based on three very clear classroom rules that are referred to constantly: **READY, RESPECTFUL, SAFE**. Praise, reward and appropriate consequences (sanctions) are related to these rules. All teachers regularly refer to these rules and students are made aware of how they particularly apply to the learning environment that they are in. Likewise, each assembly is explicitly linked to Ready, Respectful, Safe. The Hyde Way rules are displayed in both the student planner and around the school.

3.2 This policy outlines our expectations for the whole school community and also states the consequences/sanctions used when a student chooses to break a rule.

3.3 An orderly environment is vital so that teachers can teach and all students can learn. Behaviour is discussed not only by Form Tutors and Heads of Year in meetings, but also by subject staff and Heads of Department in departmental meetings. Experienced staff support others in classroom management and behaviour and there is regular In-Service Training (INSET) for all staff.

4. Recognition and Rewards

4.1 Our values are supported by a system of rewards and sanctions that aims to encourage and develop excellent learning habits, abbreviated as PRIDE, and the demonstration of our values:

- **Be Ready** – on time and fully ready to learn.
- **Be Respectful** – respect for everyone and everything; follow instructions first time, every time.
- **Be Safe** – always act in a way that will keep yourself and others safe and well.

4.2 All students demonstrating positive behaviour will be awarded positive points on Go4Schools which contribute to a variety of rewards.

Students who fail to meet The Hyde Way expectations of being READY, RESPECTFUL or SAFE will be awarded negative points and these will also be logged on Go4Schools.

All behaviour points, positive and negative, can be viewed by parents/carers by logging in to Go4Schools.

4.3 Years 7, 8, 9 participate in a comprehensive skills and rewards package based on the development of Character, which we categorise as 4 'Pillars'. Our points are awarded through the categories of our 4 pillars:

- **Scholarship: Which is underpinned by PRIDE:**
  - **Presentation.**
  - **Resilience.**
  - **Independence.**
  - **Deadlines.**
  - **Excellence.**
- **Leadership.**
- **Community.**
- **Participation.**

4.4 Students maintain a portfolio to recognise their achievements in relation to each Character Pillar – they review and add to this portfolio each week during form time and are able to be recognised at 3 different levels for each Character Pillar:

- Apprentice.
- Graduate.
- Master.

4.5 Once a student gathers evidence that they have met the criteria for such an award, they will be formally presented with a badge recognising their achievement at that level (for example, Leadership – Apprentice) which they can wear on their Academy blazer. Achievements in relation to Character will be further recognised and celebrated at our annual Character Rewards Evenings which parents/carers are warmly welcome to attend.

4.6 Students can gather evidence for each pillar in a range of ways. Examples are provided below:

SCHOLARSHIP (PRIDE)

- Being Ready, Respectful, Safe in lesson.
- Completing classwork to a high standard.
- Excellent effort and engagement in lesson.
- Showing growth mindset and great resilience.
- Good presentation of work.
- Completing additional work.
- Pushing for purple (completing challenge tasks).
- Completing homework by deadlines and to a high standard.

LEADERSHIP

- Taking a lead role within a group task.
- Taking a lead role within a sporting activity.
- Leading by example.
- Teaching others.
- Showing great initiative.
- Demonstrating excellent communication skills.
- Demonstrating excellent organisational skills.

COMMUNITY

- Helping or supporting peers.
- Showing kindness to others.
- An act of kindness (in lesson or around school).
- Being helpful eg. as the student ambassador/handing out/collecting work .

4.7 In addition to positive points, we will recognise students' achievement and behaviour through:

- Verbal praise.
- Written praise for students' work.
- Displays of excellent work.
- Weekly prize draw in assembly for students with 100% attendance, 100% punctuality and 100% positive behaviour in the previous week.
- A summary of positive points emailed to parents/carers each Friday.
- Recognition in school newsletters.
- E-Postcards home.
- Celebration assemblies and certificates.
- Progress badges.
- Attendance badges.
- Awards at the sports presentations (December and July).
- Awards at the annual Prize Evening.

4.8 Rewards Trips

Rewards trips are by invitation only and are for those students who have demonstrated both good behaviour and attendance at school. Students must satisfy the following criteria in order to be considered for invitation on to a trip:

1) 98% attendance

2) 98% positive/negative behaviour points ratio

We appreciate that there may be times when a student has non avoidable medical appointments and these will be considered on an individual basis, otherwise the criteria is **98%**

Rewards trips for this year are:

- Autumn - Ice Skating, 16th December 2026
- Spring - Bradford Museum, 14th April 2027
- Summer - Blackpool Pleasure Beach, 14th July 2027

In addition to these rewards trips, the attendance team also run year group rewards trips and celebrations for those students achieving 100% attendance within a given period.

Parents and carers will be advised on the cut off point and date for each trip in the school's newsflash.

5. Behaviour and Sanctions

5.1 All students at Hyde High School will be subject to the rules of the school - sanctions will be issued where these rules are broken with the aim of deterring students from these behaviours and steering them towards the many positive behaviours for which they will be rewarded. Students can be sanctioned for:

- Behaviour in lessons.
- Behaviour in the school building or grounds outside of lesson time.
- Behaviour when offsite on educational visits and when outside of school.
- Behaviour on the way to and from the school.

5.2 Fundamental to being a great learner is excellent classroom behaviour as this allows hard work to take place – students will be rewarded when they behave well and are polite, hardworking, kind and honest.

All students are expected to:

- Be **ready**: on time to school and all lessons.
- Follow the school uniform policy and present themselves appropriately for school.
- Enter school and classroom thresholds **respectfully** and **safely.**
- Carry their planner in their hands so it can be clearly seen when entering school or moving to lesson.
- Carry the necessary equipment for all lessons in an appropriate school bag: stationery, exercise books, resources and kit.
- Be polite at all times to staff and to fellow students.
- Sit straight with feet under the table, in the seat directed by their teacher.
- Complete all homework in time to meet the deadline set.
- Accept the authority of adults and never answer back.
- Complete sanctions.
- Be on task and work hard throughout each lesson.
- Be honest to others and to themselves.

5.3 All students have the right to learn, and the sanctions (listed below) aim to ensure that they receive this entitlement. Equally, all students have the right to be treated fairly and hence we expect that all staff will:

- Reward students for their good behaviour, issuing more positive points than negative points.
- Follow The Hyde Way in lessons as these routines will make hard work and good behaviour more likely.
- Be consistent with issuing sanctions, referring to the Sanctions Table as necessary to ensure that sanctions are in line with policy.
- Avoid whole group sanctions that punish the innocent as well as the guilty.

- Wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour.
- Use use sanctions and rewards to help the student and others to learn from mistakes and recognise how they can improve their behaviour.
- Issue corrections and sanctions with polite authority.
- Attempt to link the concept of sanctions to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.
- Take account of unique circumstances which, very occasionally, may need a modified approach (taking advice from SLT and the SENCO on such cases).
- Identify patterns of persistent poor behaviour in class with individuals and groups of students and request support from Heads of Department, Heads of Year or SLT where necessary.

5.4 Students' behaviour data will be reviewed throughout the year and where concerning trends are identified, the pastoral team will contact parents/carers at the earliest opportunity.

5.5 It is imperative that students treat all staff with respect and comply with the instructions of any member of staff promptly. In exceptional cases where a student has refused to follow the instructions of staff, school leaders will give the student a short amount of time in which to comply and follow the instruction. Failure to follow this instruction will be treated as a Red Line and will lead to a suspension.

5.6 When a student demonstrates the **respect** expected at our school, staff will acknowledge this by signing the Respect Log in the student planner. Students may bring their Respect Log to **PRIDE** to receive further recognition through this celebration event.

5.7 The severity of the sanction will depend on the nature of the student's behaviour – with off task behaviour and answering back, students will be a given a verbal correction prior to a sanction being issued in the aim of redirecting the student to their learning but sanctions will escalate in their severity where poor behaviour persists and a student fails to correct their behaviour.

Classroom staff will work through our levels when dealing with behaviour in lessons:

- Level 1 - Caution e.g. "NAME, you are off task by (explain behaviour) – correct this by…"
- Level 2 - Correction e.g "NAME, you are off task again so you are on now Level 2; now it is time to work hard by...(redirect the student to the task)" Remove student's planner to the teacher's desk and issue a Short School Detention.
- Level 3 - Remove e.g "NAME, you are still off task after being issued a detention and so now you are on Level 3 – you need to go to complete your work in ROOM with STAFF". On Call may be requested to take the student. Upgrade to a School Detention.
- Level 4 - On Call e.g. ""NAME, I need to focus on teaching and learning in our classroom and you haven't followed the instruction to go to ROOM with STAFF. I am now placing you On Call" On Call staff will upgrade to a Full School Detention.
- Level 5 - Suspension e.g. "NAME, I have been asked to support STAFF with an On Call visit. NAME, I need you to complete your work in ROOM with STAFF. If you don't follow this instruction you will be suspended. You have 30 seconds to comply."

The available sanctions are to be used to promote and develop positive behaviour; all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on students to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing behaviour and in modelling expected behaviours when intervening and interacting with students. Sanctions are more likely to promote positive behaviour if students see them being applied fairly and consistently.

5.8 See the Sanctions Table for full details of the sanctions which will apply to each type of behaviour.

Where behaviour in lessons is contrary to these expectations, hinders the learning of others and/or opposes our values, sanctions will be issued to correct behaviour and encourage positive choices and learning habits.

Detentions

5.9 Whole school detentions are run each day (details below). Same day detentions are issued for late to school or incorrect uniform, equipment, hair/makeup/jewellery on crossing the threshold to school. Issues with behaviour, lateness to lesson, or uniform during the school day are dealt with by detentions the following day.

5.10 Parents/carers are informed of detentions in the following order of priority:

1. Detention is added to the student's Go4Schools account; parents are expected to monitor this.
2. An automated email to parents at 5pm or 7am.
3. A text message to parents for same day detentions.

TIME	Examples of reasons for this sanction (refer to table of sanctions for fuller details)
Lunchtime Detentions: 12.20-12.45pm	● Late to school 8.40am-9.00am
Short School Detention: 30 minutes 3.00-3.30pm	● Late to lesson ● Level 2 classroom sanction ● Consuming food/drink in any part of the school building other than dining areas ● Out of bounds
School Detention: 60 minutes 3.00-4.00pm	● Late to school after 9.00am ● Issues with uniform, equipment, hair/makeup/jewellery on entry threshold ● Phone/electronic device confiscated ● Level 3 removal from lesson
Full School Detention: 90 minutes 3.00-4.30pm	● On Call (where a student exceeds level 3 and needs to be removed from the lesson by the member of staff On Call at level 4) ● Issues with uniform, equipment, hair/makeup/jewellery during the school day i.e. wilful flouting of school expectations after entry threshold checks ● Damage to property ● External truancy ● Smoking/vaping
Reasonable Adjustment Detention: 30 minutes 3.00-3.30pm	● Take place after school in a separate room for those students needing a smaller venue or support in completing reflections activities.

5.11 Attendance to detentions is non-negotiable in order for students to serve the detention as close to the issue with behaviour as possible. This is important to allow the student to properly reflect on the issue, consider what could have been done differently, and provide them an opportunity to request additional support if needed.

5.12 The relevant Head of Year will make reasonable arrangements with parents/carers while insisting on the detention being completed if:

- A student is a primary carer, a looked after child or vulnerable in other way.
- The student has an EHCP which indicates another approach is necessary.
- There is a requirement to take medication at specific times.
- There is a need for time and space for religious observance.

5.13 Detention attendance is monitored each day by the Pastoral Lead. Failure to attend or successfully complete detention will be followed up, for example:

- Reschedule (only for genuine reasons the detention could not be attended e.g. medical appointment).
- Escalation to a longer detention.
- Isolation in RESET.
- Suspensions will be issued to students who wilfully walk away from detention.

5.14 Staff are informed of students required in detention in the lesson before lunch and the lesson before the end of the school day. A student ambassador will deliver a printed list of students to the classroom and the following process will be followed:

- The teacher will remove the student's planner to their desk and explain they have a detention.
- At the end of the lesson the teacher will escort the student to the detention room.
- If a student is unclear why they have a detention, they should attend without question and allow the detention leader the time to look into it as soon as possible. In the rare occasion that an administrative error has occurred, the student will be allowed to leave as quickly as possible.
- The teacher will instruct the student where to sit and give the planner back to the student.
- The detention lead will ensure the detention expectations are displayed on the large screen.
- The student will open their planner on the correct page for the date.
- The student will immediately begin their reflections activity.
- The detention lead will take the register and ensure all students who have attended are marked off.
- The detention lead will provide each student with a card indicating the length of detention.
- The student will be provided with an age-appropriate knowledge organiser from which they must make notes.
- The detention lead will stamp the student's planner to indicate the detention was attended. Students can show this to teachers or their parents/carers if necessary.
- At the end of the detention students will be instructed to stand behind their chair, put their completed work in their school bag, and bring their reflections activity to the detention lead for checking.
- Any student with a confiscated item will have to serve their full detention allocation before receiving back the item.
- After students have been dismissed, the detention lead will ensure all reflections activity sheets are delivered to student services who will use the student ambassador to hand to the member of staff who issued the detention. The member of staff is encouraged to hold a restorative conversation with the student as soon as possible.

5.15 If a student feels that a sanction has been issued unfairly then they should see the member of staff who issued the sanction, the relevant Head of Department or their Head of Year in the first instance at break, lunch or after school. Students do not have the right to question or comment on a sanction during the lesson – this will be classed as answering back and will be followed up using the levels as explained in section 5.6. We encourage dialogue between students and staff but time in lessons must be used entirely for dialogue about learning.

5.16 If a student is removed from their lesson (Level 3) because they have continued to be off task despite reaching Level 2 or have continued to answer back despite being issued with a Level 2

detention then the teacher will remove the student to a prearranged nearby classroom ("buddy room") with another teacher and class.

5.17 If the student refuses to go to the directed classroom the teacher will request On Call (Level 4) support. The member of staff On Call will remove the student from the lesson and take them to work in another lesson as directed by the Curriculum Area Leader of the area in which this incident has occurred or with another member of staff who will supervise the student for the remainder of the lesson. Isolation in Reset may also be issued for students at level 4. Students who reach On Call (Level 4) – they will complete a 90 minute Full School Detention the following afternoon.

If the student's behaviour crosses a Red Line, including refusal to comply with instructions from the member of staff On Call, then treat as below in 5.17.

5.18 In instances of Red Line Behaviour, a member of the On Call team will remove the student from the lesson and take them to RESET or isolation with a senior or pastoral leader until a decision is reached on the sanction for this behaviour which is likely to be a suspension (see the Sanctions Table for full details). A member of staff will contact home after any instance of Red Line Behaviour. The Curriculum Leader will organise the reintegration of the student to lessons in that Curriculum Area, facilitating mediation between students and staff where necessary. Please refer to the Behaviour Sanctions Table for full details on the sanctions issued for all behaviour in the classroom and beyond.

6. On Call

6.1 The On Call system is meant to be used for emergencies where help is needed urgently or if the full behaviour management strategies (levels 1-3) have been implemented and exhausted.

Other situations could include:

- Medical emergencies.
- Total refusal to follow instructions in such a way that it is affecting the learning of others.
- Possession of any dangerous or prohibited item.
- Serious vandalism.

Whenever appropriate students will be located in a buddy room within the department through the Subject Leader and returned to the teacher later to issue a suitable sanction.

6.2 Refusal to comply with On Call which causes significant disruption to learning or to the good order of the school will lead to level 5 which may result in suspension.

7. Behaviour Outside Lessons

7.1 All students are expected to behave in a polite and civilised manner when they are outside of lessons before and after school and at break and lunchtime; failure to do so will result in appropriate sanctions in line with the behaviour tariff.

7.2 All students are expected to partake in a civilised dining experience at lunchtime and this means that they will need to be seated in the correct area when eating and that they will need to take a collective responsibility for ensuring that tables are left clean and tidy, with all trays cleared and all waste put in a bin. They will be expected to follow all instructions given by staff at lunchtime and failure to do so will lead to sanctions, including reparation whereby students will be required to carry out cleaning and tidying duties in school.

7.3 Students must remain calm and orderly on the corridors at break, lunch and lesson change and must move directly to their destination following the one way system, use soft voices and show consideration for others.

7.4 Students are also expected to uphold our school values as they travel to and from school. Poor behaviour in the community may result in school issuing sanctions.

8. Parental Engagement

8.1 The 3-way partnership between the school, the students and the parent/carer is highly valued at Hyde. The relationship between home and school is formed through prearranged opportunities, such as:

- parents' evenings
- curriculum meetings
- trip meetings
- shows and exhibitions
- meetings/events that are arranged as the need arises

8.2 The home school agreement is completed electronically, via a Google Form that is shared with parents over the summer holidays and via the Newsflash in the first half term. We expect this to be read and signed by parents/carers, students, and form tutors.

9. School Entry: Threshold

9.1 We expect all students to be organised, with a smart professional appearance, and ready for school before entering the building. Students are welcomed and checked for standards of uniform and equipment (including school bag and planner) each morning. If a student has incorrect uniform or standards they will be given the opportunity to correct this themselves before entering school without further sanction.

9.2 If a student is unable or unwilling to correct issues with uniform or equipment they will be directed to the uniform correction room to resolve the issue. E.g. to borrow an item of uniform, remove makeup, remove jewellery, or remove prohibited items such as bows. A school detention will be issued for the same day for students requiring uniform correction.

10. Punctuality

10.1 Parents/carers of students who are late to school without a good reason will receive a text message notifying them of their child's lateness. Student signing in systems will log patterns of punctuality issues for monitoring.

If a student's punctuality fails to improve it is likely that parents/carers will be asked to come into school for a meeting to discuss how the situation can be improved. Students may be placed on punctuality report cards.

10.2 Students who are late for school will receive a same day detention:

- Arrival after 8.40am but before 9.00am: Lunchtime detention.
- Arrival after 9.00am: after school detention.

10.3 Students who are late to lessons will receive a short school detention the following day.

11. Homework

11.1 Failure to complete or hand in homework will be logged on Go4Schools, together with a -1 deadline negative point. Students who regularly fail to complete or hand in homework should be logged as U on the termly reporting system so that this can be addressed. Staff may also choose to keep students after a lesson to complete overdue homework.

12. The Use of Mobile Phones & Smart Devices in School

12.1 Hyde High School does not permit students to use mobile phones or mobile devices during their time in the school, which includes before school, at break, lunch and after school – mobile devices are not to be visible while in the school building at any point. Students' mobile devices should be switched off, and kept in bags whilst on school site. Smart devices include smart watches, smart glasses and similar technology.

We ask that students and parents are mindful of the following:

1. The potential significant disruption caused during learning by phones ringing or by students receiving/sending texts
2. The possible Health and Safety risks linked to the use of mobile phones
3. The danger of texting or using social media as a form of cyber bullying
4. The infringement of privacy caused by students taking photographs of other students or staff without their permission
5. Incidents nationally where fights or assaults have been set up and filmed on mobile phones.

12.2 Consequently, any student seen with a mobile phone within school, whether using it or not, will have it confiscated. The phone will be stored securely and returned after a period of 5 school days. The parent/carer may make an appointment to collect the phone after 3.00pm on the day of confiscation.

12.3 Students and parents need to be mindful that student's mobile devices may contain electronic travel passes e.g. for the train. It is therefore imperative that in these cases students do not get their mobile device out in school if this will impact upon their ability to get home and require parents to come and pick them up.

12.4 Any student found to be using a mobile phone for any purpose considered unsuitable by the school, will have the item taken from them and further sanctions applied. Unlawful use of a mobile phone may result in police involvement.

Other Media (such as smart watches, internet sites and social media)

12.5 Technology cannot be exploited by students in order to bully or embarrass fellow students or members of staff. The use of defamatory or intimidating messages/images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions/restorative justice procedures will be applied to perpetrators as appropriate.

Similarly, the setting up of defamatory groups on social networking sites or on mobile phone devices, or contribution to such a group, will be treated as a serious incident and sanctions applied accordingly. (See also Anti-bullying policy and ICT Acceptable Use Policy)

12.6 Where evidence comes to light of students making inappropriate use of mobile phones, social media, the internet and other technology outside of school then parents will be informed and we may need to share concerns with other agencies and/or the police.

13. Table of Sanctions

Graduated Consequences

(NB: Each event may be escalated up the sanction ladder based on individual circumstances)

Behaviour Type	G4S code & points	Initial Response				Sanction Ladder ✓ = Happens Every Time / ⬜ = Potential Following Action (if unresolved) / ⬛ = Potential Further Action (e.g. repeated or severe)													
		Remind / verbal instruction	Log in Planner	Log G4S	Log CPOMS	Inform Parents	Confiscation / removal	Short School Det.	School Det.	Full School Det. / Lunch Det	Apology Letter/ Restorative Conversation	Fine (£) / Replace	Isolation Break / Lunch	Reset / Isolate	SOSD	Suspension	LOSD	P/Ex	Police/ External Agencies
Classroom Level 1		✓				⬜													
Classroom Level 2	Ready -1 Respect -1 Safe -1		✓	✓		⬜		✓											
Classroom Level 3	Ready -1 Respect -1 Safe -1		✓	✓		✓	✓		✓										
Classroom Level 4 - On Call	Ready -1 Respect -1 Safe -1		✓	✓	⬜	✓	✓			✓	⬜			⬜					
Incomplete or late homework	-1 deadlines	✓		✓		✓	⬜	⬜	⬜	⬜			⬜	⬜					

Missing or incorrect equipment	-1 ready	✓		✓		✓	⬜	⬜	⬜	⬜			⬜	⬜				
Behaviour Type	**G4S code & points**	**Initial Response**				**Sanction Ladder** ✓ = Happens Every Time / ⬜ = Potential Following Action (if unresolved) / ⬛ = Potential Further Action (e.g. repeated or severe)												
		Remind / verbal instruction	**Log in Planner**	**Log G4S**	**Log CPOMS**	**Inform Parents**	**Confiscation / removal**	**Short School Det.**	**School Det.**	**Full School Det. / Lunch Det**	**Apology Letter/ Restorative Conversation**	**Fine (£) / Replace**	**Isolation Break / Lunch**	**Reset / Isolate**	**SOSD**	**Suspension**	**LOSD**	**P/Ex**	**Police/ External Agencies**
Level 5 - SLT	Ready -1 Respect -1 Safe -1		✓	✓	⬜	✓	✓			✓				⬜		⬜			
Missed/ Failed Detention	DET REF -5			✓	⬜	✓			⬜	⬜				⬛	⬛	⬛	⬛		
Uniform issue (entry threshold) AM	Ready -1 Uniform	Borrow / Correct uniform		✓		✓			✓	⬜			⬜	⬛		⬛			
Jewellery False eyelashes Nails / makeup	Ready -1 Uniform	Remove & hand in		✓		✓	✓		✓	⬜			⬜	⬛					

AM																			
Jewellery False eyelashes Nails / makeup DAYTIME	Ready -2 Uniform	✓		✓		⬜	✓			✓			⬜	⬛		⬛			

Behaviour Type	**G4S code & points**	**Initial Response**				**Sanction Ladder** ✓ = Happens Every Time / ⬜ = Potential Following Action (if unresolved) / ⬛ = Potential Further Action (e.g. repeated or severe)													
		Remind / verbal instruction	**Log in Planner**	**Log G4S**	**Log CPOMS**	**Inform Parents**	**Confiscation / removal**	**Short School Det.**	**School Det.**	**Full School Det. / Lunch Det**	**Apology Letter/ Restorative Conversation**	**Fine (£) / Replace**	**Isolation Break / Lunch**	**Reset / Isolate**	**SOSD**	**Suspension**	**LOSD**	**P/Ex**	**Police/ External Agencies**
Uniform Issue DAYTIME	Ready -2 Uniform	✓		✓		⬜	✓		⬜	⬜			⬜	⬛		⬛			
Chewing gum	Respect -1 Gum			✓		⬜	✓	✓											
Banned food/drink	Respect -1 Food			✓		⬜	✓	⬜											
Food/drink out of dining	Respect -1 Food	✓		✓		⬜	✓	✓											

Graffiti	Respect -1 Graffiti			✓	⬜	✓	✓		⬜		⬜	⬛		⬛	⬛	⬛	⬛	⬛	⬛

Behaviour Type	**G4S code & points**	**Initial Response**				**Sanction Ladder** ✓ = Happens Every Time / ⬜ = Potential Following Action (if unresolved) / ⬛ = Potential Further Action (e.g. repeated or severe)													
		Remind / verbal instruction	**Log in Planner**	**Log G4S**	**Log CPOMS**	**Inform Parents**	**Confiscation / removal**	**Short School Det.**	**School Det.**	**Full School Det. / Lunch Det**	**Apology Letter/ Restorative Conversation**	**Fine (£) / Replace**	**Isolation Break / Lunch**	**Reset / Isolate**	**SOSD**	**Suspension**	**LOSD**	**P/Ex**	**Police/ External Agencies**
Littering	Respect -1 Littering	✓		⬜		⬜		⬜			⬜								
Phone out	Respect -1 Phone			✓		✓	✓ Up to 5 days		✓	⬜				⬛					
Verbal threatening / aggressive behaviour to student	Respect -1	✓		✓	⬜	⬜	⬜			⬛	⬜		⬜	⬛	⬛	⬛	⬛	⬛	⬛
Physical: Low level	Safe -1 Physical	✓		✓	✓	✓	⬜	✓	⬜	⬜	⬜		⬜	⬛					

fight / scuffle																		
Safe - Incorrect use of lift	Safe -1 Lift	✓		✓		⬜		✓					⬜					
Behaviour Type	**G4S code & points**	**Initial Response**				**Sanction Ladder** ✓ = Happens Every Time / ⬜ = Potential Following Action (if unresolved) / ⬛ = Potential Further Action (e.g. repeated or severe)												
		Remind / verbal instruction	**Log in Planner**	**Log G4S**	**Log CPOMS**	**Inform Parents**	**Confiscation / removal**	**Short School Det.**	**School Det.**	**Full School Det. / Lunch Det**	**Apology Letter/ Restorative Conversation**	**Fine (£) / Replace**	**Isolation Break / Lunch**	**Reset / Isolate**	**SOSD**	**Suspension**	**LOSD**	**P/Ex**	**Police/ External Agencies**
Out of Bounds	Safe -2 OOB	✓		✓	⬜	⬜		✓					⬜	⬛					
Damage to property	Respect - 5 Damage			✓	⬜	✓	⬜			✓	⬜	⬜		⬛	⬛	⬛	⬛	⬛	⬛
Non-compliance / walking away from staff	Respect - 5 WAFS	✓		✓		⬜			⬜		⬜			⬜		⬜			
Behaviour in the community	Respect - 5 Community	✓		✓	⬜	✓			⬜		⬜			⬛	⬛	⬛	⬛	⬛	⬛

Internal Truancy	RRS -10 InTru			✓	⬜	✓				✓				⬜	⬛				
External truancy	RRS -10 ExTru			✓	✓	✓				✓				⬜	⬛	⬜			

Behaviour Type	**G4S code & points**	**Initial Response**				**Sanction Ladder** ✓ = Happens Every Time / ⬜ = Potential Following Action (if unresolved) / ⬛ = Potential Further Action (e.g. repeated or severe)													
		Remind / verbal instruction	**Log in Planner**	**Log G4S**	**Log CPOMS**	**Inform Parents**	**Confiscation / removal**	**Short School Det.**	**School Det.**	**Full School Det. / Lunch Det**	**Apology Letter/ Restorative Conversation**	**Fine (£) / Replace**	**Isolation Break / Lunch**	**Reset / Isolate**	**SOSD**	**Suspension**	**LOSD**	**P/Ex**	**Police/ External Agencies**
Verbal threatening / aggressive behaviour to adult	RRS -10 To Staff			✓	✓	✓	⬜				⬜			✓	⬛	⬜	⬛	⬛	⬛
Vaping/ Smoking	RRS - 10 Vape			✓	✓	✓	✓			✓				⬜	⬛	⬛			
Prohibited Item	RRS -10 Item			✓	✓	✓	✓		⬜	⬜				⬜	⬛	⬛	⬛	⬛	⬛
Theft	Theft -10			✓	✓	✓				✓		✓		⬜	⬛	⬛	⬛	⬛	⬛

Physical Assault student	RRS -10			✓	✓	✓	⬜			⬜	⬜		⬜	⬜	⬜	⬛	⬛	⬛	⬛
Protected characteristic incident.	-1 Respect			✓	✓	✓	⬜			✓	⬜			⬜	⬛	⬛	⬛	⬛	⬛
Behaviour Type	**G4S code & points**	**Initial Response**				**Sanction Ladder** ✓ = Happens Every Time / ⬜ = Potential Following Action (if unresolved) / ⬛ = Potential Further Action (e.g. repeated or severe)													
		Remind / verbal instruction	**Log in Planner**	**Log G4S**	**Log CPOMS**	**Inform Parents**	**Confiscation / removal**	**Short School Det.**	**School Det.**	**Full School Det. / Lunch Det**	**Apology Letter/ Restorative Conversation**	**Fine (£) / Replace**	**Isolation Break / Lunch**	**Reset / Isolate**	**SOSD**	**Suspension**	**LOSD**	**P/Ex**	**Police/ External Agencies**
Bullying / Harassment of student(s)	-20 (Pastoral Log)			✓	✓	✓	⬜			✓	⬜			⬜	⬛	⬛	⬛	⬛	⬛
Bullying / Harassment of staff(s)	-20 (Pastoral Log)			✓	✓	✓	⬜				⬜				⬛	✓	⬛	⬛	⬛
Physical Assault staff	Ready Respect Safe - To Staff -10 +FTE -20			✓	✓	✓	⬜								⬛	✓	⬛	⬛	⬛

Significant Event Or persistent repeated disruptive behaviour	Ready Respect Safe - Significant Concern -10																		

14. Report Cards

Concerns about a student's behaviour may result in them being placed **'on report'** so staff can monitor conduct, reinforce expectations and support positive change. The reports system aligns with the school's graduated behaviour response pathway, which provides a layered and proportionate approach to intervention and pastoral support.

15. Reset Room

15.1 Our Reset room is an internal sanction to avoid suspensions and exclusions. Students may be placed in Reset by HOY, On Call staff, or SLT for the following reasons:

- Persistent disruption.
- More than one On Call in a day.
- Breaking rules e.g. uniform, hair, makeup.
- Failure to attend or successfully complete detention.
- High tariff poor behaviour.
- Risk to self or others.
- Return from suspension.
- Hybrid timetable e.g. to a support a student's reintegration.

15.2 A referral to Reset must be logged on Go4Schools and students will be escorted by the member of staff referring the student. On arrival, students will hand over their mobile phone to the duty staff (which will be placed in a secure drawer) and they will be registered. Students will complete a reflection activity and then access the curriculum content in line with their timetable to minimise disruption to their learning. Curriculum work may be from the Google Drive, online, textbooks, exam papers, booklets, or worksheets. Students will work in silence unless they are taking part in a restorative conversation.

15.3 Students will complete 5 full periods in Reset this may be lesson 1 – lesson 5 or part of one day and complete the remaining periods the next day. Reset begins at 9.00am and ends at 3.30pm.

15.4 Students will stay in Reset for breaks and lunch. Students will access the toilets closest to Reset at scheduled supervised times. Students will be supervised at all times. Students will have a pre-ordered sandwich and drink delivered to the room at lunchtime.

15.5 We expect good behaviour whilst spending time in Reset, a student has three chances to rectify their behaviour before a suspension is issued.

1. The duty staff will issue a warning.
2. A member of SLT will speak with the student and explain the potential consequences.
3. Parent/carer will be contacted and given the opportunity to speak with their child and help rectify their behaviour.

15.6 If none of these strategies are successful, the student will receive a suspension equivalent to half a day or one session for persistent disruption within Reset. A student who receives one suspension will need to spend a full day in Reset on their return before they are reintegrated into mainstream lessons.

15.7 Reasonable adjustment in Reset is at the discretion of school leaders and will be agreed in partnership with parents/carers. The reasonable adjustment is called 2+ i.e. 2 lessons plus the next social time e.g. period 2, break time, period 3.

16. Suspensions and Behaviour Contracts

16.1 The use of suspensions represents a very serious step and can only be authorised by the Headteacher or a Deputy Headteacher. Normally there will be a discussion and consultation between members of the Senior Leadership Team (SLT) and Head of Year before a student is given a suspension. The school has a responsibility to make work available for a student during a period of suspension. All suspensions are recorded and reported to the Local Authority; Governors are informed of suspensions at termly meetings.

16.2 On return from suspension, the student and a parent/carer will meet with a member of the pastoral team and in some cases with a member of the senior leadership team. During this meeting a behaviour contract will be written and signed by all parties. A successful completion of this meeting will be a condition of the student's re-entry to the school and they will return back to school on a report card. Following a successful meeting, students will be required to demonstrate they are ready to return to lessons via restorative work, which may include reset, apology letters etc. If the meeting is not successful, a further suspension may be issued. If a student fails a behaviour contract this will trigger further action such as a short off site direction, long off site, direction Governors panel.

17. Off-site directions

17.1 In some instances it may be appropriate to send a student to another local school as an-off-site direction, or managed move as part of an agreed strategy to prevent suspension or permanent exclusion, with a view to improve future student behaviour and reduce the impact on student learning. The school operates off-site directions and managed moves in line with DFE policy: https://assets.publishing.service.gov.uk/media/6a63426d9a419980593b2b80/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-effective-from-26-July-2026.pdf

18. Alternative Provision

18.1 In exceptional circumstances, leaders in consultation with parents/carers, may decide it is in the best interests of the student to access alternative provision. Often, this may be seen as the final preventative measure to avoid a permanent exclusion.

Leaders will ensure students receive a positive experience when accessing alternative provision. They will:

- check the external provider is registered;
- check safeguarding arrangements to ensure students are safe and feel safe;
- monitor students' attendance each day;
- speak with staff and students regularly to check the provision is making a positive difference pastorally and academically; leaders will intervene swiftly when this is not the case;
- monitor students' academic performance and immediate action if a student is falling behind;
- consider if reintegration back into mainstream is appropriate. If so, leaders will put in place a robust reintegration package.

If a student fails their placement at alternative provision as a result of poor behaviour, they will attend a meeting with the deputy headteacher. The next steps may include:

- an alternative placement;
- permanent exclusion.

19. Permanent Exclusions

19.1 The use of a permanent exclusion is the ultimate sanction that a school has and will only be used in response to a very serious incident or a series of incidents where the behaviour of a student is disrupting the learning of others, represents a threat to others or shows a persistent and blatant breach of school rules. Where a student is permanently excluded for a cumulative series of incidents, the school will have initiated a range of measures in an attempt to support the student and modify his/her behaviour before taking this step.

19.2 Permanent exclusion will always be a last resort and the decision to permanently exclude will be reviewed by Governors to ensure that it is proportionate and lawful.

20. Reasonable Force

20.1 Please see Appendix 3

21. Banned Items and Confiscation

21.1 At Hyde High School, as at all schools, adults have the authority to confiscate the following items which will be disposed of and not returned to students. In addition to confiscation and disposal, the school may also apply additional sanctions.

- Chewing gum (additional detention).
- Objects used as missiles.
- Fizzy drinks and any kind of energy drink as these are not allowed on site.
- Food items brought with the intent to sell.
- Share size bags of crisps and/or confectionary.
- Vapes, cigarettes and any other smoking paraphernalia.

21.2 Adults also have the authority to confiscate the following items which will be stored securely and returned to the student – if a parent wishes to collect sooner than this then they will need to make an appointment with a Head of Year or Pastoral Lead:

- Mobile Devices (5 day confiscation).
- Smart Watch or other Smart Device (5 day confiscation).
- Jewellery (see Uniform Policy)
- Incorrect uniform items (see Uniform Policy)

Certain items will be returned at the end of the school day unless specified elsewhere in this policy or if the confiscation of the item caused a serious breach of the behaviour policy in which case a meeting with parents will be required.

21.3 As with other sanctions, the sanction of confiscation will be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform, violation, the ethos of the school. The following are examples of when items will be confiscated:

- An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other students or staff.
- An item poses a threat to good order for learning: for example, a student using a mobile phone on the premises.

- An item is against school uniform rules: for example, a student refuses to take off a baseball cap on entering the building.
- An item poses a health or safety risk: for example, a student wearing earrings or body piercings may present a safety risk to other students in practical lessons.
- An item which is counter to the ethos of the school, for example, material which might cause tension between one community and another.
- An item which is illegal or inappropriate for a child to have: for example, racist or pornographic material.
- Students are not permitted to bring solvent based products onto the premises including, but not limited to aerosol deodorants, compressed air, and aerosol hairspray.
- The school will ensure that potentially hazardous solvents are stored safely and students will be supervised if they are required to come into contact with them.
- Knives, sharp objects, and weapons of any sort.
- Alcohol.
- Illegal substances.
- Stolen items.
- Vaping equipment, tobacco and cigarettes papers/paraphernalia.
- Fireworks.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

21.4 We will not return an item to a student where it is not safe or appropriate for them to possess it – for example, tobacco or e-cigarettes. The school will dispose of all smoking/e-cigarette paraphernalia in school. The school reserves the right to pass any banned material or items to the Police.

22. Powers to Search (DFE guidance 2022: Searching, Screening and Confiscation)

22.1 The law allows authorised school staff to search suspected students and confiscate items without consent for "prohibited items" including knives, sharp objects, and weapons, alcohol, illegal drugs, stolen items, pornographic images, fireworks, cigarettes (including e-cigarettes) or other tobacco and cigarette paper, any article that has been or likely to be used to commit an offence, cause personal injury or damage to property.

22.2 At Hyde High School the following adults are authorised to search for prohibited items without consent, using agreed methods:

- Any member of the Senior Leadership Team
- Pastoral Leaders
- Heads of Year
- Members of staff of On Call duty
- A member of staff at the request of the Senior Leadership Team.

Two adults should be present when a search takes place (preferably at least one of the searchers should be the same gender as the student being searched). Parents will be contacted when a search has taken place. A record of the search should be recorded on the student's safeguarding chronology.

22.3 No other adult should attempt to carry out a search of a student's property or clothing for any reason. Suspected students should be referred to the adults named above who then will decide on the most appropriate action to take.

Any searches will be carried out with professionalism and sensitivity.

22.4 When retaining a confiscated item, adults are expected to:

- Write a note in the student's planner (or inform parents via telephone call) to inform the student's parent/carer that an item has been confiscated, and ensure the note is countersigned on return and if time permits contact the student's parents by phone to inform them of the confiscation.
- For items of obvious value or illegal nature, place the item in an appropriate secure storage place - in a safe in the Office/Student Services and attempt to contact parents.
- Take care to ensure that they are clear which item belongs to which student by clearly labelling the envelope or package with the student's name and form.
- Selling any item to students on the school site contravenes the rules. It frequently leads to bullying issues and puts students in danger. If a member of staff has reasonable cause to suspect that a student is selling such items, they should report this to a member of SLT, Pastoral Leads or Head of Year and then escort the student to the Office.
- The items will be confiscated and disposed of – they will not be returned. If the student refuses to comply with this request, it will then be treated as Red Line Behaviour. This type of incident could also lead the school to contacting the police.

23. Smoking/Vaping

23.1 Smoking and vaping are not allowed on school premises.

Students are taught about the ill-effects of smoking in assemblies and lessons and encouraged to make healthy choices.

Students who are known to smoke outside of school are encouraged to stop through appointments with the school nurses or the Health Mentor.

23.2 Students who smoke or vape (or are in the company of others doing so) on the school site or en route to/from school will be sanctioned (see Table of Sanctions) and parents/carers will be informed.

Items will be confiscated and destroyed. They will not be returned to parents/carers.

24. Child-on-child sexual violence and sexual harassment

24.1 Following any report of harmful sexual behaviour (HSB) sexual harassment offline or sexual violence, the school will follow the general safeguarding principles set out in Keeping Children Safe In Education (KCSIE) - especially Part 5. Hyde High School is clear that HSB, sexual harassment offline or sexual violence are never acceptable and will not be tolerated. Staff will challenge all inappropriate behaviour between students and will not pass off any HSB as acceptable or as 'banter' as this can lead to the normalisation of an unsafe environment for students. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Students whose behaviour falls below the behaviour expected of them will be sanctioned. Disciplinary action will be taken whilst other investigations by the police and or children's social care are ongoing. The school will never normalise sexually abusive language or behaviour by treating it as an inevitable fact of life or an expected part of growing up and will strenuously advocate high standards of conduct between students and staff.

24.2 If a report of HSB, sexual harassment or sexual violence is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it.

25. Use of CCTV

25.1 A CCTV system is in use inside and outside the building and footage may be used to review and record incidents around school in line with our CCTV policy. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.

Any viewing of CCTV images must be done in a private area or room. These images will only be used for these purposes, will not be shared with anyone other than those delegated to investigate the incidents. CCTV footage for serious incidents may be downloaded and added to the student's safeguarding chronology.

26. The School Day: Timings

8.10am	School gates open. Students may enter the site.
8.40 - 9.00am	Form time / Assembly
9.00-10.00am	Lesson 1
10.00-11.05am	Lesson 2
11.00-11.20am	Break
11.20-12.20pm	Lesson3
12.20-1.20pm	Lesson 4
1.20-2.00pm	Lunch NB: At times we may operate an early lunch for a year group e.g for Y7 to support their transition in the Autumn term
2.00-3.00pm	Lesson 5
3.00pm	End of school day Extra-Curricular clubs Detentions may run to 4.30pm.

Parents/carers will be informed in good time should the timings of the school day need to be changed.

Students are not allowed off the school site either at break or lunchtime. No students should be working unsupervised in any learning area. All students should be in their allocated zones at break and lunchtime.

27. Staff

Hyde High School has a strong Pastoral Team to support the wellbeing and behaviour of all our students. This team comprises:

- Deputy Headteacher
- Senior Pastoral Leader
- Pastoral Leader

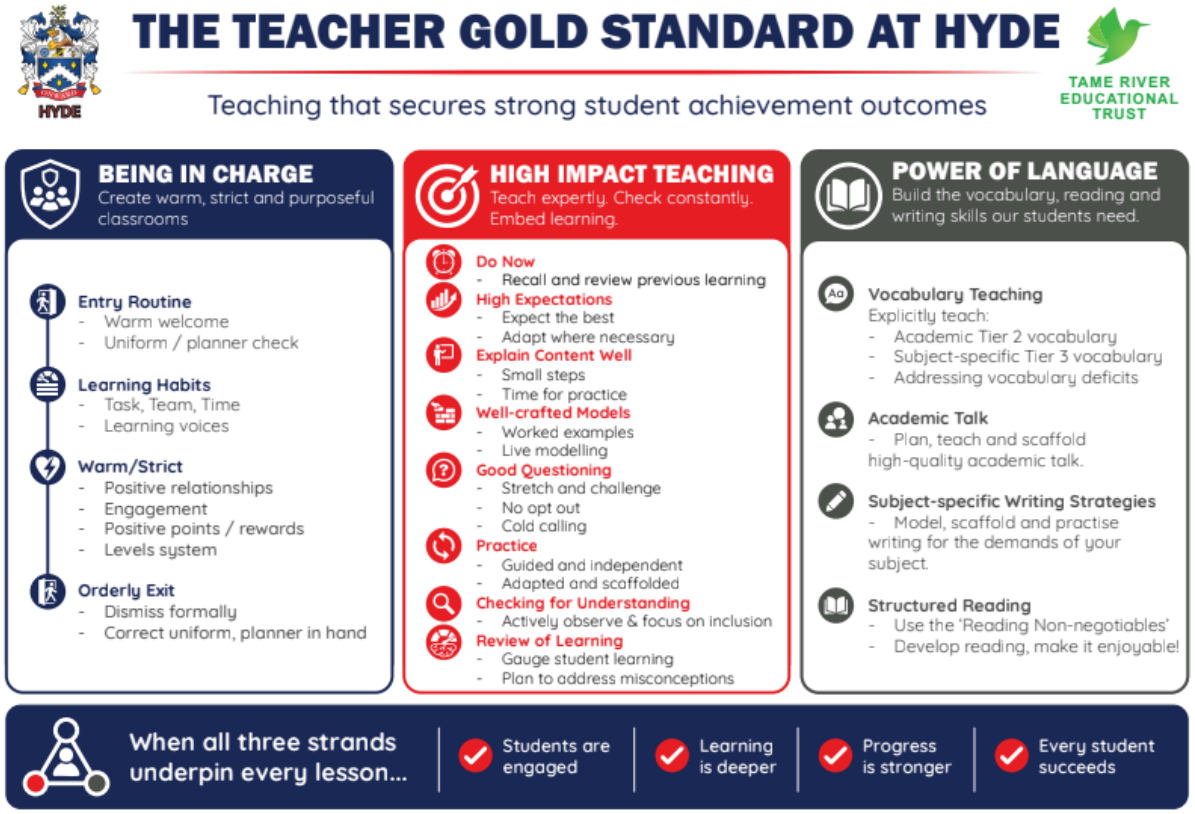
- Pastoral Operations Manager
- Attendance and Safeguarding Lead
- Attendance and Safeguarding Team
- Five Heads of Year.

All staff are responsible for the safeguarding of students and for promoting positive behaviour.

28. Supervision

All areas of the school site used by students are supervised during breaks and lunchtime. Staff must be punctual to designated areas and must be vigilant and pro-active in supporting and reinforcing our rules: Ready, Respectful, Safe.

29. Appendix 1: Classroom Behaviour Routines



30. Appendix 2: Ready, Respectful, Safe Examples

Ready, Respectful, Safe – The Hyde Way
These lists are examples but not exhaustive:

Being ready to learn means:

- Being on time for school
- Arriving at lessons on time
- Having your planner
- Bringing all equipment necessary
- Handing in homework on time
- Mobile phones are switched off and in bags
- Wearing correct uniform
- Plain black shoes only
- No trainers
- No jewellery
- No denim or jeans-type trousers
- No coats/hoodies in school
- Natural hair colours only
- No extreme haircuts

Being respectful to others means:

- Being polite
- Being kind to others
- Letting others learn
- Following instructions first time
- No answering back
- No bullying
- No swearing or offensive language
- No chewing gum
- No shouting out in lessons
- No eating in lessons
- Using the correct areas at lunch
- No food/drinks on the MUGA
- No litter, clearing up after yourself
- Soft voices inside the building
- Always trying your best
- Civilised dining

Being safe means:

- No fighting
- No drugs or alcohol
- No weapons of any sort
- No smoking or vaping
- Using computers appropriately
- Walking calmly inside school
- No pushing
- Keeping to the left
- Don't throw anything
- No fizzy or energy drinks

31. Appendix 3: Hyde High School Physical Restraint & Use of Reasonable Force Policy

(Compliant with DfE *Restrictive Intervention, including use of reasonable force, in schools* April 2026 and *KCSIE 2026*)

1. Policy Statement

Hyde High School is committed to safeguarding the welfare, dignity, and rights of all students. Physical restraint and other forms of restrictive intervention are used **only as a last resort**, in line with **DfE guidance (April 2026)**, **KCSIE 2026**, and the school's wider safeguarding and behaviour policies.

The school prioritises **de-escalation**, **proactive behaviour support**, and **positive relationships**. Any use of force must be **reasonable, proportionate, necessary, and in the best interests of the child**.

2. Legal & Statutory Framework

This policy is informed by:

- DfE *Restrictive Intervention, including use of reasonable force, in schools* (April 2026)
- *Keeping Children Safe in Education* (KCSIE 2026)
- Education and Inspections Act 2006
- Children Act 1989 & 2004
- Equality Act 2010
- Human Rights Act 1998
- Hyde High School's Behaviour Policy, Safeguarding Policy, and SEND Policy

Key statutory principles:

- Staff may use **reasonable force** to prevent a student from causing harm to themselves, others, or property, or to maintain good order.
- Restrictive intervention must be **the minimum force for the shortest time**.
- Staff must consider **vulnerability**, **SEND**, **trauma**, and **individual risk factors**.

3. Definitions

- **Reasonable Force** - Physical contact used to control or restrain a student that is proportionate to the risk of harm.
- **Restrictive Intervention** - Any action that limits a student's movement, liberty, or freedom.
- **Physical Restraint** - Direct physical contact intended to prevent movement or restrict mobility.
- **Control** - Directing a student using minimal physical contact (e.g., guiding by the arm).
- **Restraint** - More significant restriction of movement (e.g., holding a student to prevent harm).
- **Risk of Harm** - Immediate or significant likelihood of injury, serious disruption, or damage.

4. When Physical Restraint May Be Used

Physical restraint may be used **only when absolutely necessary**, and only when de-escalation has been attempted or is not possible. Situations include:

- Preventing a student from **injuring themselves**
- Preventing a student from **injuring another person**
- Preventing **serious damage** to property
- Preventing a student from **running into danger**
- Preventing **serious disruption** to learning where safety is compromised

Restraint **must not** be used:

- As punishment
- To force compliance where there is **no risk of harm**
- When staff lack the training or physical capacity to do so safely
- In ways that restrict breathing, cause pain, or risk positional asphyxia

5. Guiding Principles

All staff must follow these principles:

- Minimum force, shortest duration
- Use de-escalation first
- Consider SEND, trauma, and known triggers
- Protect the dignity of the student
- Ensure two adults are present wherever possible
- Immediately stop if the risk reduces
- Provide post-incident support

6. Staff Training & Competence

Only staff who have received appropriate training may use physical restraint. Hyde High School provides:

- Training in **de-escalation**, **positive handling**, and **risk awareness is provided to named staff (below) via Team Teach** every two years.
- **The following staff members have received this training in September 2026**
    - ICA - Senior Deputy Headteacher
    - MLE - Pastoral Lead
    - KWE - Pastoral Lead
    - BEV - HOY
    - GHA - HOY
    - LDO - HOY
    - BKE - HOY

- FHI - Cover Supervisor
- MAL - Cover Supervisor
- NFA - Behaviour Support Assistant
- ASH - Reset Manager

Staff must know:

- How to assess risk
- Safe holds and unsafe techniques
- How to protect themselves and students
- How to record incidents accurately in **CPOMS**

7. Planning for Individual Students

For a **small number of students**, additional high needs may be identified over time. These students will be highlighted on the **vulnerable students list**, and **only where required** will they have:

- **Individual Risk Assessments** - completed when a student presents behaviours that may pose a foreseeable risk.
- **Positive Handling Plans** - outlining agreed strategies and responses for staff.
- **Pupil Passports** (TES) - summarising key information relevant to safe support.

These plans will outline:

- **Known triggers**
- **Preferred de-escalation strategies**
- **Approved physical interventions**
- **Staff roles during crises**
- **Identified trusted adults**

8. Incident Management

During an incident

Staff must:

- Use calm, clear verbal instructions
- Call for assistance
- Use safe, approved techniques
- Continuously assess risk
- Release the student as soon as safe

After an incident

- Move the student to a safe, quiet space
- Offer emotional regulation support

- Check for injuries
- Inform parents/carers
- Complete CPOMS recording
- Conduct a staff debrief
- Review risk assessments and plans, if relevant.

9. Recording Use of Force (CPOMS)

Hyde High School uses **CPOMS** as its central safeguarding and behaviour recording system. All restrictive interventions **must** be logged within **24 hours**.

Required CPOMS recording

Staff must record:

- **Type of intervention** (control, escort, restraint)
- **Reason for intervention** (risk of harm, serious disruption, etc.)
- **Description of events** leading up to the incident
- **De-escalation strategies attempted**
- **Names of staff involved**
- **Duration of physical contact**
- **Impact on the student**
- **Injuries** (student or staff)
- **Parent/carer notification**
- **Follow-up actions**

Internal review

- The Headteacher, DSL and Safeguarding lead review all incidents
- Patterns are monitored for safeguarding concerns
- Governors receive anonymised termly reports

If you want a more detailed CPOMS workflow, use: CPOMS process.

10. Reporting to Parents/Carers

Parents/carers will be informed in writing **on the same day** where possible. Communication will:

- Describe the incident factually
- Explain why restraint was necessary
- Outline support provided afterwards

11. Safeguarding Considerations

All restrictive interventions are safeguarding events. Staff must consider:

- Trauma history
- SEND vulnerabilities
- Mental health needs
- Previous incidents
- Whether restraint may escalate distress

Concerns about staff conduct or unsafe practice must be reported immediately to the **Headteacher** or **DSL**.

12. Complaints & Allegations

Any complaint relating to the use of force will be handled under the school's **Complaints Policy**.

Where allegations involve staff, the school will follow **KCSIE 2026 Part 4**.

13. Monitoring & Review

- The policy is reviewed **annually**
- All incidents are analysed for patterns, disproportionality, or safeguarding concerns
- Governors receive oversight through termly safeguarding reports

14. Linked Policies

- Behaviour Policy
- Safeguarding & Child Protection Policy
- SEND Policy

32. Appendix 4: Hyde High School Home-School Agreement

As a school we will work for you and your parent/carer to:

- Uphold a ‘no excuses’ code of behaviour and to guarantee a safe and caring learning environment;
- Give all students an education which is suited to them and to the National Curriculum;
- Monitor progress and achievements;
- Keep you informed of progress in all aspects of school life including achievements, attendance, difficulties and behaviour;
- To nurture and support each student's ambitions and aspirations;
- To foster independence and responsibility and to challenge and support every student to be the best that they can be.

In return, the school expects the support and co-operation of parents/carers in the following ways:

Parents/Carers:

- Ensure the punctuality and regular attendance of your child;
- Support the school code of behaviour including the behaviour system;
- Support the school uniform policy;
- Ensure your child has the correct equipment (as a minimum bag, pen, pencil and ruler and this planner);
- Take an interest in your child's work and encourage reading wherever possible;
- Support and attend Parents' Evenings;
- Keep in contact with us and alert us to any problems as they occur – educational, health-related or behavioural;
- Wherever possible, take an interest in school-based activities, especially if your child is involved;
- Support our approach to homework. Providing a suitable environment for homework to be completed or encourage your child to attend homework club;
- Check and sign your child's planner each week;
- Ensure the school is informed of up-to-date contact details at all times.