Behaviour for Learning Policy

Hurstmere School

The Howard Academy Trust

Applicable to:	All students at Hurstmere School, their parents/guardians, and all staff, including supply and agency staff while working here.
Dissemination:	The policy will be available to parents/guardians and students via the school website, to staff via the staff shared area, and shared at induction.
Training:	Part of staff induction and professional development; available on request.
Review Frequency:	The policy will be reviewed annually, or sooner in the light of new evidence, legislation, guidance or changes to Trust policy.
Agreement Author:	Mr J Lever, Vice Principal
Executive Policy Owner:	Mrs L Bennett, Principal, Hurstmere School
Approval by:	Local Academy Board, Hurstmere School
Approval Date:	24 November 2026
Next Review Date:	September 2027

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1. The Hurstmere Way

Helping students, parents and other interested parties understand our rules and expectations, to ensure that our students can thrive and become the best that they can be.

At Hurstmere School, we believe that every student can achieve excellence when they are supported by clear expectations, strong relationships and a culture of high standards.

The Hurstmere Way is built on the principle that every choice matters. The decisions students make each day – in lessons, around the school, online, on public transport and within the wider community – shape their future success.

We are committed to creating a school where students feel safe, respected and challenged to be the very best version of themselves. We expect all members of our community to demonstrate integrity, kindness and ambition in everything they do.

Our expectations are not designed to catch students out; they are designed to help every student thrive academically, socially and personally.

At Hurstmere, we Choose Better.

2. Our values – RTRAILS

Everything we do at Hurstmere School is underpinned by our RTRAILS values. These values guide our behaviour, decision-making and relationships with others.

Value	What it means at Hurstmere
Respect	Treating others with kindness, courtesy and consideration.
Teamwork	Working positively with others and supporting our school community.
Resilience	Persevering when things are difficult and learning from setbacks.
Ambition	Striving to achieve our very best in all areas of school life.
Integrity	Doing the right thing even when nobody is watching.
Leadership	Being a positive role model and influencing others positively.
Self-Belief	Having confidence in our ability to improve, succeed and overcome challenges.

This policy provides you with all the key information relating to the standards of behaviour and conduct we expect of all students at Hurstmere School. Please take the time to read it carefully so that you understand these expectations. Make positive choices!

3. Roles and responsibilities

This section reflects the roles and responsibilities set out in the Howard Academy Trust (THAT) Behaviour Policy and explains how they apply at Hurstmere School.

3.1 The Board of Trustees

Trustees work with the central Trust team and Hurstmere's senior leadership team to set the ethos and core values that promote high standards of behaviour. Trustees monitor and evaluate the impact of the Trust's Behaviour Policy and hold the CEO and Principal to account for its implementation.

3.2 The Chief Executive Officer

The CEO ensures that the Trust's Behaviour Policy is applied consistently across all academies, including Hurstmere, and reports to the Trustees on educational outcomes, behaviour management, support strategies and early intervention.

3.3 The Local Governing Body

Hurstmere's Local Governing Body reviews and monitors how this policy and the Trust's Behaviour Policy are applied, receiving regular reports from the Principal on sanctions and support in place for students. Governors scrutinise relevant data, including searches and removals from the classroom, and act as a point of challenge for decisions taken by the Principal.

3.4 The Principal

The Principal, supported by the senior leadership team, ensures that staff are supported and up to date with policy changes, that this policy is applied fairly and consistently, and that the use of removal from the classroom does not have a disproportionate effect on students sharing particular protected characteristics.

3.5 Staff

All staff will:

- Communicate the contents of this policy to students and parents/guardians, so expectations are transparent and consistently understood.
- Apply this policy fairly, consistently, proportionately and without discrimination, taking into account SEND and the additional challenges some vulnerable students may face.
- Make reasonable adjustments for disabled students, as required.
- Model positive behaviour and challenge poor behaviour consistently, in line with the RTRAILS values.
- Record incidents of poor behaviour and any sanctions given on Arbor.
- Focus on de-escalation and preventative strategies rather than being solely reactive.

3.6 Parents/guardians

Parents/guardians' responsibilities are set out in full in Section 8.2 of this policy.

3.7 Students

Students' rights and responsibilities are set out in Sections 8.1 and 8.4 of this policy.

4. The school day

4.1 Monday to Thursday

Session	Time
Line-ups	8.25am – 8.30am
Tutor time and PD	8.30am – 9.00am
Period 1	9.00am – 9.55am
Period 2	9.55am – 10.50am
Break	10.50am – 11.10am
Period 3	11.10am – 12.05pm
Period 4	12.05pm – 1.00pm
Lunch and PD (Years 7, 8 and 9)	1.00pm – 1.30pm
Lunch and PD (Years 10 and 11)	1.30pm – 2.00pm
Period 5	2.00pm – 2.55pm
Line-ups	2.55pm – 3.00pm
Intervention / Enrichment	From 3.00pm

4.2 Friday

Session	Time
Line-ups	8.25am – 8.30am
Period 1	8.30am – 9.30am
Period 2	9.30am – 10.30am
Break	10.30am – 10.50am
Period 3	10.50am – 11.50am
Period 4	11.50am – 12.50pm
Lunch	12.50pm – 1.20pm
Line-up and dismissal	1.20pm

5. Punctuality and line-ups

5.1 Punctuality

The school day begins at 8.20am, when all students are expected to be on site. Senior and pastoral staff will be at the side gate closest to the PE department between 8.00am and 8.20am to meet students as they arrive. The entrance to the site will close at exactly 8.20am.

Any student who arrives after this time must enter through the front of the school and will be marked as late, receiving a P1 negative behaviour point. Students must be at their year group line-up by

8.25am; anyone arriving after this will be marked 'late for line-up' and will also receive a P1 negative behaviour point. Parents/guardians will be notified via Arbor. The school will determine whether there are grounds for the lateness not to be logged.

5.2 Line-ups at Hurstmere School

Line-up is run by the Raising Standards Lead (RSL) for each year group, supported by a designated member of the Leadership Team. The RSL reinforces the school's expectations regarding behaviour and conduct. Each form tutor moves up and down their form group, checking that every student is wearing the correct uniform and has the correct equipment for the day.

If a student is identified as not having the correct uniform or equipment, they will be directed to the Student Support Centre to correct this using school stock. Home contact will be made to make parents/guardians aware of the issue and to agree a permanent solution for the next school day. All uniform and equipment infringements result in one negative behaviour point. It is important that students correct infringements immediately, as points will otherwise continue to accrue.

The Principal reserves the right to use suspension where a student persistently fails to follow the school's expectations. Should a student refuse to use school spare uniform or equipment, a member of the pastoral team will contact home to establish whether the missing item(s) can be brought in, or whether permission is given for the student to return home to collect them.

5.3 AM and PM line-ups

The school entrance is via the side gate (closest to PE and the main field) and opens at 8.00am, where uniform will be checked by senior leaders. Students will also be reminded to ensure mobile phones are switched off and placed in their bags; any infringements must be corrected at this point. Students who have left items at home will be sent home to retrieve them where appropriate or directed to the Student Support Centre to borrow the necessary uniform. If a student is sent home, parents will be notified by message explaining that their son has been sent home to correct his uniform.

Line-ups begin at 8.25am each morning. Line-ups help create a structured environment that supports an effective and orderly start to the day. Students must be in position ready to begin line-up at 8.25am. A warning bell sounds at 8.20am, giving students five minutes to reach the correct position.

PM line-ups

PM line-ups were introduced in September 2026 to ensure the school day ends in a structured way, allowing Raising Standards Leaders to celebrate the day's achievements and to ensure that students with a reset (detention) are collected and escorted to the Centralised Reset Session (CRS). Deliberately walking away from reset collection is treated as an act of defiance and will result in automatic internal suspension the following day. A student who believes there are mitigating circumstances should still attend the reset so that these can be explored; the senior member of staff running the CRS will have the final decision.

Lateness to line-ups

A student who is late for line-up will have this logged on Arbor as a C1 negative behaviour point, and parents will be notified via Arbor. At the discretion of the student's Raising Standards Leader, persistent lateness may result in the student being placed on an Attendance and Punctuality Report for two weeks. The student's form tutor will contact parents about this course of action.

Punctuality to lessons is vitally important. Two bells sound: one to signal the end of a lesson and another to signal the start of the next. A student who arrives after the second bell, or after the register has begun to be taken (whichever is sooner), receives a late mark and a C2 negative behaviour point. A student arriving eight or more minutes late is marked as having truanted the lesson; truancy results in a C3 one-hour reset, to be sat that same day.

6. Uniform and equipment

6.1 Uniform and equipment standards

- A regulation coat (see the Uniform and Equipment document for permitted coats)
- Hurstmere School blazer
- Plain white shirt with collar, always tucked in
- Correct school tie, worn at the correct length, to the top of the belt
- Plain, smart black trousers, secured at the waist
- Plain 3cm black belt, if required (belts with logos or branding are not permitted)
- Black socks
- Plain black leather shoes – Kickers shoes are acceptable, but Kickers trainers are not (see permitted footwear)
- Plain coloured backpack



6.2 Items not permitted

In addition to the Prohibited (Banned) Items list in Section 14, students are not permitted to wear:

- Hooded tops
- Track tops (quarter-zips, tech fleeces, etc.)
- Any items of clothing with overt branding
- Baseball caps
- Alternative trousers (tracksuit bottoms, jeans, etc.)
- Canvas or trainer-style shoes or boots

6.3 Equipment required in backpacks

- A comprehensive pencil case, including multiple pens, multiple pencils, a glue stick, an eraser, a sharpener, a ruler, a protractor, compasses and a scientific calculator
- A reading book
- This Parent and Student Handbook 2026/2027

If a student arrives without the above equipment, replacement items can be purchased via the Student Support Centre, with the cost debited from the student's WisePay account. Further details of when this facility is available will be provided to students.

Any student arriving in non-uniform clothing can expect to be sent home, with parental/guardian permission, to change, or to be sent to the Student Support Centre to borrow uniform for the day. If a student is unwilling to do either, they will be placed in the Internal Suspension Room (ISR) until the infringement is corrected and will also complete a one-hour reset at the end of the school day. Students without the correct equipment will, in the first instance, be loaned the items they need.

6.4 Jewellery and watches

To prevent injuries or theft, jewellery is banned at Hurstmere. All visible piercings, rings, necklaces and bracelets are banned.

We recognise that some students may need to wear a medical bracelet or have a religious reason for wearing a particular item of jewellery. These situations will be assessed on a case-by-case basis in consultation with parents/guardians.

6.5 PE kit

All students are expected to take a full and active part in PE lessons, wearing the correct kit. If a student is injured or unwell, they must still change into their kit and take part in the lesson in a non-practical capacity, unless the injury would prevent them from changing safely or would risk further injury.

Students must bring their full and correct Hurstmere PE kit to every lesson. Non-compliance results in a reset: a negative point and 30-minute reset for a single missing item, rising to 30 minutes for a missing full kit. Should a student continue to refuse to bring PE kit, parents/guardians will be invited into school to resolve the situation.

Long-term injuries should be communicated clearly to the student's PE teacher, with a doctor's note provided as evidence. These will be reviewed by the PE Curriculum Leader.

6.6 Footwear





6.7 Trousers and belts

Trousers must be secured at the waist. Any student wearing trousers below the waist will be expected to rectify this by purchasing a belt. A loan belt will be issued on the first occasion, together with a 30-minute reset.

Hurstmere School trousers – example of trousers PERMITTED

Hurstmere School specifies that trousers must be tailored (not jean style), plain black and not heavy cotton or denim material. Trousers must not be skinny fitting and must cover the ankles





COMMON EXAMPLES – trouser styles NOT PERMITTED at Hurstmere

The trouser styles below are common examples of trousers that are not permitted at Hurstmere School.
Hurstmere do not regarded these as traditional formal trousers.

Key features that will help you decide on the appropriateness of footwear are shown below.

1. Jean Trousers

Jean style tight fitting or baggy trousers





2. Grey or blue trousers





Hurstmere School belts

Belts must be plain black leather type material with a small non designer buckle



6.8 Outdoor coats

Hurstmere School Outdoor Coats – styles NOT PERMITTED

Our uniform policy is that coats must not be made of denim or leather, contain graffiti or slogans. Coats must not resemble training top/sports jacket style and must be dark colours. No hoodie, bright/ multi coloured or body warmer type coats



6.9 School bag



6.10 Headwear



6.11 Drinks and bottles

Drinks and Bottles

We encourage students to drink water throughout the school day to keep hydrated.

We also want the school to be as environmentally friendly as possible and remove the possibility of any waste packaging being dropped in school or the wider community

Therefore, all students should bring a refillable bottle to school. It should only be refilled out of lessons during break or lunch

The bottle should be easily identifiable. Note that in exams, the label must also be removed

Coffee and other hot drinks are not be brought into school by Hurstmere students

Other drinks that are not allowed in Hurstmere include high sugar drinks, fizzy and/or high caffeine and energy drinks.

Any drinks or drink containers not following the Hurstmere expectations will be confiscated



7. Mobile phones, smart watches and smart glasses

Following the Children's Wellbeing and Schools Act 2026 and the Department for Education's January 2026 guidance, all schools must now, as a default, operate a 'mobile phone-free school' as standard within their behaviour policy. In line with this, Hurstmere School has taken the decision to prohibit mobile phones, smart watches and smart glasses throughout the school day. We believe this improves focus, supports social skills, reduces inequality and helps prevent cyberbullying and other safeguarding concerns during the school day.

Should a student bring a mobile phone to school, it must be turned off and placed in their bag, out of sight, on arrival at the gate. We operate a strict 'on site, out of sight' policy. Once a student is on site (beyond the main or side gate), these items are treated as prohibited items (Band 4).

7.1 Mobile phone pouch system

Each student is provided with a mobile phone pouch and is responsible for their own pouch; any loss or damage is the student's responsibility. Each morning at line-up, when directed, students place their phone in the pouch for the duration of the day. The pouch is locked and kept in the student's bag until the end of the day. This is mandatory. Form tutors will check that all phones are switched off. Refusal to comply is a serious breach of this expectation and will be sanctioned accordingly (see Section 7.3).

Where a phone cannot be placed in a pouch for any reason – for example, if it is lost, damaged or faulty – it must instead be handed to the member of the Senior Leadership Team responsible for that student's year group and will be kept securely in the main office for the remainder of the day. Students may collect these at the end of the day. If a student forgets their phone pouch, they will be sent to the Student Support Centre, where a wand will be used to check that they do not have a

mobile phone on their person or in their bag; this is logged as a uniform infringement and results in one negative behaviour point. The tariff for mobile phone infringements is set out below.

Incident	Consequence
1st incident	Logged, 1 negative point, no sanction
2nd incident	Logged, 2 negative points, 30-minute reset
3rd incident	Logged, 3 negative points, 1-hour reset, contact from tutor
4th incident	Logged, 3 negative points, 1-hour reset, contact from RSL
5th incident (or more)	Logged, 3 negative points, 1-hour reset, contact from SLT

The school reserves the right to conduct random checks to ensure pouches have not been forced open, including the use of a wand where required. At afternoon line-up, pouches are unlocked by form tutors, except for those students required to attend a reset. Once unlocked, students must keep their phones switched off and in their school bag until they leave the Hurstmere School site.

Should a student access their phone while on site, it will be confiscated immediately under the school's behaviour policy (Education and Inspections Act 2006, s.89), and parents/guardians will be asked to collect it at the end of the day. Smart watches and smart glasses are prohibited on the same basis: if seen, they will be confiscated, a sanction applied, and the item collected by parents/guardians. Staff acting lawfully within this policy are protected from liability for loss of, or damage to, a confiscated item (Education and Inspections Act 2006, s.91).

7.2 Mobile phones on external visits and trips

We recognise that for some activities, mobile phones may be required for navigation, contacting staff (for example via TripAid), or contacting parents. We also recognise students' wish to take photographs to remember their trip, although all safeguarding measures regarding mobile phone use continue to apply at all times. The expectations and rules for mobile phone use on external visits and trips will be provided as part of the terms and conditions of participation, via the trip leader.

7.3 Process and sanctions

- If a phone, smart watch or pair of smart glasses is seen or heard, it will be confiscated under the school's powers (Education and Inspections Act 2006, s.89) and the Department for Education's Searching, Screening and Confiscation: Advice for Schools (July 2022), and deposited in the main admin office along with a sanction.
- Confiscated devices are not returned directly to the student; a parent/guardian or authorised adult must collect the device on the same or following day.
- Where incidents are repeated, a more serious sanction will be applied, together with a fixed-period ban on bringing mobile devices into school.

Non-compliance: if a student refuses to use the school mobile phone pouch system, the school will consider an appropriate response on a case-by-case basis; this is likely to result in suspension, for a period reflecting the severity and persistence of the defiance.

Where a banned item is suspected on site, the school may search the student and their possessions under the Department for Education's Searching, Screening and Confiscation: Advice for Schools (July 2022).

The school has a duty under the Equality Act 2010 to make reasonable adjustments for disabled students; where access to a phone is necessary due to a disability, parents should contact the Principal, who will assess this individually. The school will also make adaptations to support registered young guardians.

In line with the Trust's Behaviour Policy, staff may seize an electronic device to examine any data or files on it where they believe there is good reason to do so, and this data may be erased before the device is returned if staff believe there is good reason to do this. If a member of staff conducting a search suspects they may find an indecent image, they must never intentionally view the image and must never copy, print, share, store or save it. Where an incident might involve an indecent image, staff must confiscate the device, avoid looking at it, and refer the incident to the Designated Safeguarding Lead immediately, having regard to UK Council for Internet Safety advice on managing incidents of sharing nudes and semi-nudes.

8. Behaviour expectations – Home–School Agreement

8.1 School rules

- Make the best use of time at Hurstmere School – arriving at school and to all lessons on time, aiming for 100% attendance.
- Show courtesy, consideration and respect at all times, to bring credit to yourself and the school. This includes travelling to and from school and on school trips.
- Speak and behave politely and with respect to all members of the school community.
- Follow instructions from staff first time.
- Be organised and ensure you have the correct equipment every day.
- Look after all equipment, taking care of books and treating school property with respect.
- Work hard, make your best effort and show a positive attitude to learning.
- Complete all home learning and study regularly, ensuring it is submitted on time.
- Only leave the school premises during the school day with the permission of a member of the Senior Leadership Team.
- Do not smoke or vape. No student may bring to school any substance likely to be harmful to themselves or others.
- No student may bring to school a knife, other weapon, or any other object likely to be harmful to others.
- Appearance is paramount. Students are expected to wear full school uniform, including blazer and formal school shoes. Trousers must be secured at the waist, with a belt if required. Extreme hairstyles are not permitted; dyed styles and lines or insignia cut into the hair are prohibited.
- Valuable items such as jewellery and personal electronic devices should not be brought to school. Mobile phones and headphones must not be used on the school site and should remain switched off and in the student's bag. Smart watches are permitted for telling the time only.
- All dangerous games are forbidden. Throwing any object capable of causing damage or injury will not be tolerated.

- Breakages, damage to, or loss of school property must be paid for. This includes textbooks, library books and any item of school equipment on loan to students; parents/guardians will be invoiced for full reimbursement.
- Eating in classrooms is forbidden, unless specifically permitted in designated areas during wet weather. Litter and food waste must be placed in bins. Water is permitted in classrooms, but energy drinks are prohibited.
- Students may not bring food or drink, including sweets, into school for sale to other students.

Any student who follows these rules and goes beyond expectations is likely to be rewarded for their efforts. Equally, a student who fails to meet these rules and expectations will receive a sanction.

8.2 Parents/guardians are expected to:

- Ensure their son attends school regularly, on time and properly equipped.
- Let the school know about any concerns or problems that might affect their child's work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Support their child with homework and other home learning opportunities.
- Support their child in reading regularly, including discussing what they have read.
- Attend Parents' Evenings and other events and engage in discussions about their child's progress.
- Get to know about their child's life at school.
- Refrain from taking holidays during term time.
- Support the school by allowing their son to participate in surveys and questionnaires.

8.3 As a school we will:

- Encourage parents/guardians to participate in the educational process.
- Respond to home communications within two working days.
- Contact parents/guardians if there is a problem with attendance, punctuality or behaviour.
- Let parents/guardians know about any concerns or problems affecting their child's work or progress.
- Send home regular assessments and set appropriate targets for achievement.
- Set, mark and monitor homework, and provide facilities for private study in school.
- Arrange Parents' Evenings at which progress will be discussed.
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events.

8.4 Student rights

As set out in the Trust's Behaviour Policy, alongside the responsibilities above, every student at Hurstmere has the right to:

- Feel safe both in and out of the classroom, with regard had for their own safety and that of others.
- Learn, free from the disruption of others.

- Be valued and have good work recognised and rewarded.
- Receive help and support where requested.
- Be listened to and respected.
- Be treated fairly.
- Be treated as an individual, and to inform a member of staff when this policy or the Trust's Behaviour Policy has been breached by themselves or another student.

9. Rewards

Positivity lies at the heart of effective education, and our system at Hurstmere School is designed to recognise and celebrate effort, achievement and success.

In-class rewards celebrate and motivate students, recognising their achievements and their efforts to go above and beyond. We avoid generic or vague praise, as this devalues students' successes.

9.1 How rewards work

Students are praised verbally and through positive achievement points, which may be linked to our RTRAILS values. These are awarded both in class and around the school site. Throughout each term, achievement points are collated and students are issued with certificates and prizes in recognition of their efforts. Students are also celebrated in Awards Assemblies at the end of each term.

Reward	Description
Praise	Verbal praise for effort in class; may be marked on the classroom board as P1.
Achievement Points	Awarded via Arbor for excellent effort, high-quality work, teamwork, kindness and good behaviour. Points contribute to individual, class and house totals; parents are notified by email. Marked as P2 in class. Certificate thresholds: 100 Bronze, 200 Silver, 300 Gold, 400 Platinum.
Positive Communication Home	A call or email home for exceptional effort or achievement, marked as P3 in class and logged on Arbor.
Golden Tickets	Awarded by any member of staff for going above and beyond; entered into a daily prize draw. Parents receive an email notification.
Termly Rewards Assemblies	Celebrate high achievement point totals, 100% attendance, exceptional effort or improvement, external achievements, and subject awards.
Prize Draws	At least twice a year, students with high achievement point totals are entered into prize draws; more points mean more chances to win.
Rewards Trips	At the end of Terms 2 and 4, students with the highest achievement points are invited on an off-site rewards trip, at the discretion of the Raising Standards Leaders, the associated Assistant Headteacher and the Rewards Coordinator.
Principal Reward Vouchers	Weekly nominations from staff for students demonstrating RTRAILS values; nominees meet the Principal and receive a free lunch voucher.
Prize Giving Awards Evening (October 2026)	Students may be nominated for special recognition at our annual Prize Giving Event.

We have an ever-expanding and developing rewards programme. Parents/guardians or students interested in supporting this programme, through contributions or donations, should contact the school's Rewards Lead, Mr Waghorn (s.waghorn@hurstmere.org.uk).

10. Behaviour in lessons

Lessons are 55 minutes long, or one hour on a Friday, and students are expected to maintain our standards at all times; failure to do so will result in appropriate consequences in line with the Hurstmere School Behaviour Policy. Students can expect the same structure in every lesson.

10.1 Start of lesson – ready to learn

Students arrive at lessons on time. Uniform is smart and worn correctly, with coats removed before entering the classroom, and students wait silently for the teacher to welcome them in.

- Enter calmly and silently, greeting the teacher at the door, then sit at the seat allocated on the teacher's seating plan. This is not to be challenged.
- Organise equipment on the desk and write the date and title before beginning the first learning activity.
- Sit silently while the register is taken, continuing with the learning activity.

10.2 Learning time – STAR

During learning time, all students are expected to follow STAR: work exceptionally hard without disrupting the learning of any other student, and respond positively to all instructions and feedback.



10.3 End of lesson

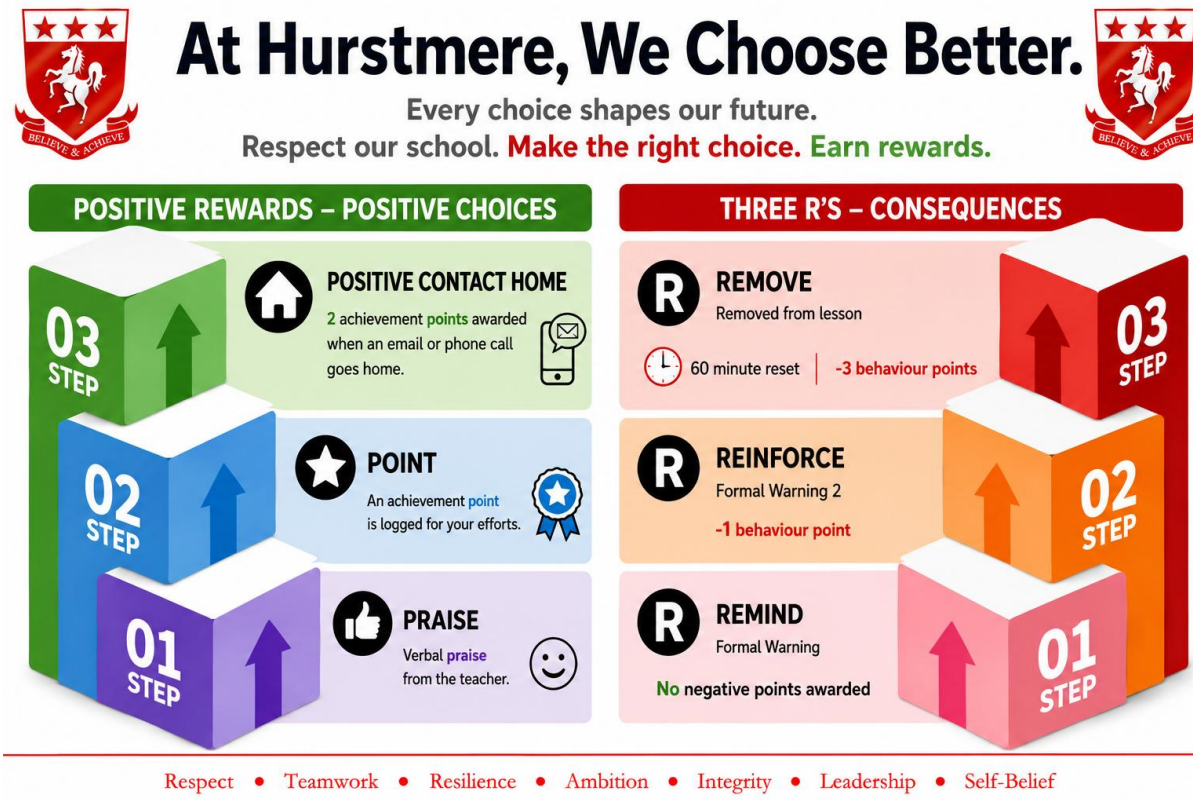
- Clear desks quietly
- Stand behind chairs quietly
- Wait quietly
- Leave calmly
- Say goodbye and thank you

11. Behaviour consequences – the 'C' tariff system

In line with the Trust's Behaviour Policy, where a student's conduct falls below the standard that could reasonably be expected of them, the first priority is always to ensure the safety of students and staff and to restore a calm environment; de-escalation techniques will be used to help prevent further behaviour issues arising. All sanctions applied through the C Tariff System below are reasonable and proportionate to the circumstances of the incident, with due consideration given to a student's age, any special educational needs or disability, and any religious requirements. A response to behaviour may have various purposes, including deterrence, protection and/or improvement.

Within the classroom, teachers respond to both positive and negative behaviour. Staff are expected to challenge poor behaviour consistently and appropriately, in line with the Trust policy, and to log incidents on Arbor immediately.

Every classroom displays an illustration promoting positive behaviour choices through our 'Three Ps' and making clear that poor behaviour choices will be addressed through our 'Three Rs' process. All students at Hurstmere School are expected to recognise the authority of teachers; any instance of arguing back will result in staff moving to the next stage of the behaviour policy.



Students accrue achievement points (+) and/or negative behaviour points (–) throughout the academic year. Some behaviours carry a set number of points and a set sanction; in addition, reaching certain point totals automatically triggers a specific sanction.

11.1 Negative behaviour point bandings

Code	Points	Sanction
C (verbal warning)	0	Warning about conduct – no points
C1 / H1 / P1	1	No reset
C2 / H2 / P2	2	30-minute reset (same day)
C3 / H3 / P3	3	1-hour reset (same day)
C4	4+	Internal Suspension (9.00am–3.55pm, next day)
C5	5	Awarded for all serious incidents and/or failure of Internal Suspension

11.2 Behaviours by point value

C – 0 negative behaviour points

- Verbal warning to correct behaviour
- Passivity in class
- Talking or disrupting learning
- Not following instructions

C1 / H1 / P1 – 1 negative behaviour point

- Reinforce in lessons (C1)
- Late to lesson (C1)
- Late to school, arriving after 8.20am but before 8.30am (P1)
- Disruption to line-up (C1)
- Disruption in assembly (C1)
- Uniform infringement (C1)
- Equipment infringement (C1)
- Prohibited items, Band 1 (C1)
- Missing an item of PE kit (C1)
- Homework not submitted (H1)
- Mobile phone pouch forgotten, first offence (C1)

C2 / H2 / P2 – 2 negative behaviour points

- Late to school, arriving after 8.30am but before 9.00am (P2)
- Late for lesson (C2)
- Missing whole PE kit (C2)
- Removal from line-up (C2)
- Prohibited items, Band 2 (C2)
- Defiance (C2)
- Dishonesty (C2)
- Unkindness (C2)
- Anti-social behaviour in communal areas, such as play-fighting (C2)
- Homework not submitted for a second time – reset served in department (H2)
- Mobile phone not switched off during the school day (C2)
- Mobile phone pouch forgotten, second time (C2)

Displaying the above behaviours, or reaching two negative behaviour points, results in a 30-minute reset to be sat the same day.

C3 / H3 / P3 – 3 negative behaviour points

- Removal from lesson (C3)
- Three Reinforces in a week (C3)
- Late to school, arriving after 9.00am (P3)

- Truancy from lesson (C3)
- Removal from assembly (C3)
- Prohibited items, Band 3 (C3)
- Mobile phone pouch misuse (C3)
- Self-exit from class (C3)
- Damaging another student's property (C3)
- Inappropriate language or rudeness towards staff (C3)
- Failing to attend a 30-minute reset (C3)
- Graffiti on school property (C3)
- Being removed from a 30-minute reset (C3)
- Failure of a Getting It Right Card, to tutor or subject teacher (C3)
- Homework not submitted for a third time – reset served in department (H3)
- Being in an out-of-bounds area (C3)
- Failure to follow mobile phone pouch protocol (C3)
- Mobile phone pouch forgotten, third time (C3)
- Losing a Getting It Right Card (C3)

Displaying the above behaviours, or reaching three negative behaviour points, results in a one-hour reset to be sat the same day.

C4 – 4 negative behaviour points

- Instigating or encouraging an altercation with another student or students (C4)
- Bullying (C4)
- Racist, LGBTQIA+ discriminatory, or sexist behaviour (C4)
- Vandalism (C4)
- Theft (C4)
- Negatively impacting the reputation of the school (C4)
- Aggressive or confrontational behaviour towards staff (C4)
- Aggressive or confrontational behaviour towards another student (C4)
- Dangerous behaviour in communal areas (C4)
- Refused or failed Refocus Room (C4)
- Not attending a 60-minute reset (C4)
- Being removed from a 60-minute reset (C4)
- Two Refocus Room referrals in one day (C4)
- Refusal to be searched for a prohibited item (C4)
- Failure of a Getting It Right Card, to RSL, Subject Leader, Associate Senior Leader or Vice Principal (C4)
- Being caught with a mobile phone out of its pouch while on site (C4)
- Leaving the school site without permission (C4)

Displaying the above behaviours, or reaching four negative behaviour points, results in Internal Suspension for at least one day.

11.3 In-lesson consequence ladder

Stage	Consequence	Example offences
C – Remind (verbal warning)	Name on the board; reminder of expectations and next steps.	Passivity; talking or disrupting learning; not following instructions or entry/in-class/exit expectations.
C1 – Reinforce (1 point)	Name on the board (C1); reminder of expectations; logged on Arbor. Three C1s = 60-minute after-school sanction.	Repeated C1 behaviours; talking during test conditions; equipment infringement.
C3 – Remove (3 points)	On-call requested; student removed from lesson to the Refocus Room; 60-minute after-school sanction; work from the lesson must be completed. Two Refocus referrals in a day results in a C4.	Repeated C1 behaviours; self-exit; inappropriate language or rudeness to staff; significant disruption.
C4 – Refused or failed Refocus (4 points)	On-call requested; student removed from the Refocus Room and placed in the Internal Suspension Room until 3.55pm (2.20pm on Fridays).	Refusing to attend the Refocus Room; passivity, talking or disrupting learning within it.
C5 – Refused or failed ISR (5 points)	On-call requested; student placed with a member of the Senior Leadership Team. Continued failure may lead to fixed-term suspension.	Refusing to attend the ISR; passivity or disruption within it; not remaining until 3.55pm (2.20pm on Fridays).

12. Behaviour outside of lessons

All students are expected to take responsibility for their actions and choices at all times. The table below sets out our expectations outside of lessons.

Setting	Students	Parents
Travelling to and from school	Represent the school with pride; wear correct uniform; speak politely and give way to members of the public; do not loiter in groups near local businesses; do not engage in illegal or illicit activity; report any issues to staff.	Set clear times for students to return home; support attendance and punctuality by ensuring students are ready, fully equipped and on time.
Break and lunch	Act sensibly; eat while seated; clear away all rubbish; look after the school; use indoor voices.	Provide healthy snacks and limit sugary sweets; ask what your child ate at break and lunch; ensure WisePay is topped up where appropriate.
Transitions between lessons	Take the quickest route to lessons; walk on the left with pace and purpose.	Ask your child whether they were on time to every lesson.

The above is not exhaustive. We ask that parents/guardians speak to their child every day about all aspects of their school day.

During transitions between lessons, including before and after breaks, students must move sensibly – no running through corridors or loitering. To avoid congestion, all students should 'keep left, walk

with pace and purpose'. Students have five minutes to move between lessons and must arrive promptly to avoid consequences.

During social times, students are expected to sit or stand with friends in the designated duty areas before school, at break, at lunch and after school. Food must be eaten in designated areas or the canteen and should not be consumed while moving around the school. Students inside at break times must be seated or moving to a seated area.

12.1 Behaviour in the school community

Hurstmere School aims to be a beacon of excellence in the local community. Students are expected to demonstrate a high standard of conduct on the journey to and from school, as every student is an ambassador for our school. Students are expected to:

- Arrive at and leave school in full uniform.
- Use the traffic light crossings to cross the road safely.
- Use cycle lanes and pedestrian zones safely.
- Not loiter at local shops or the park.
- Return home immediately after school if they do not live in Sidcup.
- Take any litter home and dispose of it properly.
- Respect our neighbours and all local residents.

Where a student's behaviour falls below the expected standard, the school is legally permitted to impose sanctions in response to non-criminal poor behaviour that is witnessed by a member of staff or reported to the school. Students may also be challenged on their behaviour when not formally representing the school, including their general conduct in the local community. This includes misbehaviour when a student is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school wearing school uniform, in whole or in part;
- Otherwise identifiable as a Hurstmere student, or where misbehaviour at any time, whether or not the above applies:
  - Could have repercussions for the orderly running of the school;
  - Poses a threat to another student or a member of the public;
  - Involves behaviour towards others connected to their involvement with the school, such as bullying, including cyberbullying, outside school hours; or
  - Could adversely affect the reputation of the school.

Following the staggered dismissal at the end of the day, students are expected to leave the site immediately unless attending a supervised after-school activity or club, with staff overseeing dismissal from 3.00pm (1.20pm on Fridays). For the safety of students and the consideration of local residents, any students who congregate outside the school gates after dismissal will be moved on promptly by staff.

Students should make their way home after school and should not congregate at local shops or parks in school uniform, unless with their parents. The school will determine appropriate sanctions on an individual basis, according to the nature of the incident.

12.2 Vandalism or damage to school property

Where vandalism or damage to school property is found to have occurred, the school will fully investigate the circumstances. If the damage is deemed wilful, the school will write to parents/guardians requesting that the property be restored or replaced in line with the actual damage, as determined by the Principal.

12.3 Damage to another student's property

Where damage to another student's property is found to have occurred, the school will fully investigate the circumstances. If the damage is deemed wilful or intentional, the school will notify parents/guardians and request that the property be restored or replaced accordingly.

13. Serious incidents and child-on-child abuse

In line with the Trust's Behaviour Policy: sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe in Education statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to both the reported victim and the person the allegation is made against.

13.1 Serious incidents

Senior staff will initiate an investigation into any serious incident and respond in line with the policy governing behaviour and suspensions. Serious incidents are likely to result in Internal Suspension, Fixed-Term Suspension, Direction Off Site, or Permanent Exclusion, depending on the context and nature of the event. The list below provides examples of serious incidents; it is neither exhaustive nor definitive, and senior staff may use their discretion in line with the behaviour policy.

- Use of a mobile phone, smart watch or smart glasses on site, and refusal to hand it over
- Bringing onto school premises, or being found in possession of, anything that could constitute an offensive weapon, or illegal substances including vapes and e-cigarettes
- Bullying or other harmful behaviour, including cyberbullying and prejudice-based or discriminatory bullying
- Bringing outsiders onto school property
- Disobedience or serious disrespect towards an adult
- Truancy or being out of bounds
- Deliberately setting off the fire alarm
- Possessing stolen property
- Playing with fire alarms or extinguishers
- Refusal to be searched
- Cheating in a test or examination
- Smoking, alcohol or drug use
- Any one-off serious breach of health and safety that could cause serious harm to others, which may result in immediate exclusion

- Vandalism, including outside school grounds – where deemed wilful, parents/guardians will be expected to restore or replace the damaged property
- Stealing
- Sexually inappropriate behaviour
- Threatening others, physically or verbally
- Intimidating verbal or physical behaviour towards a member of our community
- Inciting or instigating conflict
- Destruction of another person's property

Where an incident is deemed more serious in nature, staff must follow the Incident Reporting Procedure. The Senior Leadership Team should be called if necessary. A summary of the investigation, including student and staff accounts, will be presented to the Principal if a Suspension or Permanent Exclusion is being considered.

13.2 Child-on-child abuse

The school takes extremely seriously any allegation of child-on-child abuse. While a number of examples are included within the serious incidents above, the following concerns should be reported immediately to Mrs Harvey, the Designated Safeguarding Lead, and/or the Safeguarding Team:

- Abuse within intimate personal relationships between peers
- Physical abuse, such as hitting, kicking, shaking, biting or hair-pulling, or otherwise causing physical harm, which may include an online element that facilitates, threatens or encourages physical abuse
- Sexual violence, which may include an online element that facilitates, threatens or encourages sexual violence
- Sexual harassment, such as sexual comments, remarks, jokes or online content, whether standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude or semi-nude images or videos (sexting, or youth-produced sexual imagery)
- Upskirting – taking a picture under a person's clothing without their permission, typically to view their genitals or buttocks for sexual gratification, or to cause humiliation, distress or alarm
- Initiation or hazing-type violence and rituals, including activities involving harassment, abuse or humiliation used to initiate a person into a group, which may include an online element

14. Prohibited (banned) items

The following items are banned from the school, whether carried on a student's person or brought onto the premises, and are also banned on school visits. Confiscated items can only be collected by parents/guardians, at the end of a school day, depending on the banding of the item. The school accepts no responsibility for personal electronic devices brought to school and takes no responsibility for investigating their misplacement, loss or theft. If a mobile phone, smart watch or pair of smart glasses is confiscated, the school takes no responsibility for its loss, theft or damage.

In line with the Trust's Behaviour Policy: under no circumstances will illegal or inappropriate items be tolerated, and all students are expected to respect and look after the school premises and environment. The following bands set out how Hurstmere applies this principle in practice.

14.1 Band 1 – 1 negative behaviour point

- Jewellery / sunglasses
- Caps or hats that are not part of the school uniform policy
- Make-up
- Nail varnish, including acrylic nails
- Energy drinks / fizzy drinks
- Hooded sweatshirts
- Aerosol deodorants
- Aftershave / perfume
- Fidget toys, unless part of an agreed SEN support plan
- Chewing gum
- Multi-packs of sweets (more than for personal consumption)

14.2 Band 2 – 2 negative behaviour points (30-minute reset)

- Electronic equipment (e.g. handheld games consoles)

14.3 Band 3 – 3 negative behaviour points (1-hour reset)

- Stink bombs, snap devices, water bombs, water pistols

14.4 Band 4 – serious incident

Band 4 items will be investigated as a serious incident, and the student will receive a significant sanction such as Suspension or Permanent Exclusion.

- Weapons, including knives, BB guns, laser pens, or any object capable of harming another person
- Stolen items
- Pornographic images/material
- Alcohol and/or illegal drugs/drug paraphernalia
- Fireworks/explosive devices
- Any smoking materials, including e-cigarettes, vapes, lighters and matches
- Mobile phones not kept in the mobile phone pouch
- Smart watches
- Smart glasses
- Deliberately attempting to open one's own or another student's mobile phone pouch

Bringing these items onto the school premises will result in immediate confiscation and an appropriate sanction, depending on the nature of the item.

- Band 1 and 2 items: the Raising Standards Leader or Associate Senior Leader/Associate Vice Principal will decide if and when to return the item.

- Band 3 items: parents/guardians will be expected to collect the item; it will not be returned to the student.
- Band 4 items: weapons, knives, illegal drugs, or pornographic images/material will always be referred to the police.

15. Search, seizure and confiscation

This section summarises the school's **Searching, Screening and Confiscation Policy** (November 2026), which applies Section 9 of the Trust's Behaviour Policy and the Department for Education's Searching, Screening and Confiscation: Advice for schools. The full policy is available on the school website and should be read for full details. This section should be read alongside Section 7 (Mobile Phones, Smart Watches and Smart Glasses), Section 14 (Prohibited (Banned) Items) and Section 20 (Restrictive Interventions and Use of Reasonable Force).

15.1 Who can search, and what for

The Principal, and staff authorised by the Principal (members of the Senior Leadership Team and the Safeguarding Team), have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student has a prohibited item, or an item banned by the school rules (Searching, Screening and Confiscation Policy, Sections 3 and 4).

Prohibited items are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property. **Banned items** are those listed in Section 14 of this policy, such as e-cigarettes and vapes, lighters and matches, mobile phones not kept in the pouch, smart watches, smart glasses and chewing gum; all of these may also be searched for.

Whenever possible, searches will be carried out with the student's consent. A teacher, or someone with lawful control of the student, can search a student with their consent for any item banned by the school rules. Students will first be asked to hand over the item or empty their own pockets and bags. Before any search, staff will explain why the student is being searched, how and where the search will take place, and give the student the opportunity to ask questions. A student who refuses may receive a sanction for failing to follow a reasonable instruction.

Staff will take into account the age and needs of the student, including any special educational needs or disability. A decision to search will never be based on a protected characteristic such as race, sex or religion. The Designated Safeguarding Lead (DSL) will be informed without delay of any search for a prohibited item, or any search that reveals a safeguarding risk.

15.2 How a search is conducted

Hurstmere School follows Section 9 of the Trust's Behaviour Policy. In addition to the Trust's policy, the school adds the following requirements (Searching, Screening and Confiscation Policy, Section 5):

- **Prior authorisation:** a search without consent will only take place with the prior authorisation of the Principal or the DSL.
- **Two authorised staff present:** two authorised members of staff, from the Senior Leadership Team or the Safeguarding Team, will be present. The search will be conducted by a member of staff of the same sex as the student, with the second member of staff acting as a witness. It

may, however, be necessary for a member of staff of the opposite sex to carry out the search where it is not reasonably practicable to summon another member of staff of the same sex.

- **Reasonable force:** force will only be used on the decision of the Principal or the DSL, and only when searching for a prohibited item. Force will never be used to search for items that are banned only by the school rules, such as chewing gum, vapes or mobile phones.
- **Pastoral follow-up and record:** every student searched without consent will receive pastoral follow-up, and the search will be recorded on CPOMS.

Emergency clause: if a weapon is suspected and there is an immediate risk of serious harm, any authorised member of staff can act straight away under the Trust's provision, and the Principal or DSL will be informed immediately afterwards (Searching, Screening and Confiscation Policy, Section 5.1).

Searches take place where the student cannot be seen by other students. Staff may search a student's outer clothing, pockets, bags, desk and locker; students will never be required to remove any clothing other than outer clothing (such as a coat, blazer, hat, shoes or scarf). A student's possessions will be searched in their presence and in the presence of another member of staff, unless there is a risk of serious harm and it is not reasonably practicable to wait.

Strip searches (a search involving the removal of more than outer clothing) can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984. Staff will always ensure that other, less invasive approaches have been exhausted, will consult the DSL and Principal before involving the police, and will inform a parent/guardian in advance wherever reasonably possible.

15.3 Screening

In line with the Trust's Behaviour Policy, the school may require students to undergo screening with a walk-through or hand-held metal detector, whether or not any student is suspected of carrying a weapon, and without their consent (Searching, Screening and Confiscation Policy, Section 11). Students and parents/guardians will be told in advance what screening involves and why it is being introduced. Screening will be carried out respectfully and discreetly, with reasonable adjustments for students with special educational needs, disabilities or medical devices.

If the detector is activated, the student will be asked to remove any metal items and will be screened again. If there are then reasonable grounds to suspect a prohibited item, a search will follow under Section 15.2. If a student refuses to be screened, the Principal or DSL will decide whether a search is needed and whether the student may remain on site. A student who is refused entry will be kept safe and supervised until a parent/guardian has been contacted; the absence will be recorded as unauthorised, and a sanction may be applied.

15.4 Electronic devices

Authorised staff may seize an electronic device found during a search and may examine data or files on it where there is good reason to do so. Data may be deleted before the device is returned where there is good reason, unless it may be evidence of an offence, in which case the police will be contacted. Staff will never intentionally view, copy, print, share, store or save an indecent image of a child; the device will be confiscated and the matter referred to the DSL immediately, in line with Section 7.3 of this policy and the Searching, Screening and Confiscation Policy, Section 10. The school is not required to inform parents/guardians before searching a student's mobile phone.

15.5 Confiscation

Staff may confiscate or seize items that pose a risk to staff or students, are prohibited or banned by the school rules, or are evidence in relation to an offence. Confiscation will be proportionate, and staff acting lawfully are protected from liability for damage to, or loss of, any confiscated item (Education and Inspections Act 2006, s.91). In summary (Searching, Screening and Confiscation Policy, Section 9):

- weapons, items that are evidence of an offence, and controlled drugs will be passed to the police (controlled drugs may be disposed of safely where the Principal or DSL judges there is good reason);
- alcohol, tobacco, cigarette papers, smoking paraphernalia, e-cigarettes and vapes will be disposed of, or returned to a parent/guardian where appropriate, and will not be returned to the student;
- fireworks will be kept safely or disposed of, and will not be returned to the student;
- stolen items of value, or illegal items, will be passed to the police; low-value stolen items will be returned to the owner where appropriate;
- pornographic images will be referred immediately to the DSL;
- mobile phones, smart watches, smart glasses and other banned items will be dealt with as set out in Sections 7 and 14 of this policy.

15.6 Records and informing parents/guardians

Every search will be recorded on CPOMS, including the date, time and location; which student was searched; who conducted the search and who else was present; what was being searched for and why; whether consent was given and who authorised the search; whether reasonable force was used; what, if anything, was found; and what follow-up action was taken.

The school is not required to inform parents/guardians, or seek their consent, before a search takes place. Parents/guardians will be informed that a search has taken place, its outcome, what (if anything) has been confiscated and the action the school has taken, as soon as reasonably practicable. The Principal will report search data to the Local Governing Body so that governors can check that searching is not falling disproportionately on any group of students.

16. Behaviour interventions

At Hurstmere School we strive to keep learning and achievement on track through a disruption-free model. Intervention begins as soon as it becomes clear that a student may be struggling or failing to meet expectations. The strategies below may be used to intervene when a student is not meeting our high expectations.

Intervention	Description
Getting It Right Cards	A student is monitored via a Getting It Right Card for repeated below-expectation behaviour. Parents/guardians are expected to engage with the school at the relevant stages.
Centralised Resets (Detention)	A student is kept outside of lesson time, normally after the school day.

Intervention	Description
The Refocus Room	A room allowing students to reflect and work independently, with the aim of returning to mainstream learning.
Internal Suspension Room (ISR)	For students whose behaviour has repeatedly fallen below expectation (including multiple use of the Refocus Room in a term), or following a serious breach of policy. At least two days in the ISR will result in behaviour and social support being provided.
Behaviour Intervention	For example: Individual Behaviour Plans, Pastoral Support Programmes, Social Skills Interventions, mentoring, or internal Horizons Outreach, facilitated by the Horizons Academy Outreach team for a period of 12 weeks.
Offsite Provision	Use of Horizons Academy in Abbey Wood for external Refocus Intervention, usually up to 12 weeks, though this may be longer at a specialist behaviour centre.
Fixed-Term Suspension	A student is temporarily prohibited from attending school.
Direction Off Site	A formal agreement between a student, their parents/guardians and two schools, allowing a trial transfer to another school to correct behaviour. The trial normally lasts 6–12 weeks, after which the host school may convert this into a Managed Move, with the student taken off roll at the home school.
Governor's Behaviour Panel	A governing body panel meets with parents and the student where behaviour continues to cause concern and the student has been subject to repeat exclusions totalling more than 15 days in a term.
Permanent Exclusion	The most serious sanction available to the school, used as a last resort, meaning the student can no longer attend the school.

17. Resets (detentions)

At Hurstmere we call detentions 'resets', reflecting the opportunity for a student to reset the behaviour that led to the sanction.

Behaviour resets are run centrally in the library by the Senior Leadership Team. Homework-related resets are run by the subject teacher and/or Curriculum Leader.

Parents/guardians are notified of same-day resets via Arbor. Students are notified when a reset is issued, and again at the end-of-day line-ups via their RSL/SLT. If a student believes an error has been made, they should still attend the reset and explain the circumstances to the lead member of staff. Failure to attend is not an option.

17.1 Non-compliance

Failure to attend is not an option. Students will need to follow their RSL or member of SLT to the library upon being called out at line-up. Phones in pouches will not be unlocked until the end of the reset. Students who have acquired 4+ negative points in a day will be notified of their internal suspension the next day during line-up. Should a student refuse to attend an end-of-day reset for any unauthorised reason, they will be placed into internal suspension the next day.

17.2 Exceptional circumstances

In line with the Trust's Behaviour Policy, staff will only issue a reset outside academy hours where it is reasonable, having considered whether it may put the student at increased risk or compromise

their safety, whether the student has caring responsibilities or religious requirements, whether the timing conflicts with a medical appointment, whether parents ought to be informed, and whether suitable travel arrangements can reasonably be made.

We understand there may be situations where a same day reset has an unexpected impact on a student or their family. If a parent/guardian is notified of a reset and knows their son cannot attend due to exceptional circumstances, they must contact main reception as soon as possible to explain. Circumstances we would consider include:

- Medical emergencies involving the student or a close family member
- Pre-scheduled appointments, such as medical or dental appointments
- Unforeseen transport issues, such as a parent's car breaking down, preventing safe collection
- Religious observance, where the reset conflicts with a one-off religious event (this would not apply to regular attendance at church or mosque)
- Caring responsibilities for a sibling or relative that cannot be delegated at short notice

Circumstances we would not generally consider exceptional include:

- Sporting engagements, such as football training, golf lessons, boxing practice or fixtures
- Private tuition – while we understand this comes at a financial cost, it is not accepted as an exceptional circumstance
- Social events, such as parties or other social engagements
- Job or work commitments
- Poor weather
- Reduced daylight hours in winter months

Students due to attend a reset will have their names read out at PM line-up and are expected to attend; not knowing about a reset is not an acceptable excuse.

17.3 Representing the school

Students who are removed from a lesson, or who have incomplete resets to sit, automatically forfeit their right to represent the school until cleared to do so by Mr Eiffert or their Raising Standards Leader.

17.4 Participation in external field trips and visits

Participation in external trips and visits is subject to students demonstrating exemplary behaviour and high rates of attendance and punctuality. Students selected to attend will have their behaviour, attendance and punctuality monitored. Where possible, we will advise parents/guardians of any concerns; however, for defiance-related incidents, or behaviour that is threatening or physical in nature, the student will automatically forfeit their right to attend. There is no guarantee that the school will be able to reimburse any funds paid.

A decision to remove a student from a trip, visit or fixture may be taken at any point up to the moment students leave the school site. The Principal's decision on removing a student from a visit, trip or fixture is final.

At Hurstmere School, every student deserves the chance to learn and develop in a disruption-free environment. While we are clear about the consequences of poor choices, we encourage all students to make positive choices that improve their chances of reaching their full potential.

18. The Refocus Room

A student may be referred to the Refocus Room – an out-of-lesson provision away from their peers – until a set amount of work has been completed. This prevents individual students from disrupting the learning of others, or their own learning, protecting their chances of achieving their best and excelling in all that they do.

If a student is 'exited' from a lesson, the teacher will issue a C3 behaviour event on Arbor. Students have five minutes to arrive at the Refocus Room once sent. Students sent to the Refocus Room are required to remain in school until the end of the school day. Failure or refusal to attend the Refocus Room will result in Internal Suspension or fixed-term suspension.

Event	Description
Self-exit	A student removes themselves from a lesson, either because they have been disciplined or of their own decision, with no obvious reason.
Truancy	A student does not attend a lesson without good reason or arrives more than ten minutes after the start.
C3 Refocus referral	A third occurrence of behaviour that disrupts the flow of a lesson, or a serious breach of behaviour.

Where a student is sent to the Refocus Room, the referring member of staff will endeavour to meet with them, at the end of the day or before, for a 'reset conversation', explaining what went wrong, why it disrupted learning, and what needs to change next lesson. To allow this, students sent to the Refocus Room are required to remain in school until 4.00pm (2.20pm on Fridays) that day.

Expectations of a student referred to the Refocus Room:

- Students will arrive at the room within five minutes of being sent.
- A student who refuses to attend, or arrives late, will be directed to the Internal Suspension Room for the remainder of the day.
- Refocus Room attendance carries a same-day 60-minute reset, including a reflective behaviour conversation and a reset conversation with the referring teacher.
- Students must complete their work to be successful and return to mainstream learning.
- Students work silently, with their work checked regularly by a member of staff and are taken out intermittently for interventions and discussions relating to their behaviour, where applicable.

19. The Internal Suspension Room

We use this sanction when a student's behaviour is judged to warrant a severe response. The school makes this decision in line with Department for Education guidance, which states that it is for individual schools to decide how long a student should be kept in seclusion or isolation, and for the member of staff in charge to determine what students may and may not do while there.

This sanction isolates a student from lessons for a period appropriate to the severity of the behaviour, following a referral to the relevant Associate Senior Leader or Associate Vice Principal. Students report directly to the Internal Suspension Room at 9.00am and are restricted from accessing the main school site. Students hand in their mobile phones at the start of the day; these are returned at the end of the Internal Suspension day, at 4.00pm (2.20pm on Fridays).

The Internal Suspension Room (ISR) is Hurstmere's name for what the Trust's Behaviour Policy refers to as 'internal exclusion'; the two terms describe the same sanction.

19.1 Subject isolation

A Curriculum Leader may refer a student for isolation for one or more lessons, allowing the subject teacher to reset behaviour expectations for the class. The student, and their parents, will be notified before the lesson. The student reports to the Internal Suspension Room for that period and completes the work set for the lesson; it is the class teacher's responsibility to provide this work in advance.

19.2 Our approach to internal isolation

Whenever internal isolation or suspension is used, the school will:

- Inform parents
- Track students who are referred repeatedly
- Provide support in meeting the school's expectations
- Provide clear expectations and boundaries for time spent in internal isolation, including time to eat and use the toilet
- Provide work broadly in line with the curriculum being studied in lessons

The C-system continues to apply within the Internal Suspension Room. Failure to successfully complete a period in the ISR may result in additional time or, for more serious breaches, a suspension from school. Refusing to attend the Internal Suspension Room will primarily result in a fixed-term suspension.

19.3 Refusing internal suspension

To avoid suspension, parents/guardians will be contacted in an effort to change a student's stance on the issue. Continued failure to complete Internal Suspension will result in suspension from school.

19.4 Suspension and permanent exclusion

Hurstmere School follows The Howard Academy Trust's policy regarding the use of Suspensions and Permanent Exclusions.

20. Restrictive interventions and use of reasonable force

This section summarises Section 11 of the Trust's Behaviour Policy. Hurstmere strives to provide a safe learning environment for all students. All members of staff, and anyone to whom the Principal has given the responsibility to be in charge of students, are lawfully permitted to use reasonable force to prevent a student committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. This power extends to times when staff are lawfully in charge of students but off the school premises, for example on a school trip. Use of reasonable force and restrictive interventions will generally be rare.

20.1 Restraint and seclusion

Staff may, in limited circumstances, need to use restraint – a non-disciplinary intervention which immobilises a student or limits their movement – or seclusion – a non-disciplinary intervention to keep a student confined to a place away from others and prevented from leaving, used as a safety measure to protect others from harm when a student is experiencing a high level of emotional or behavioural dysregulation. A student in seclusion must be supervised at all times and must be allowed to leave as soon as the immediate risk of harm has reduced.

20.2 Considerations before using force

Whenever a restrictive intervention is used, including reasonable force, staff will consider:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, and communicating with other staff where possible.
- Proportionality – using the least amount of force, and considering the personal circumstances of the student, including any relevant protected characteristics under the Equality Act 2010.
- The student's welfare – including their context, circumstances, dignity, and the need to communicate with them about the decisions being taken.

20.3 Recording and reporting

Every significant incident in which reasonable force is used will be recorded by staff, as required by section 93A of the Education and Inspections Act 2006, as soon as practicable and no later than the same day. Records will include the students and staff involved, any relevant SEND needs, the time, date, location and approximate duration, a brief account of the incident and why force was assessed as necessary, and details of any injuries sustained.

A report will be made to parents/guardians following any significant use of force, except where the student is 18 or over at the time, or where doing so would be likely to cause serious harm to the student. Every incident resulting in seclusion or restraint will also be recorded on the school's safeguarding system, and parents/guardians will be informed, even where this is included within a student's behaviour plan.

20.4 Training and prevention

Staff who are likely to need to use reasonable force or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies, in line with the school's duties under the Health and Safety at Work etc. Act 1974. The Principal will ensure that data on the use of force and restrictive interventions is reviewed by school leaders to check there is no disproportionate use of force in the school and to identify learning and improvements to policy and practice.

21. Early interventions

The school is committed to providing early intervention to support students' behaviour, aiming to help students improve their conduct. We also recognise that poor behaviour may result from other needs or circumstances, and we aim to address these as soon as they are identified.

Interventions the school may use to manage and support behaviour include:

- Form tutor / Raising Standards Leader Getting It Right Cards, with students placed on the appropriate card to support their behaviour; parents/guardians are expected to engage with the school at the relevant stages
- Phone calls home
- Student behaviour tracking
- Discussion at the Student Welfare and Attendance Panel (SWAP)
- Meetings
- Timetable changes
- Individual Behaviour Plans
- Pastoral Support Plans
- Referral to outside agencies, such as Horizons Outreach or Horizons Refocus
- In-school review
- Referral to the Bexley Early Intervention Team
- Referral to Community Paediatrics
- Anger management
- Student Behaviour Contract
- Parental Contract
- Early Help Assessment
- Student information captures
- Coping in School Scale
- Emotional interventions

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic, including students with additional educational needs (AEN), from being placed at a disadvantage. Our approach to challenging behaviour may therefore be adapted to meet the needs of the student. The school's AEN team will evaluate a student displaying challenging behaviour to determine whether they have underlying needs that are not currently being formally met. (This policy uses 'AEN' as Hurstmere's internal tracking label; the Trust's Behaviour Policy and all statutory documents refer to this as 'SEND' – Special Educational Needs and Disabilities – and the two terms are used interchangeably.)

Where necessary, the AEN team will provide guidance in line with our AEN Intervention and Guidance document, and advice may be sought from specialist teachers, an educational psychologist (dependent on circumstances, need and availability), medical professionals or others, to identify or support specific needs. Realistic timeframes will be communicated to parents/guardians.

Where an acute need is identified, we will liaise with external agencies and plan a support programme for that student, working with parents/guardians to create and regularly review the plan.

22. Student support

No student at Hurstmere is ever alone. If they are worried, upset or struggling, speaking to someone is a sign of strength. If a student, or someone they know, is in immediate danger, they should always call 999.

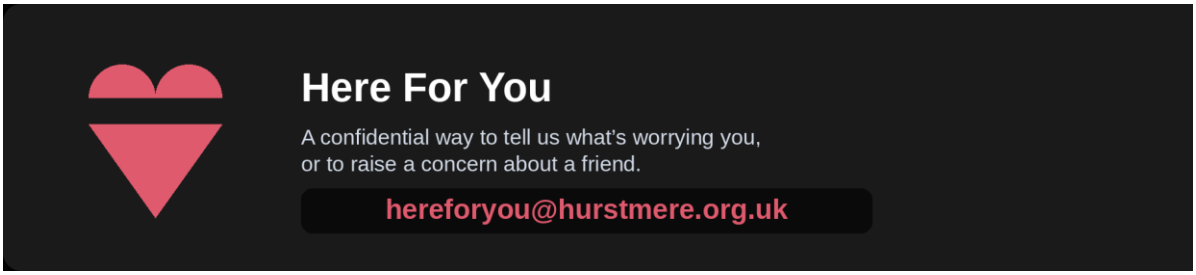


22.1 Remember

- Talking helps – you do not have to face problems on your own.
- Speak to a parent/guardian, teacher, Raising Standards Leader or another trusted adult.
- If you believe someone is in immediate danger, call 999 straight away.

Students with any concerns, worries or queries relating to themselves or another student should, in the first instance, report them to their form tutor or Raising Standards Leader. If a student is concerned about their own or another student's safety or wellbeing, they can speak to any member of the Safeguarding Team.

A dedicated email address is available for students to contact the Safeguarding Team about anything that is worrying them, or any concerns about a peer: access this via the Safeguarding page of the school website, or email hereforyou@hurstmere.org.uk directly.



22.2 External support organisations

Need help with...	Organisation	How they can help
Anything that's worrying you	Childline	Free, confidential support 24 hours a day. Call 0800 1111 or visit www.childline.org.uk
Mental health and wellbeing	YoungMinds	Advice and support for anxiety, stress, depression and wellbeing. Visit www.youngminds.org.uk
Feeling overwhelmed or need someone to talk to	Shout	Free 24/7 text support. Text SHOUT to 85258.
Drugs, vaping or substance misuse	Talk to FRANK	Confidential advice. Call 0300 123 6600, text 82111, or visit www.talktofrank.com

Need help with...	Organisation	How they can help
Alcohol advice	Talk to FRANK	Information and support about alcohol and drinking safely.
Physical, emotional or sexual abuse	NSPCC / Childline	Childline: 0800 1111. NSPCC: 0808 800 5000.
Domestic abuse at home	Refuge	Support and information if someone at home is hurting, controlling or frightening you.
Counselling and emotional support	The Mix	Free counselling, webchat and support. Visit www.themix.org.uk
General wellbeing and self-help	NHS Every Mind Matters	Practical tools and advice for wellbeing. Visit www.nhs.uk/every-mind-matters

Asking for help is one of the bravest things you can do.

23. Investigating incidents

This section summarises Section 8 of the Trust's Behaviour Policy. Initial investigations into minor infractions of this policy may be carried out by a member of staff or teacher. Further investigations, or initial investigations into more serious offences, may be carried out by senior staff. Students who have witnessed the behaviour may be asked to provide a written statement; any questions raised by staff will be open and non-leading. If the police wish to question a student, the school will ensure a responsible adult is present at all times and will inform the student's parents of what has happened as soon as possible.

Hurstmere uses closed-circuit television (CCTV) within its premises to help provide a safe and secure environment for students, staff and visitors. If a behavioural incident is recorded on CCTV, the footage may be viewed as part of an investigation and the content considered before a sanction is imposed; see the Trust's CCTV policy and privacy notices for more information.

When more than one student is involved in an incident and accounts differ, every effort will be made to establish the truth. If this remains unclear, staff will use their professional judgement to reach a conclusion on the balance of probabilities. In exceptional circumstances, a student may receive a suspension pending investigation where there is a possibility that the welfare of other students could be compromised by that student remaining in school.

24. Complaints

This section reflects Section 14 of the Trust's Behaviour Policy. If parents/guardians have any concerns or complaints about how this policy, or the Trust's Behaviour Policy, has been applied, they should raise these with a member of staff or the Principal in the first instance, in accordance with the Trust's complaints policy. Where a concern relates to a suspension or permanent exclusion, the statutory procedure set out in the Department for Education's exclusions guidance will be followed instead.

25. Discretion statement

No behaviour policy can cover every eventuality. The Principal reserves the right to use discretion in the application of this policy, to help Hurstmere School students make better choices and learn the right lessons.

26. Related policies

This policy should be read alongside:

- THAT Behaviour Policy (September 2026). Trust policy takes precedence where the two differ.
- Searching, Screening and Confiscation Policy (November 2026)
- Safeguarding and Child Protection Policy
- SEND Policy