Promoting Positive Relationships and Supporting Behaviour Regulation Policy

Date Policy due to be reviewed: September 2027

Committee Responsible for Policy: Full Trust Board

WORK HARD | BE KIND | AIM HIGH

Section 1 - Policy Statement

This policy describes Hillcrest School's approach to safeguarding and promoting positive behaviour in the best interest of all children attending the school to ensure all students are ready, resilient and respectful learners and members of the community.

To achieve our aims to maintain a safe, happy, responsible and fair school respected by the community and to raise achievements for all, we need good behaviour and good discipline. High standards of behaviour and discipline are essential for securing an orderly learning environment and improving classroom learning and raising achievement

Positive behaviour is an essential component of an effective teaching and learning environment. Hillcrest School is committed to the promotion of positive behaviour for all students and to supporting students to develop their social, emotional and behavioural skills, and overall welfare.

Hillcrest School has a holistic approach to education, valuing learning in and out of the classroom. We are an 'Attachment Aware' school which means we focus on building positive relationships between students and staff and students with their peers. Through our pastoral and whole school curriculum, we aim to model successful behaviours, habits and routines, and endeavour to give our students' confidence about their capacity to self-manage/self-regulate their emotions and behaviour. This will ensure all students understand the positive behaviours that are expected in lessons, around school and in the community, including online.

Hillcrest School is committed to the emotional well-being of our students, parent/carers and staff. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. We understand that negative behaviour can signal a need for support which we will provide for individual students without diluting our expectations.

This policy is for all staff, students, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour. The promotion of self-discipline and respect for others also guides the school's actions to promote positive behaviour and informs the school's response to any kind of child-on-child abuse, bullying, intimidation or harassment, both offline and online.

The 'Getting It Right' system underpins our core values to Work Hard, Be Kind and Aim High. It is underpinned by the fundamental British Values and based on respect for self, for others and for the environment. It is designed to encourage pupils to take responsibility for their own behaviour and attitudes, both offline and online. The 'Steps to Success' guidance plays an integral role in daily classroom practice and expectations for all students.



We recognise that praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices. The GIR system is applied fairly and consistently by all members of staff. However, we do acknowledge that we have a responsibility to consider a student's social, emotional and mental health needs when implementing the system and taking appropriate actions to deal with poor behaviour, as required.

The key principles of this policy are:

- to create a caring, orderly community in which effective learning can take place and where there is mutual respect between members;
- to ensure all stakeholders treat other people and their property with respect and consideration;
- to take a 'zero tolerance' approach and immediate response to any form of bullying (including prejudice-based and discriminatory), derogatory language, child-on-child abuse, misogyny and misandry, harmful behaviours, aggression and criminal/sexual exploitation in school and the wider community, including online and AI-generated content;
- to encourage students to become self-disciplined, able to accept responsibility for their own actions and make positive choices by being ready, resilient and respectful;
- to support students to behave in a manner which allows other students to enjoy their educational experiences at the Hillcrest school;
- to develop in all students an understanding of the fundamental British Values and the ability to listen to others; co-operate and to appreciate other ways of thinking and behaving; and
- to develop the Hillcrest community so that all members feel happy and safe, and develop a sense of worth, identity and achievement.
- to ensure Hillcrest School meets the statutory requirements to be a mobile phone-free school.

As outlined in 'Keeping Children Safe in Education' (September 2026), we recognise the important link between welfare and outcomes for all students. The DSL and safeguarding/pastoral team will take 'responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children are experiencing, or have experienced, and identify the impact these might be having on children's attendance, engagement and achievement at school'.

Guidelines for Behaviour and Discipline

1 Every teacher will accept responsibility for high standards of discipline in the classroom and within the school environment.

2 Every student will accept responsibility for high standards of behaviour.

3 All staff will be consistent in their approach to discipline and behaviour and work within the framework of the Getting it Right policy.

4 Every student will be made aware by their teachers and their tutors of the Code of Behaviour and the school's high standards. The consequences of ignoring the 'Getting It Right' system will be clearly explained to students.

5 The Headteacher alone has the right to suspend or permanently exclude a student and to decide whether the suspension is to be held on or off the school premises.

Links to other policies

This policy links to the following other policies we hold in school:

- Anti-bullying policy
- Equality policy
- Safeguarding and Child Protection policy
- Care and Control policy

- On-line safety policy
- Health and Safety Policy
- Attendance policy
- Positive Mental Health policy
- Preventing Extremism policy
- Special Educational Needs policy
- Relationships and Sex Education policy

This policy has been updated in line with the following recent DfE documentation:

- Behaviour in schools (July 2022 - updated February 2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (May 2023 - updated July 2026)
- Searching, Screening and Confiscation Advice for Schools (July 2022)
- Restrictive interventions, including the use of reasonable force in schools (April 2026)
- Keeping Children Safe in Education (September 2026)

Section 2 - Teaching and Learning

Our approach to learning supports recognition and inclusion for all. Maintaining good behaviour is the responsibility of all staff, governors and parents. Promoting British Values and positive behaviour enables high standards of teaching and learning to be achieved. Our pastoral and character education curriculum helps to model, develop and maintain positive behaviours, as well as maintaining a calm and school environment. This forms a key part of new staff induction programmes and staff CPD throughout the academic year, including de-escalation techniques and physical restraint procedures.

- Staff should use the most appropriate method of teaching, which draws on students' social, emotional and learning experiences and values their contributions.
- Students should be received into a classroom where routines are established and high standards expected.
- Explicit and regular praise should be used for all types of achievement.
- All staff should use clear and consistent language when acknowledging positive behaviour and addressing misbehaviour

The school has embedded a 'Positive Behaviour Management' ethos which encourages all staff members to create learning environment to motivate students to behave appropriately in lessons. We will endeavour to provide students with the skills and space to rebuild their confidence as learners and self-regulators. Effective classroom management skills are developed through experience and appropriate support from colleagues.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour. Effective lessons are those in which pupils enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

Effective lessons:

- give the big picture
- use positive language
- have high expectations
- address different learning styles
- review learning
- move pupils' learning on
- acknowledge and praise effort and progress
- provide students with the opportunity to talk about their feelings towards the learning and the support they may need to become more resilient and effective learners
- have challenge, pace and enjoyment.

To achieve this staff should:

- set behavioural objectives, when appropriate, as well as other learning objectives for the lesson
- arrive before the class and start the lesson on time
- ensure that students enter and leave the room quietly and sensibly
- display lesson objectives clearly
- refer regularly to the GIR Code of Conduct
- ensure that all students can participate fully in the lesson
- emphasise the positive in learning and behaviour
- use praise and rewards fairly and consistently
- motivate, encourage and engage the pupils
- model and teach positive behaviour, including respect, empathy and social skills
- build positive and mutually trusting relationships with students
- make sparing, effective and fair use of reprimands
- avoid sarcasm, shouting and threats
- avoid humiliating pupils
- use both verbal and non-verbal communication techniques
- avoid punishing a class for the behaviour of individuals
- keep to time in the lesson and finish on time.

Section 3 - Maintaining Discipline

Staff are supported, through induction and CPD programmes, to apply their own behaviour management techniques as they develop their relationship with teaching groups. It is important to establish clear routines and expectations, and to implement a range of strategies to address potential behavioural issues in the longer term.

The staff CPD programme supports staff in effectively managing behaviour in their classrooms, with a specific focus on assertive behaviour management, de-escalation techniques, and restrictive interventions, as required. In addition, wider safeguarding training on adverse childhood experiences, child-on-child abuse, online safety, domestic and sexual violence, harmful behaviours, radicalisation, bereavement, and criminal exploitation provides staff with a context of the range of factors that could impact on the behaviour of individual and/or groups of students. The DSL shares relevant information with staff on a weekly basis about factors that may impact the behaviour of individual students.

During lessons it is vitally important for staff to implement their own behaviour management strategies alongside any consequences they may issue. All staff should consider the social and emotional needs of individual students when implementing strategies. The 'Getting It Right' policy is there to support all staff but is not the only behaviour strategy open to staff. For example, staff may consider the following:

- Speaking to a student before they enter the room and setting clear expectations;
- Using non-verbal forms of communication to reinforce behaviour expectations;
- Moving or suggest moving a student to another seat;
- Using praise to remind a student of their ability to behave appropriately;
- Pairing a student with another student who will have a positive impact on their behaviour and attitude towards learning;
- Varying the activity to find ways of encouraging the specific student to engage positively in the learning experience; and
- Allowing the student to take some time out of the lesson before re-engaging them back into the lesson.

Staff may consider using the following techniques throughout the academic year:

- Modified intervention / seating plan at start of the lesson;
- Consider behavioural / learning needs of individual students during the lesson planning process to ensure students can either access or feel engaged with the learning;
- Set targets with the student for future improvement;
- Modified approach to student, i.e. - effective use of praise/rewards;
- Discussed issue with other department staff to identify other possible strategies;
- Discussed issue with other staff who teach the identified student to explore successful strategies;
- Discussed issues with Head of Year/Form Tutor; and
- Notified parents of behavioural issue (letter, Class Charts).

Section 4 - Practice and Procedures: Roles and Responsibilities

The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers. Not all members of the school will play the same part in this process, but each section of the community will have a specific role.

The Governing Body

The governing body will continue to work with other members of the school community to review and, if necessary, revise the principles underpinning this policy. For example, they will ensure that the policy and its implementation is consistent with the school's equal opportunities policy. Specific responsibilities of the governing body include:

- approving policies, including this behaviour policy
- monitoring fixed-term suspensions and permanent exclusions through analysis of levels and characteristics of students to ensure targeted cohorts are appropriately supported, and such actions are taken only as a last resort.
- ensuring the needs of students at risk of permanent exclusion are met.
- Following guidance for reinstating suspended or permanently excluded students, as required.
- Monitoring the levels and characteristics of students placed on passport, off-site direction, managed move and alternative provision placements, and having access to reports on the progress of students on such placements and being involved in decision-making about the length and termination of placements.
- Ensuring systems and reporting mechanisms are in place for restrictive interventions, seclusion and incidents which require the use of reasonable force.

Senior Leadership Team

- The Headteacher, with the assistance of other members of the Leadership Team, is responsible for the form and content of the policy, and for its implementation in ways that maintain a school ethos that encourages positive behaviour.
- The Senior Leadership Team, along with Head of Years, are highly visible at all times of day and are responsible for maintaining the behaviour culture and an environment where everyone feels safe and supported.
- The Senior Leadership Team is responsible for ensuring all staff understand the behaviour expectations, the importance of maintaining them, the factors that may impact on student behaviour and strategies to effectively manage behaviour, including the use of reasonable force, seclusion and other restrictive interventions, through appropriate staff CPD training and induction programmes for new members of staff (including trainee teachers and supply staff).
- Maintain records of behaviour data to identify trends and patterns, and ensure appropriate support and interventions are in place based on the nature of the data.
- The Headteacher will report to the Governing Body on incidents that required restrictive interventions and seclusion, including data and learning outcomes from situations requiring staff to use such interventions.

The role of the Strategic Behaviour Co-ordinator

- To co-ordinate passport, off-site direction, managed move and alternative provision placements within the Oaks Collegiate and city-wide.
- To monitor the progress of students on passport, off-site direction, managed move and alternative provision placements to ensure appropriate support is in place to allow them to successfully complete their placements.
- Working with students at risk of permanent exclusion through 1:1 behaviour support
- Implementing behaviour support plans where necessary to support students to meet expectations
- Supporting and monitoring interventions for vulnerable students
- To co-ordinate whole school detention system.
- To co-ordinate provision and practice in the Reset Room.

The role of teachers and staff

- All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently.
- All staff have a responsibility to promote the fundamental British Values and key character education themes in lessons, extra-curricular activities and educational visits
- All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from students.
- All staff should challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.
- All staff should consider the impact of their own behaviour on the school culture.
- All staff have a responsibility to ensure any restrictive interventions, seclusions and use of physical force are carried out in line with DFE guidance.

The role of students

- Every student has a responsibility to meet the school behaviour standards and expectations, uphold the school rules and contribute to creating a safe environment for all.
- Every student will be supported to achieve the behaviour standards, including an induction process which familiarises them with the school behaviour culture.
- Students have a role in shaping and promoting the school's behaviour policy. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the School Parliament, College prefect meetings, form time and Life Skills lessons.
- Students have a responsibility to report incidents of bullying, harassment, abuse or intimidation, both offline and online, and a role in offering support to their peers through activities (peer ambassador mentoring)

The role of parents/carers

- Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home.
- Parents have a responsibility to understand the school's behaviour policy and support its implementation
- Parents have a role to play in advising on the continuing development and improvement of the policy.

Section 5 - The 'Getting It Right' System

The 'Getting It Right' system underpins all aspects of the behaviour policy and character education programme at the Hillcrest School. The system is designed to both reward students for consistent high levels of work, attitude, behaviour and punctuality, as well as implementing a tiered system of consequences for students who fail to meet the required expectations.

We operate a Bonus Point system to reward students for their outstanding contribution to learning and the wider school community. Students have a GIR point at the start of every lesson and their challenge is to keep their point by the end of the lesson. We operate a tiered consequence system (see Appendix 1) that removes GIR points when students fail to meet behaviour expectations, as outlined below:

C1 = -1 GIR point
C2 = -2 GIR points
Homework = -2 GIR points for every piece of homework not completed
C3 = -3 GIR points
C4 (Internal Suspension) = -4 GIR points
C5 (External Suspension) = -5 points

The GIR system will operate on a cumulative scale. For example, students who keep their GIR points in every lesson during a term will have a score of 0, and students who receive 2 x C2 will have a cumulative score of -4 points.

Recognition and Rewards
Frequent praise and reward for achievement are features of teaching and learning at Hillcrest School, so that pupils receive recognition for their positive contributions to school life. The school believes that every student should have their achievements acknowledged and, when appropriate, rewarded. Such recognition:

- Builds student self-esteem and confidence.
- Helps to create a positive learning environment.
- Highlights the importance of good behaviour.
- Encourages students to participate in a variety of activities.
- Encourages students to set themselves the highest targets.
- Contributes to reinforcing positive student-staff relationships

The Getting It Right system rewards students each term for excellent attendance, behaviour, punctuality, organisation and preparedness for learning. To be eligible to participate in GIR rewards activities at the end of each term, students must have a cumulative GIR points score no greater than -11 and have attendance above 95% during the term. However, students will not be allowed to participate in the event if they receive two x C3 in a term, receive one suspension from school, are late for school more than five times or fail to attend 2 or more detentions during this term.

Students with a cumulative points score of 0 in a term will earn a Zero Champion award and be invited to attend a special rewards event to recognise their outstanding achievements during the term. Students with a cumulative score no greater than -3 will earn a special recognition award for their consistently high efforts.

Students can earn Academic Bonus Points for outstanding work, effort and contribution to lessons and homework, and Community Bonus Points for outstanding contribution to the school community. The top 10 students in each year group will be rewarded with prizes at the end of each term and the top 5 students in each year group at the end of the academic year will earn additional recognition awards.

The Hillcrest Superstar Award is the highest level of reward at Hillcrest School. A Hillcrest Superstar will be someone who at the end of the year has:

- Earned a Zero Champion Award in at least two terms
- Earned 40 or more Academic Bonus Points
- Earned 15 or more Community Bonus Points
- Attendance above 96% in at least two terms

Sanctions and Interventions
Where they breach the 'Getting It Right' system, students have a right to expect fair sanctions, applied consistently. The most appropriate sanction is one designed to put matters right and to encourage better behaviour in the future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students. Staff are advised to make it clear that they are condemning the behaviour not the person and avoid early escalation to severe sanctions.

Issuing a C3 is a serious sanction and should only be used by staff when necessary and once all other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. Staff are also encouraged to use contextual information on a student's social, emotional and mental health needs when implementing behaviour strategies.

Student receiving a C3 will be sent to the Reset Room for a fixed period to reflect on their behaviour and serve 60-minute detention at some stage of the day depending on when the C3 was issued. The respective Head of Year will discuss the incident and ascertain any mitigating factors that led to the poor behaviour and decide on the most appropriate sanction, ie – bullying, relationship difficulties with other students in the group, issues in the wider community and online. Students who receive a C3 for behaviour out of lessons will be sent directly to Reset Room and their Head of Year will discuss their behaviour with them to determine the period the student is to remain in isolation. If a student refuses to go to Reset Room or accept other alternatives proposed by Head of Years or members of the Senior Leadership Team, they will receive a fixed term suspension for failure to comply with behaviour expectations.

However, we recognise that some students may require additional support after being sent to the Reset Room. In these cases, this is not always in a student's best interest, and they may need the opportunity to reflect on their behaviour in a different environment. Targeted intervention work will be undertaken by the Head of Year to prepare the student to return to lessons and avoid further consequences. Staff issuing a C3 consequence are expected to complete a 'Reflective Conversation' with the student prior to their next lesson in that subject.

There is a graduated approach to interventions when a student consistently fails to meet behaviour expectations:

What action will be taken when students receive negative consequences in term 1?

When a student hits -3 points in term 1:
Form Tutor report (one week) +Three Houses completed by form tutor + letter sent home to parents.

When a student hits -6 points in term1 :
College Leader report (one week) + Behaviour Profile completed by student + Weekly College Leader check-in and pastoral intervention with student + College Leader phone call to parents.

When a student hits -9 points in term 1:
SLT report (two weeks) + Weekly SLT check-in with student + RCADS assessment + College Leader meeting with parents to agree Behaviour Support Plan

When a student hits -12 points in term 1:
College Leader and Deputy Headteacher meeting with parents to review Behaviour Support Plan + Internal Isolation + Student no longer eligible to attend GIR reward event at the end of the term.

What action will be taken when students receive negative consequences in term 2?

Student with a total of -12 or more in term 1 and hits -5 in term 2:
Deputy Headteacher and College Leader meet with parents to reset targets on Behaviour Support Plan for agreed 4–6-week monitoring period + Extended monitoring on Stage 3 SLT report + Referral to SEMH Lead Practitioner.

Possible interventions / actions if student continues to lose points:

- *Add to SEND Watch and Monitor List*
- *One-Page Profile (as required/necessary)*
- *Continued Pastoral Intervention Programmes*
- *Department SLT link intervention*
- *Additional emotional support from SEMH Co-ordinator / Senior Learning Mentor / Pastoral Support Worker*
- *Banning their mobile phone from school site*
- *Lunchtime and breaktime isolations in Reflection Room*
- *Headteacher Behaviour Contract*
- *Internal and/orr External suspension(s)*
- *Governors Behaviour Panel meeting*
- *Seclusion period at another Oaks School*
- *Passport or OSD placement at another Oaks School*

What action will be taken when students receive negative consequences in term 3?

Students who hit a minimum of -12 in two terms and hit -3 in the third term:
Possible interventions if s student continues to lose points. Time will be given to assess the impact of parental engagement / Behaviour Support Plan / Pastoral interventions before deciding on the most appropriate actions below – this may vary from student to student based on need and nature of behavioural concerns:

- *Further meeting(s) with the Headteacher – Behaviour Contract*
- *Possible second Governors' Behaviour Panel meeting*
- *External Suspension(s) for persistent failure to comply with expectations*
- *Banning their mobile phone from school site*
- *Internal isolation at break and lunchtime over a period of time*
- *Attendance at lunchtime or after-school behaviour intervention programmes*
- *Seclusion period at another Oaks School*
- *Off Site Direction placement at another Oaks School*

Getting It Right data is analysed by the Deputy Headteacher (Pastoral) daily and appropriate data is shared with Form Tutors, Heads of Year and Learning Managers each day. A half-termly analysis is also completed by the Deputy Headteacher of individual 'Getting It Right' totals and intervention plans, outlining appropriate strategies and support, are developed by the Learning Co-ordinators, form tutors, SENDCo and Designated Lead for Mental Health. Heads of Year and Learning Managers should consistently follow the procedures outlined in the whole school behaviour management system and intervention programme.

Detentions
All detentions are held after school on the same day a consequence is issued.

There are four forms of after school detentions:

- C3 detentions (60-minute throughout the same day and after school)
- C2 late detentions (20-minutes same day detention for 8.46-9.00am arrival at school and 30-minutes same day detention for arriving after 9.00am)
- C2 Behaviour detention (30-minute same day detention after school)
- Homework Hub (up to 30-minutes to support students to complete homework not handed in by the agreed deadline and/ or to the appropriate standard)

All detentions will be served after school from 3.20pm onwards. Parents/carers will be notified by ClassCharts.

Failure to attend an initial detention will lead the loss of social time at break and lunch from 1 to 5 days with time used during break and lunchtime determined by the Head of Year. Students who refuse to attend detention despite being reminded by a member of staff will receive an additional -3 points. Students who leave a detention without permission or refuse to follow instructions in the detention will also receive time allocated in the reset room during break and lunchtime for up to 5 days.

C3 Behaviour Detentions

Students who receive a C3 for behaviour in lessons/around school will be required to serve a 60-minute detention. The timings of the detention will vary based on the time of the day the C3 is issued:

- C3 issued periods 1 or 2 = 20-minutes break and 40-minutes after school
- C3 issued period 3 = 20-minutes lunch and 40-minutes after school
- C3 issued periods 4 or 5 = 60-minutes after school

Students who fail to attend two x C3 detentions in a term will receive an internal suspension. Students who fail to attend three or more C3 detentions in a term will receive a fixed-term suspension at home.

C2 Behaviour Detentions

Students who receive a C2 for behaviour in lessons / around school will receive a 30-minute detention, which will be served on the day the consequence is issued. If a student fails to attend the 30-minute detention, they will serve the time identified by the Head of Year in the reset room the following day for up to 5 days as appropriate.

C2 Late Detentions

Students will receive a C2 consequence if they arrive late to school after 8.45am. Students arriving between 8.46-9.00am will receive a 20-minutes detention, and students arriving after 9.00am will receive a 30-minutes detention.

The school will take specific circumstances into account when deciding whether to issue a detention, i,e. - proof of a medical appointment, interview, personal family circumstances.

Homework

It is essential that students meet Homework deadlines set by their teachers. Students who fail to complete a piece of homework and/or to the expected standard will be required to attend an after-school 'Homework Hub' session for up to 30-minutes to complete the piece of homework to the expected standard. They will be supported by teachers during this session to complete the homework.

Students can serve a maximum of 60-minutes detentions after school.

Students can serve a maximum of 60 minutes detention after school per day.

C2 Late Detention (8.46-9.00am) = 20-minutes
C2 Behaviour Detention = 30-minutes
Total = Student will serve **50-minutes** that day.

C2 Late Detention (after 9.00am) = 30-minutes
Homework Hub = 30-minutes
Total = Student will serve **60-minutes** that day.

C2 Late Detention (8.46-9.00am) = 20-minutes
C3 Behaviour Detention periods 1-3 = 40-minutes
Total = Student will serve **60-minutes** that day.

Section 6 - Technology (Mobile Phones/Smart Watches/Meta Spectacles)

Hillcrest School is a mobile phone–free environment.

While we do understand students may need to bring a mobile phone to school to ensure their personal safety on the way to and from school, students are not allowed to have a mobile phone/smart watch visible in school from the moment they enter the school gates at the start of the day to the moment they leave the school gates at the end of the school day. This principle also applies to students who use their mobile phone during the school day even if they are not witnessed doing so by a member of staff, ie - student phones their parent to report an issue in school or to advise they are feeling unwell.
Any student bringing a mobile phone to school must ensure it is switched off before they enter the school gates. The school does not take any responsibility for the loss or damage to any devices brought into the school by the student.

First use of mobile phone / smart watch in school
If a student is seen with a mobile phone or smartwatch, they will be expected to hand the device to a member of staff. They will receive a C3 and serve a 60-minute detention that day. Parents/carers will be contacted by the

relevant Head of Year, and the mobile phone/smartwatch will remain locked in the school safe until the parent/carer collects it from school.

Second use of mobile phone / smart watch in school
If this behaviour is repeated, the mobile phone / smart watch will be confiscated and kept in school for 48 hours. The student will receive a C3 and serve a 60-minute detention that day. Parents/carers will be invited into school to meet with their child's Head of Year. The device will be handed to the parent after this meeting. The device will be stored in the school safe until this meeting has taken place.

Third use of mobile phone / smart watch in school
If this behaviour is repeated on three occasions, the mobile phone/smartwatch will be confiscated and kept at school for a full school week (five school days). The student will receive a C3 and serve a 60-minute detention that day. Parents/carers will be invited to the school to meet with the Deputy Headteacher. The device will be handed to the parent at the end of the five-day period. The device will be stored in the school safe until this meeting has taken place. Further meetings may be arranged with the Headteacher and Chair of Governors if this behaviour is repeated.

At any of the stages outlined above, if a student refuses to give their mobile phone / smart watch to a member of staff, they will be sent to the Reset Room for the remainder of the day and receive an initial one-day fixed term suspension. The student will be required to hand their phone into main reception for five days after returning to school from their fixed term suspension. If a student fails to hand their phone in for five days, they will be issued with a two-day fixed term suspension. The length of the suspension for refusal to hand the mobile phone / smart watch to a member of staff will be based on the number of times a student has been seen with their mobile phone / smart watch in school.

Using a mobile phone or a similar device to record conversations, make videos or take photographs of any member of the school community (staff, students, visitors, parents/carers), without their permission, is not allowed and will result in a fixed-term suspension. Similarly, the display, supply, and/or posting of any such materials, including the use of AI-generated content and technology, will result in a fixed-term suspension. Depending on the nature of the content and severity of the behaviour, this may result in a suspension up to 10 days or permanent exclusion.

Students are also not allowed to wear meta spectacles in school. These are items with cameras or video recorders built into the spectacles' frames. Any form of meta spectacles, or equivalent items, found in the possession of students in school will be removed and students will be asked to provide evidence to prove they have not taken any images or recorded any footage in school either with or without the knowledge and consent of others. If the student has been found to use the item to record or take images, the Headteacher will issue a fixed-term suspension in line with our behaviour policy.

In addition, in line with our Anti-Bullying Policy, the school reserves the right to confiscate and search a device if concerns about cyber-bullying, online abuse, harmful behaviours, violence and/or sexual harassment, criminal or sexual exploitation, are reported to staff. While we do not take responsibility for inappropriate use of digital media outside of school hours or outside of the school premises, such issues which affect the running of the school and the well-being of staff and other students, will result in sanctions in line with the 'Getting It Right' policy and the possible involvement of any appropriate agency (ie – Police, Children's Social Care). Therefore, the school reserves the right to issue a fixed-term suspension or permanent exclusion if a student's physical or online behaviour, out of school, brings the school into disrepute and/or poses a risk to the safety of other members of the school community.

As outlined in our Anti-Bullying Policy, the same principle applies to all forms of inappropriate online behaviour using technology in school and any devices loaned by the school for a student to use at home (ie – remote learning). All online activity is monitored by Smoothwall, and appropriate sanctions will be implemented, in line with the 'Getting It Right' policy, for any forms of bullying, discrimination, online abuse, threats of violence or harassment (including sexual), including AI generated content and technology.

Post-16 students can use their mobile devices only in the sixth form common room.

Section 7 - Uniform and Equipment

We expect our students to take pride in their appearance and believe that the wearing of school uniform fosters a sense of identity. If students attend school inappropriately dressed, parents will be contacted, and arrangements will be made for the student to either return home to collect the correct uniform or a timescale will be agreed with the Head of Year for the uniform or appearance matter (ie – hair colour) to be resolved. Students are not allowed to attend lessons out of uniform and may be sent to the Reset Room until the matter is resolved. The school will endeavour to provide support for parents unable to resolve the uniform issue in a timely manner. Students will be given a red card by their Head of Year to authorise inappropriate uniform after communication with parents/carers. Staff have the right to confiscate any inappropriate items or clothing (ie – caps, hoodies, bandannas) at any time of the school day, including as students arrive to and leave from school (inside the school gates).

Blazers must be always worn around the school building and in lessons unless students are given permission by teachers to remove their blazer in the classroom. Ties must be always worn appropriately during the school day. Outdoor coats are not allowed to be worn in school unless a student is wearing it outside the school building at break and lunchtime. Trainers, pumps, boots and crocs are not to be worn. Students will be expected to wear a pair of school authorised shoes if they fail to wear appropriate footwear for school. No back jeans, leggings or cropped/slim legged/tight fitting trousers are allowed. Students will be placed in the Reset or Learner Support, dependent on their individual need, if they fail to engage with the support offered by staff to address the issues.

Jewellery must not be worn. One pair of small stud earrings is allowed. Body piercing, e.g., nose studs, eyebrow studs, tongue studs etc are not permitted. Students will be asked to remove body piercings and will be sent to the Reset Room or home if they fail to do so. Jewellery, if worn, will be taken and will be returned to students at the end of term, or parents may come in person to collect the item. Hair styles should be appropriate for school and without unnatural colouring e.g., blue, purple, red. Head of Years will contact parents to agree a timescale for hair colouring to be returned to a natural colour.

Make-up, eye lashes extensions and nail varnish, including nail extensions should not be worn for school. Students who arrive at school wearing make-up, eye lashes or nail varnish will be give the appropriate materials to ensure it is removed. Students who refuse to co-operate with requests to remove make-up, nail varnish, eye lashes, piercings, inappropriate clothing and/or inappropriate footwear, will receive a C3 for failure to comply with school expectations and may receive a fixed-term suspension for failure to comply with school behaviour expectations. In some circumstances, parents will be asked to keep their children at home (authorised absence) until the student complies with school expectations.

Equipment

We expect all our students to arrive to school with the necessary equipment. In September 2025 students will be provided with the essential equipment and stationery needed for school. This will be a one-off purchase by the school. Should any item be lost, it will be the responsibility of the student to replace it at their own cost.

This provision reflects our belief in the vital role that being well-prepared plays in successful learning.
Each student will receive a clear pencil case containing:

- 2 black pens
- 1 green pen
- 2 pencils
- 1 pencil sharpener
- 1 30cm ruler
- 1 eraser
- 1 highlighter
- 2 whiteboard pens
- A Casio fx-83GT Scientific calculator (to be purchased by parents/carers)

In addition, every student will be issued with a knowledge organiser folder. This must be brought to school each day and will contain the key knowledge required across subjects. Students will be explicitly taught how to use their knowledge organiser effectively, including through self-quizzing. Parents and carers are encouraged to support this process by helping their child review definitions and key terms at home.

Students' equipment will be checked as part of our daily routine. Any student who fails to bring the required items listed above will be issued a C2.

Section 8 - Child-on-Child Abuse

As outlined in 'Keeping Children Safe in Education' (September 2026), child-on-child abuse is abuse by one or more students against another student. It can manifest itself in many ways and can include:

- bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
- abuse in intimate relationships between peers;
- physical abuse (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm);
- the threat to use physical violence and cause harm, including the threat to use weapons
- sexual violence and harassment;
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos, including the use of AI-generated content and technologies;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.

Hillcrest School believes that all child-on-child abuse is unacceptable and has a zero-tolerance approach. Abusive comments and interactions, including online, should never be passed off or dismissed as 'banter' or 'part of growing up'. Nor will harmful sexual behaviour be dismissed as the same or 'just having a laugh'. All reports peer-on-peer abuse will be treated as a safeguarding matter and in line with our Child Protection policy. Further guidance on the school response to child-on-child abuse can be found in the Anti-Bullying policy.

After a concern has been reported and investigated, we will take appropriate disciplinary steps, as required. Action must be appropriate to the age of the child but may include:

- An official warning to stop offending.
- Three Houses early intervention reviews and target setting process
- Informing the perpetrator's parents.
- Co-ordinating a 'Restorative Justice' mediation meeting between the victim and perpetrator(s).
- Meeting with parents/carers to agree a Behaviour Support Plan / Contract.
- Formal review of Behaviour Contract over an agreed period.
- Formal internal or fixed term suspension from school for the incident or if the bullying continues to persist.
- Arranging an off-site direction (passport or managed move) placement to another school.
- Informing the police of on-going bullying concerns as necessary, particularly in the community, or if the law has been broken by the behaviour of the alleged perpetrator(s).
- Referring to Early Help, Birmingham Children's Trust or Forward-Thinking Birmingham if the incident is dealt with as a safeguarding concern and the victim is suffering, or is likely to suffer, significant harm. The same principle may also apply to the alleged perpetrator(s).
- Referral to Pastoral Support worker or Safeguarding & Welfare Co-ordinator for victims and alleged perpetrator(s).

Disciplinary action against alleged perpetrators can still be taken in school while other investigations by the police and/or children's social care are on-going, as well as support for victims. The fact that another body is investigating or has investigated an incident does not prevent the school from coming to our own conclusion, on

balance of probabilities, about what happened, and imposing an appropriate sanction. However, we will consider if, by acting, it would prejudice an investigation and/or any possible prosecution. We will communicate with the police and/or children's social care about the outcomes of our internal investigations and seek advice before implementing any disciplinary sanctions.

If a reported allegation is determined to be unsubstantiated, unfounded, malicious or false, we reserve the right to implement appropriate sanctions to the student who made the allegation, as well as seeking appropriate support (i.e. - early help, children's social care, FTB) as the child may have been abused themselves and their behaviour was a cry for help.

Section 9 - Supporting students with additional needs

Students may be placed on the inclusion register for behavioural issues to access 'SEND Support'. The school will follow 'Early Help' guidelines for identifying students with social, emotional and mental health issues, with specific focus on the **underlying reasons** for poor behaviour rather than the behaviour itself. Evidence suggests SEND children are three times more likely to experience child-on-child abuse, which can have a significant impact on their behaviour and attitude to learning. (KCSIE - September 2026) Students on the inclusion register for behaviour will access support through SEND One-Page Profiles. The profiles are designed to identify the factors affecting progress and to put a systematic programme of support in place. There are clear stages within the process to track the impact of interventions and modify support systems as necessary. Parents will be expected to attend all review meetings once the support programme has started.

As outlined in our Positive Mental Health and Special Educational Needs policies, we recognise that standardised behaviourist approaches are not successful for all students. This is especially true for students with complex social, emotional and mental health needs, particularly those who have experienced Adverse Childhood Experiences (ACEs). This may include students who have experienced developmental trauma and loss or vulnerable children in the care system. We acknowledge that 'standardised' behaviourist approaches may re-traumatise them and fail to teach them how to express their emotions in a more appropriate manner. Staff are encouraged to recognise and consider such factors when implementing sanctions to specific students. This is a key element of the '**Trauma and Attachment Aware Approach'** that underpins this policy. As part of this approach all staff recognise:

- behaviour is a way of students and other adults communicating an emotional need;
- being fair is not about everyone getting the same but about getting what they need;
- changing or modifying how we respond to behaviour does not mean we compromise expectations;
- there are often underlying feelings and emotions that might drive behaviour, rather than the behaviour itself; and
- not all behaviours are a matter of 'choice' and not all factors linked to a student's behaviour is within their control.

As part of our commitment to work with students experiencing behavioural difficulties, targeted students will engage in a variety of 'Behaviour Intervention' programmes delivered by our pastoral team. Clear targets and support offered will be formalised in 'Behaviour Support Plans' agreed with students and parents in meetings with the respective Head of Year and/or Deputy Headteacher (Pastoral). Allocated Social Workers and Family Support Workers will be invited to attend all review meetings and play an active role in the support plan.

Where the school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a student with SEN or an EHC plan, additional support will be accessed from the Pupil Support Service, Educational Psychologist Service, City of Birmingham School and the Oaks Behaviour Mentor. The school will ensure that students and their families participate as fully as possible in decisions and are provided with information and support. Where a student has an EHC plan, the SENDCO will contact the Local Authority about any behaviour concerns at an early stage and consider requesting an annual review prior to making the decision to suspend or permanently exclude.

Where a looked-after child is likely to be subject to a suspension or permanent exclusion, the Designated Teacher

(DT) will contact the Virtual School to consider additional support required. The DT will also engage, at this stage, with the allocated social worker, foster carers, or children's home workers. Concerns about behaviour will be addressed in the PEP and actions agreed with all agencies to support the student to address any behaviour concerns. As part of this process, the Designated Teacher will consider how effectively the current PEP is being implemented and how Pupil Premium Plus funding is being used to support the student.

Section 10 - Passport, Off-Site Direction and Managed Move placements

Hillcrest School works within the OAKS Collegiate. Behaviour management is a key aspect of this partnership. Students may be referred to the Oaks Sharing Panel if their behaviour is still a significant cause of concern despite the interventions outlined in the Behaviour Support Plan, including behaviour online and in the community. There are two clear off-site direction processes used by the Sharing Panel to achieve this objective - the Passport and Off-Site Direction schemes. Off-Site Direction placements can lead to a Managed Move where the student si formally taken on roll at their placement school.

Passport Programme

Students experiencing difficulties in managing their behaviour may be referred to the Passport programme. This is a six-week placement at another school in the OAKS collegiate. The aim of the placement is to support students to reflect on their behaviour and return to Hillcrest better placed to regulate their behaviour.

Prior to the placement a meeting will be held with the Strategic Behaviour Co-ordinator. The purpose of the meeting is to explain the passport programme, allow the student to express their views on the placement and secure consent from the parents/carers. The SENDCO and Designated LAC Teacher would be involved in this meeting as required. A placement will be agreed at an Oaks sharing panel meeting. The Oaks Collegiate will provide a free uniform as part of the process to students completing passport placements.

At the start of the placement a meeting will take place at the placement school and targets will be agreed in relation to attendance, punctuality and behaviour. During the six-week period, the placement school will complete a weekly review and may arrange a review meeting if behaviour is a cause for concern.

The placement school have the right to end the placement at any stage of the six-weeks and will notify Hillcrest School of their decision. The Headteacher at Hillcrest School will notify the parents/carers of the decision to end the placement. Under such circumstances, the student would return to Hillcrest and appropriate support will be offered by our pastoral team. It may be appropriate for the student to engage in an intervention programme in the pastoral hub or learner support for a period and be phased back into lessons on a part-time basis. Additionally, Hillcrest School may deem it appropriate to issue the student with a fixed-term suspension for their behaviour at the placement school.

At the end of the six-week placement the student will return to Hillcrest School. Data shared by the placement school will be used to formulate a support plan and reintegration programme. The Strategic Behaviour Co-ordinator would support the student on their return to Hillcrest through a Behaviour Support Plan and intervention programme, as required.

Other schools in the Oaks Collegiate will refer students to the Sharing Panel and they will complete Passport placements at Hillcrest. It is our responsibility to ensure that all aspects of the Passport programme (as outlined above) are adhered to by staff at Hillcrest.

Off-Site Direction

Students who continue to experience behavioural issues, despite previous behavioural interventions, may be referred to the Oaks Sharing Panel for an Off-Site Direction (OSD) placement at another school in the collegiate.

A OSD placement a planned intervention and is used to initiate a process which leads to the transfer of a student to another mainstream school. The student is expected to be taken on roll at the placement school within 12 weeks. However, with the agreement of all stakeholders, the placement could be extended to 18 weeks if the student experiences any behaviour and/or attendance issues during the initial 12 weeks. The student would,

however, still officially remain on roll at Hillcrest until a decision was reached with the placement school to officially place the student on their roll.

OSD placements will be considered under the following circumstances:

- A student has persistently failed to follow the school's Behaviour Policy despite the tiered intervention / support outlined in the school behaviour policy;
- A student attended another school on a Passport placement but their behaviour has not improved since returning to Hillcrest;
- A student is involved in a serious breach of the school rules and their actions have put the safety of staff and other students at risk;
- A student who has received ten or more C3 consequences in an academic year;
- A student has received multiple fixed period internal and external suspensions; and/or
- A student who is at risk of permanent exclusion.

Step 1
Parents/Carer and the student will be invited in writing to an initial meeting with the Strategic Behaviour Co-ordinator. Key professionals working with the family will be invited to attend. During the meeting the Strategic Behaviour Co-ordinator will outline the nature of support previously offered to the student and explain why the school feels an off-site direction placement is in the student's best interests at this stage. The student and parent/carer will have the opportunity to share their views on the proposal and be actively involved in the decision-making process. Notes of the meeting will be taken, and a copy will be sent to the parent/carer. The SENDCO and Designated LAC Teacher would be involved in this meeting as required.

Step 2
After securing consent from the parents/carers, the Strategic Behaviour Co-ordinator will complete a Sharing Panel referral form to ensure all relevant information is shared with Oaks Collegiate Schools prior to the next Sharing Panel meeting.

Step 3
The Deputy Headteacher (Pastoral) and Strategic Behaviour Co-ordinator will attend an Oaks Sharing Panel meeting where a decision will be made on the most appropriate placement school. Various factors will be considered when agreeing the most appropriate placement school:

- Distance from the family home;
- Level of behavioural support schools can provide based on needs of the student;
- Historic or current issues with students currently attending the proposed school; and
- Nature and extent of any safeguarding issues and support required.

Step 4
Once a placement has been offered by another school in the Oaks Collegiate, the Strategic Behaviour Co-ordinator will speak to the parent/carer and send a letter to confirm details of the agreed placement. The letter will include details on the name and address of the placement, the start date and time of the placement, the name of the member of staff the student should report to on their first day, the length of the placement and the key objectives to ensure the student is able to complete the placement successfully.

Step 5
There will be an initial induction meeting at the placement school to agree targets and support required to allow the placement to be successful. The Oaks Co-ordinator will ensure free school uniform is provided for the student as part of the OSD process.

Step 6
Prior to commencing the placement, the SENDO and Designated Safeguarding Lead will share relevant information with the placement school to ensure appropriate support is in place ready for the placement to begin. The SENDCO and Designated Safeguarding Lead will ensure relevant professionals are aware of the placement

and contact details for key staff at the placement school.

Step 7
During the 12–18-week period, the placement school will complete a weekly progress report and share this information with the Strategic Behaviour Co-ordinator. The Deputy Headteacher (Pastoral) will share updates on placement progress with the Link Governor.

Step 8
Review meetings will be built in the process to allow all stakeholders to monitor progress. The placement school may additionally arrange an emergency review meeting if behaviour and/or attendance is a cause for concern. Parents/carers will receive a letter formally inviting them to attend a review meeting and records from the meeting will be shared with parents/carers.

Step 9
The placement school have the right to terminate the placement at any stage of the 12-18 weeks and will notify Hillcrest School of their decision. The Headteacher at Hillcrest School will notify the parents/carers of the decision to end the placement. At this stage, parents/carers cannot challenge the decision to terminate the placement. The parents/carers will receive a letter outlining why the placement was ended and be invited into school to meet with the Strategic Behaviour Co-ordinator and/or Deputy Headteacher (Pastoral) depending on the nature of the factors that led to the placement being ended.

Step 10
The purpose of the meeting is to discuss why the placement was ended and agree the most appropriate course of action moving forward. The student will not necessarily return to Hillcrest School at this point. If it is deemed appropriate for the student to return to Hillcrest, the student and parent/carer will be expected to sign a 'Behaviour Contract' and attend regular review meetings as required with the Deputy Headteacher. Additionally, Hillcrest School may deem it appropriate to issue the student with a fixed-term suspension for their behaviour at the placement school or consider a permanent exclusion based on their previous suspension record at Hillcrest and the nature of the behaviour at the placement school. The school may also consider other possible OSD placements either in the Oaks Collegiate or cross-city, or other forms of alternative provision.

Step 11
If the Off-Site Direction placement is successful, the student could be offered a place at their placement school on a managed move basis. If all stakeholders agreed, the student would come off roll at Hillcrest School and be placed permanently on roll at their placement school, in line with their admissions criteria.

Other schools in the Oaks Collegiate will refer students to the Sharing Panel and they will complete OSD placements at Hillcrest. It is our responsibility to ensure that all aspects of the OSD programme (as outlined above) are adhered to by staff at Hillcrest.

Section 11 - Governors Behaviour Panel

Parents/carers may be invited into school to meet members of the Governing Body to discuss on-going concerns about their child's behaviour in either in school, online or in the community. As part of this process parents/carers may be required to agree a 'Parent Contract' as part of their commitment to work with the school to support their child and their conduct at school.

Section 12 – Temporary Off-Site Arrangements

The school has the right to temporarily forbid a student from attending the school premises if there is a need to separate two or more students for safeguarding purposes. This would not be considered as a suspension on disciplinary grounds. This protocol would only be used in rare circumstances and only when:

- Separating students is essential, and
- There isn't a practical way to allow one or more students involved to remain on school premises

This could, for example, follow an allegation of harm by one student against another which requires physically

separating a student from others.

Decisions will be made on a case-by-case basis. There is no fixed timescale for such arrangements. The Headteacher reserves the right to use discretion based on the nature of individual cases.

The Headteacher and Designated Safeguarding Lead would lead on the decision, supported by other professional agencies and police as required. In such circumstances, the Designated Safeguarding Lead will notify the Local Authority and the Headteacher will write to parents/carers to outline the reasons for this decision and ensure the Chair of Governors is informed.

Section 13 - **Suspensions**

The Headteacher may suspend for one or more fixed periods (up to a maximum of 45 school days in a single academic year). Hillcrest School will commit to securing an alternative form of education if a student is suspended for more than five consecutive school days for the one incident or consecutive suspensions that last for more than five consecutive school days. For example, the student may be required to attend another school to work in isolation for the remainder of the term of the suspension. Appropriate schoolwork will be set for students to complete via ClassCharts and will be marked by teachers.

A suspension can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime detentions are counted as half a school day.

The Headteacher and Deputy Headteacher are responsible for authorising suspension paperwork. The Head of Year will ensure appropriate witness statements are obtained from all relevant parties, and this information will be used by the Headteacher to assist in their decision on the level of sanction required. If the student refuses to provide a verbal or written statement, this will be noted on the suspension paperwork.

The Headteacher will apply with 'civil standard of proof' when making this decision, ie – on 'the balance of probabilities' it is more likely than not that a fact is true. Students will either receive an internal suspension (Reset Room) or an external fixed-term suspension (at home) for a period. The decision on the length of the suspension will be made by the Headteacher based on the nature and seriousness of the incident. However, the number and length of previous suspensions may be used to determine the length of the suspension issued by the Headteacher.

There is no definitive list of circumstances that may result in a suspension from school. However, acts of physical aggression towards other members of the school community (students and staff); using or threatening to use an offensive weapon or other prohibited items; verbal abuse or threatening behaviour towards other members of the school community (students and staff); bullying; using racist language or undertaking racially motivated actions; abuse against sexual orientation or disability; behaviour in the community that brings the school into disrepute; smoking / vaping on the school site; and posting images of a member of the school community on line without their consent, will result in a suspension from school and /or permanent exclusion.

The school reserves the right to issue a suspension for any behaviour that falls below expectations outlined in our 'Getting It Right' policy and brings the reputation of the school into disrepute, including behaviour online, out of school, during passport or off-site direction placements or in the community, including evenings, weekends and school holidays. Inappropriate behaviour out of school, particularly but not exclusively while wearing the Hillcrest school uniform, will be deemed as damaging to the reputation of the school.

After the suspension has been agreed by the Headteacher, parents/carers will be contacted by telephone to explain the length of and reasons for the suspension. This will be supported by a letter sent home to parents/ carers. At each stage of the process the student will be informed of the actions taken, reasons for these actions and timescale for their reintegration back into school, if applicable.

The Designated Safeguarding Lead (DSL) will contact appropriate external agencies to notify them of a decision to suspend a child potentially at risk, i.e. - Social Care, Virtual School, Youth Offending, and Family Support Teams.

Parents/carers will be requested to attend a reintegration meeting with the Deputy Headteacher (Pastoral) before the student returns to school. During this meeting the student and parent/carer will be required to agree the terms of a 'Behaviour Contract' and/or 'Behaviour Support Plan' to outline key expectations when the student returns to school. This contract will be reviewed in the initial 4-6 weeks, and parents/carers will be required to attend review meetings, as agreed in the initial contract. As part of the reintegration process, the student will be required to engage in a behaviour support programme delivered by pastoral staff and may be based in the pastoral hub for a fixed period before being phased back into full-time lessons. Alternatively, a part-time timetable may be considered for a short period of time to reintegrate the student back into the school community.

Parents/carers will be requested to attend a formal meeting with the Headteacher if a student is suspended from school twice in an academic year and 'Governors Behaviour Panel' meeting with the Chair of Governors if a student is suspended from school three times in an academic year. As part of this process, students will be required to access support from the City of Birmingham School Outreach Service and/or commence an Off-Site Direction placement at another Oaks School to avoid further suspensions that may lead to a permanent exclusion.

As outlined in the DfE 'Mental Health and behaviour in schools' (November 2018), when considering suspending a student, we will always consider any contributing factors that are identified, which could include where the student has mental health problems. Where appropriate, we will consider if action can be taken to address underlying causes of disruptive behaviour before issuing a suspension. This is particularly important when assessing the impact of adverse childhood experiences on a student' mental health, emotional well-being and behaviour. However, in all cases, we will attempt to balance the interests of the student against the mental and physical health of the whole school community. This policy should be read in conjunction with our 'Positive Mental Health' policy.

Section 14 - Permanent Exclusion

Hillcrest School will permanently exclude a student from school for a one-off serious breach of the school's Behaviour Policy, including behaviour out of school and online. Similarly, a student may be permanently excluded from school for a cumulative number of fixed-term suspensions issued because of their behaviour in school, online and in the community. During the decision-making process, the Headteacher will take the views of the student(s) into account, considering these in light of their age and understanding, before deciding to permanently exclude, unless it would not be appropriate to do so.

Hillcrest School will endeavour to implement strategies to prevent a student at risk of permanent exclusion, particularly if they have received several fixed-term suspensions. Any decision to permanently exclude a student will be taken to the Governors for formal approval. The school will follow guidance from the Local Authority in all cases of Permanent Exclusion. The school will immediately notify allocated social workers, family support workers, virtual school key workers or SENAR (students with EHCP) of a decision to permanently exclude a student, as required.

The Headteacher will ensure work is set and marked for students during the first five school days and will communicate with the City of Birmingham School to make alternative provision for the student's education from the sixth day onwards.

The Headteacher may cancel a permanent exclusion that has already begun but this must be done where it has not yet been reviewed by the Governing body. Parents/carers, the local authority and any allocated Social or Family Support Workers will be notified immediately, and the student should be allowed to return to school, with support as outlined previously for students returning from suspensions.

Permanent Exclusion Off-Site Direction Placements

As a member of the Oaks Collegiate, we work closely with our partner schools to minimise the risk of students being permanently excluded from school for a 'one-off' incident where the behaviour displayed is 'out of character' for the student in question.

A Permanent Exclusion Off-Site Direction placement gives a student the opportunity to move to another Oaks Collegiate school for a 20-week placement. If the placement is successful over the 20-week period, the student will be taken on roll at the placement school and avoid being permanently excluded at Hillcrest School. If, however, the placement is terminated at any stage of the 20-week period for a serious breach of the school's behaviour policy, Hillcrest will continue with the permanent exclusion. During this 20-week period, the student will be dual registered at both schools. Alternatively, the school could explore an off-site direction placement at a registered Alternative Provider, which could be a full-time placement or temporary part-time basis, depending on the needs of the student.

The process follow the same protocols for Off-Site Direction placements in terms of organisation, reviewing and terminating the placement.

The school will follow all safeguarding guidance to monitor and ensure the safety of students at alternative provision sites, in line with procedures outlined in our Child Protection and Safeguarding policy.

Section 15 - The Reset Room

Students may be required to spend a period in the Reset Room for several reasons, including:

- They have received a C3 for behaviour in lessons or around the school at break/lunchtimes;
- They have been asked to write a statement about an incident that has taken place in school or the community, pending further investigation;
- They have been internally suspended for a specific reason;
- They have been internally isolated for a specific reason (ie - failing to attend a detention, failing to meet targets agreed on a Stage 3 SLT monitoring report, etc);
- Staff have unsuccessfully attempted to contact parents to collect their child from school for behavioural issues or a fixed-term suspension;
- Staff feel they need 'time out' to compose themselves as a result of a specific incident;
- They have failed to comply with school uniform expectations;
- They have failed to give their mobile phone to a member of staff if it was visible in school; and
- They have damaged school property.

As outlined in Positive Environments where children can flourish', March 2018 (Ofsted), we will endeavour to always protect the rights and dignity of students in the Reset Room. We recognise that some students may feel vulnerable and anxious if they feel they are locked in the room. Therefore, we will ensure that the door to the room is open while there are students in the room. However, as outlined in section 15, any member of staff on duty in the room has the right to physically restrain a student from leaving the room if they feel the student poses a risk to their own personal safety or the personal safety of the members of the school community. Staff on duty in the Reset Room have access to a telephone to ring a member of the Senior Leadership Team or pastoral teams if they require assistance with the behaviour of any student in the room.

Section 16 - Restrictive Interventions, Seclusion and the use of Reasonable Force

In April 2026 the DfE published a revised version of 'Restrictive interventions, including the use of reasonable force in schools'. In line with this guidance all members of school staff have a legal power to use reasonable force, seclusion and/or other restrictive interventions.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. (Refer to 'Care and Control Policy' for further details).

Restrictive Interventions:
This means to prevent, restrict, or subdue movement of the body or part of the body of a student. It refers to both physical and non-physical actions to restrain students in different ways.

Restraint:

This refers to a non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact.

Seclusion:
This refers to a non-disciplinary intervention involving keeping a student confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking or making them believe they will be punished if they try to leave.

Reasonable Force:
A term used in legislation which includes physical restrictive interventions. All members of staff have the legal power to use reasonable force in limited circumstances. It is not possible to set out comprehensively when it is reasonable to use force; or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. 'Reasonable in the circumstances' means using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The guidance is clear that any member of staff may use 'reasonable force' to physically restrain or restrict a student under the following circumstances:

- remove disruptive children from the classroom where they have refused to follow instructions leave the classroom;
- prevent a student behaving in a way that disrupts a school event, trip or a visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another pupil, or to stop a fight in the playground;
- prevent a student from damaging school property;
- prevent a students from committing or attempting to commit a criminal offence;
- if there is suspicion a student is in possession of a legally prohibited item; and
- restrain a student at risk of harming themselves through physical outbursts.

When using reasonable force and/or other restrictive interventions, staff should consider and assess the following factors:

- Whether it is likely to successfully reduce the relevant risk, or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address;
- The impact on the pupil's overall welfare, balanced against the actions taken. For example, children with adverse childhood experiences, medical conditions, communication difficulties or sensory impairments, may find its use distressing;
- Staff should seek to maintain respect for a pupil's dignity. For example, an intervention in front of the child's peers; and
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the use of reasonable force and/or other restrictive interventions should be, or could be, applied, reduced or stopped.

As outlined in 'Positive Environments where children can flourish', March 2018 (Ofsted), protecting the pupil's rights and dignity will be taken into consideration by staff when determining the need for and level of physical intervention required.

Staff will only use seclusion as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation. In such circumstances the student is not acting with intent. Seclusion will not be implemented by staff through threat of punishment. The place to which a student is confined should be safe and, where possible, not feel threatening or intimidating to them. Students will always remain supervised to ensure their safety. As soon as the immediate risk of harm has reduced, staff will consider allowing the student to leave and/or move to a different location in school.

In line with 'Keeping Children Safe in Education' (2026), as a school, we will consider the risk of using physical restraint or isolation for pupils with SEND given the additional vulnerability of pupils in this cohort. As part of our positive planning and proactive behaviour support, we aim to reduce the occurrence of risky behaviour and the need to use restraint.

Section 17 - Searching, Screening and Confiscation

The Headteacher has the right to search a student or their possessions where they have 'reasonable grounds' to suspect that the student may have a prohibited item, or any other item that the school rules identify as an item which may be searched for. Staff at Hillcrest School follow the DFE Searching, Screening and Confiscation Advice for Schools, July 2022.

Staff members can use reasonable force if required when carrying out a search and can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or students
- is legally prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

The list of prohibited items is:

- knives and weapons ;
- anything that could be used as a potential weapon (ie – piece of sharp glass, metal combs)
- alcohol;
- illegal drugs and drugs-related paraphernalia;
- stolen items;
- fireworks;
- any article that the school reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage to property of; any person (including the student);
- an article specified in regulations including tobacco, cigarettes, cigarette papers, e-cigarettes, vapes;
- pornographic images.

The Headteacher will add other items to the prohibited list if they consider such items to be a potential risk to the safety of the school community or detrimental to the day-to-day running of the school.

Only the Headteacher, or members of staff authorised by the Headteacher, can carry out a search. In such circumstances the use of reasonable force is permitted but the decision to use reasonable force will be made on a case-by-case basis. The law states the member of staff conducting the search must be of the same sex as the student being searched. There will always be another member of staff present as a witness to the search. Staff may search a student's outer clothing, pockets, possessions, bags or lockers. Outer clothing means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. The possessions will only be searched in the presence of the student. A metal detector may be used to assist the search, as required.

The school has the right to search for any item if the student agrees. The members of staff carrying out the search will ensure the student understands the reason for the search and how it will be conducted and give them the opportunity to ask any questions about the search. The school will consider the age and needs of the student at this stage, including those with specific individual needs and/or special education needs.

If the student is not willing to agree to the search, they should remain supervised and isolated from other students. Parents/carers will be contacted to secure their support for the search to be completed and will be invited into school to observe or participate in the searching process. The Headteacher will consider whether it is appropriate to use reasonable force to conduct the search, particularly if the search would prevent the student from harming themselves or others, damaging property or from causing disorder. Failure to co-operate with the

search will be managed in line with the school Behaviour Policy and a fixed term suspension will be issued.

If necessary, the Headteacher will contact the police to request support. Strip searches on the school premises are allowed, but can only be carried out by police officers. Before calling the police into school, the Headteacher and DSL will assess the risk of a potential strip search on the student's mental and physical well-being and the risk of not recovering the suspected item. Once on the school site the decision on whether to conduct a strip search lies with the police and the school will act as an advocate for the safety and well-being of the student. Parents/carers will be informed by the DSL once the strip search has taken place.

After the strip search has been completed, the student will receive appropriate support, irrespective of whether the suspected item is found, to help them to deal with the experience of being searched. A referral to Children's Social Care or Early Help will be considered by the DSL. If an item is found, the police will take relevant action, and the school will follow the guidance outlined in the policy for either a fixed-term suspension or permanent exclusion.

All school searches for prohibited items and all searches conducted by police officers will be recorded on CPOMS, including whether nor not an item is found.

Parents/carers will be informed of any search for a prohibited item that has taken place, and the outcome of the search, including any items confiscated.

Section 18 - Managing Incidents Off-Site

It is our responsibility to ensure the safe, orderly departure of students from the school site and area immediately surrounding the school during the school day. On rare occasions there may be incidents that put students and staff at risk of harm and require communication and a co-ordinated response from police colleagues.

Staff may become aware through student feedback that an incident of crime or anti-social behaviour is being planned to take place at the start or end of the school day (i.e. - fights between students and/or members of the public). Before reporting a foreseeable incident to the police, the Deputy Headteacher (Pastoral) will:

- gather as much information as possible, including the names of those involved, locations and work to resolve the issue in school using our behaviour policy;
- risk assess the likelihood of the incident taking place;
- risk assess the potential level of harm to the people involved;
- consider any additional threats i.e. - ascertain if any of the students involved have gang affiliations;
- speak to those involved in an attempt to diffuse the situation;
- inform parents/carers of the potential risk;
- consider allowing students potentially involved to arrive late to school or leave early; and
- if the risk is high, consider decisions in conjunction with our 'Lockdown' policy.

If the Headteacher considers police involvement would be appropriate and proportionate, the school will contact the police to report the concern and request support. The Headteacher will escalate through the police command structure if expressed concerns are not actioned by the police.

Occasionally, incidents may occur outside school that are unforeseen or have escalated quickly. On these occasions, the school will contact the police immediately and request an emergency response.

A member of the Senior Leadership Team is on duty outside the school gates each morning and a minimum of two members of the Senior Leadership Team are on duty outside the school gates at the end of each day. During an incident, whether foreseen or unforeseen, any members of staff on duty and present at the time, have the authority and responsibility to use 'reasonable force' techniques and take necessary actions to ensure the safety of students, other members of staff and the community involved in or witnessing the incident.

Section 19 - **Support Systems for Staff**

All staff have a responsibility to promote and maintain positive behaviour in school. Guidance is provided for staff on strategies they can employ to promote positive behaviour and respond to misbehaviour. At times, staff may feel that they cannot cope with a particular problem, ie – on-going student behaviour issues linked to bereavement or trauma. At these times they will receive support, additional advice and supervision, as required.

Staff may seek support and advice from a variety of sources within the school, e.g. from a trusted friend or colleague. This 'low level' support is encouraged actively, because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from Heads of Department or Heads of Year depending on the nature of the difficulty.

If a student has a Special Educational Need rather than additional needs, formal and informal support is also available via the school's SEN system. In this case, a referral can be made to the school's SENDCO. This may lead to the pupil and the member of staff benefiting from extra in-class support. The Deputy Headteacher (Pastoral) coordinates specialist support from external agencies that provide additional advice on managing of students' behaviour.

The school supports staff through continuing professional development, and the CPD Co-ordinator arranges training for departments, form tutors or individual members of staff looking to develop their behaviour management skills.

Section 20 - Support Systems for Parents/Carers

Hillcrest School is keen to facilitate effective and ongoing parent/carer support for all its policies and practices. Parents and carers who express concern to the Form Tutor or Head of Year about managing the behaviour and attendance of their child are offered support from a range of services coordinated by the Deputy Headteacher (Pastoral). In addition, we are always striving to increase the range of support we offer students and their families by working with services from the voluntary sector.

Parents/carers will receive daily updates on the number of positive points and negative GIR consequences through the ClassCharts App.

If school staff have concerns about a student's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, student and the school.

Parents/carers will receive a letter if their child is placed on report by either their form tutor or Head of Year. The letter will clearly explain the length of the report period and the reasons why the student was placed on report. Parents/Carers will also receive a letter if their child receives a C3. This letter will clearly outline the reasons why the student was removed from lesson.

We will do our best to engage parents and carers who are hard to reach through a range of additional measures including, where appropriate, Family Connect and Early Help process.

Section 21 - Monitoring

Our Behaviour Policy and Procedures will be monitored and evaluated by:

- Governing body visits to the school and meetings with the Safeguarding team
- Annual Governors Safeguarding report
- Weekly safeguarding team meetings to review support for vulnerable students
- Feedback on behaviour issues at SLT meetings

- SLT ‘drop ins’ and discussions with children and staff
- Pupil survey and questionnaires
- Scrutiny of range of risk assessments
- Logs of bullying /racist/homophobic/child-on-child behaviour incidents

Appendix 1 - Getting It Right Overview 2026-27

Cumulative Consequences C1- C3

Barriers to learning in the classroom	Warning	C1	C2	C3
Negative Attitude to learning 1 in lesson	Name on Board			
Negative Attitude to learning 2 in lesson	Name on Board	-1 GIR point		
Negative Attitude to learning 3 in lesson	Name on Board		-2 GIR points **Detention 30 Mins**	
Negative Attitude to learning 4 in lesson	Name on Board			-3 GIR points **Detention 60 mins**

C1 – 3: Examples of negative attitudes to learning that warrant a warning and consequence

- Talking when the teacher and/or other students are speaking
- Talking when the class have been asked to work in silence
- Causing disruption to learning (including causing distraction to others)
- Lack of effort/failure to complete classwork
- Failure to follow STEPS
- Eating or drinking in the lesson (including chewing gum)
- Lack of equipment (for example, basic stationery, calculator, Knowledge Organisers, exercise book)
- Failure to correct behaviour after a warning

Instant C2 Consequences (Detention 30 Minutes)

Barriers to learning in the classroom	Warning	C1	C2
Failure to follow instructions (after warning) Speaking inappropriately, including questioning staff Causing disruption to learning, preventing the teacher from teaching Inappropriate disruption to learning (talking, shouting out, giggling) Continued lack of effort/failure to complete classwork after a warning Entering a classroom inappropriately/disrupting the start of a lesson Failure to wear school uniform correctly in lessons (inc. lanyards) Five minutes late to lesson without a valid reason/note from a teacher			

Instant C3 Consequences (Sent to Reset Room & Detention 60 Minutes)

Refusal to go to Reset Room = Suspension

Barriers to learning in the classroom	Warning	C1	C2	C3
Mobile phone seen or heard on the school site, or unauthorised contact with home using a mobile phone. **Phone must be handed to member of staff (C3 issued, no RR)** Refusal to hand over inappropriate items to a member of staff **(sent to RR / suspension)** Persistent failure to follow instructions, including rudeness and defiance to staff Use of inappropriate language, including being verbally abusive towards staff or students, including questioning consequences Physical aggression towards staff or students Causing damage to school property or personal belongings of others Displaying behaviour deemed dangerous to a student's personal safety or that of other class members Leaving the classroom without permission Sending inappropriate comments to another student online Truancy (internal or external) Failure to bring PE kit and refusal to borrow school PE kit				

Detention flowchart

