

HASMONEAN HIGH SCHOOL FOR BOYS

HASMONEAN



אל תקרי בניך אלא בוניך

BEHAVIOUR POLICY

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The Hasmonean Multi-Academy Trust Behaviour Policy

1. Our Vision, Ethos and Culture

Hasmonean nurtures happy, confident, respectful and aspirational students who are proud of their Jewish identity and equipped with outstanding Torah and secular knowledge, enabling them to flourish in the Jewish and wider world.

We enable each student to flourish spiritually, through Torah learning, by prayer, by performing acts of kindness, and by participating actively in the community. We nurture a lifelong commitment to Orthodox Judaism and its tenets, a love of Israel, and a respect for those with different beliefs, identities and values.

We maximise each student's potential within a safe, caring, inspirational and professional environment with students' emotional well-being and intellectual fulfilment at the heart of what we do. We strive to bring a holistic approach to supporting students on their learning journeys at Hasmonean, while inspiring students' ability to make good choices.

2. Our Approach to Behaviour

At Hasmonean, we want students to:

- Aspire - to try their best to be the best that they can be and enable others to do the same.
- Respect - themselves and others, and act with a kind heart.
- Engage - in the Kodesh, secular and wider curricula to acquire new knowledge and skills, build on their strengths and address their areas for development.

In addition we want them to:

- Want to act with dignity and decorum, rather than simply 'behaving' because they fear the consequences of conducting themselves inappropriately.
- Show that having good Middos is central to Torah values and to their own self-respect.
- Understand that their needs are equal to those of others and that for all to flourish, every student must play his or her part in creating a harmonious learning environment.

At Hasmonean, our approach to behaviour is rooted in the values we hold dear and the aspirations we have for our students. We want students to aspire to be the best they can be, constantly striving for excellence and encouraging others to do the same. Respect for oneself and others, coupled with acting with kindness, is a cornerstone of our ethos. We encourage students to engage fully in the Kodesh, secular, and wider curricula, acquiring new knowledge and skills, building on their strengths, and addressing areas for development.

In addition, we want our students to act with dignity and decorum, not merely because they fear the consequences of inappropriate behaviour but because they understand the intrinsic value of good Middos (character traits) central to Torah values and their own self-respect. We teach our students that their needs are equal to those of others and that for everyone to flourish, each student must contribute to creating a harmonious learning environment.

Our staff play a crucial role in this approach. They are responsible for creating safe learning environments where all children can enjoy their learning and maximise their potential. Staff act as role models through their words and interactions with students, parents, and colleagues, demonstrating warmth, respect, and recognizing each student's unique strengths and needs. They help students develop their Middos by identifying and nurturing their potential, celebrating their strengths, and guiding them to address areas for development.

We follow a 'Discipline with Dignity' approach to sanctions, always considering the individual needs, including SEND requirements, of our students when administering consequences. Our focus is on de-escalating conflicts and guiding students towards making good choices, ensuring that our approach to behaviour management is supportive, respectful, and effective

3. Aims of this policy

This school aims to:

- Provide clear guidance to staff, students, and parents about the school's standards of behaviour and their application.
- Encourage staff to develop positive relationships with students, recognise and praise good behaviour, and address inappropriate behaviour.
- Encourage students to conduct themselves in a manner appropriate to the Jewish ethos of the school, including demonstrating respect for each other, the staff, and their environment.
- Promote high self-esteem, self-discipline, respect for others, and positive relationships based on mutual respect.
- Promote tolerance and consideration for others, regardless of their protected characteristics
- Foster a deep appreciation and love for Torah study and lifelong learning, encouraging students to continually seek knowledge and spiritual growth.
- Ensure the safety and well-being of all students and staff.
- Inspire students to embrace challenges, learn from mistakes, and persist in the face of setbacks, fostering a lifelong love of learning and resilience
- Promote the development of the whole child, including their emotional, social, physical, and intellectual growth, ensuring a well-rounded education that prepares them for all aspects of life.
- Equip students with the knowledge and skills to understand and appreciate diverse cultures and global perspectives, preparing them to thrive in an interconnected world.
- Strive to create an inclusive and equitable learning environment where every student feels valued and has the opportunity to succeed, regardless of their background or abilities.

This policy is published on the school website, a hard copy or accessible copy can be given on request.

This Behaviour Policy will be reviewed periodically by the headteacher, local governing body and board of trustees to address findings from the regular monitoring of behaviour data.

4. Legislation, statutory requirements and statutory guidance

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

Legislation

- [The Equality Act 2010](#)
- [Police and criminal evidence act 1984 PACE code c \(2019\)](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

Statutory Guidance

- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Working Together to safeguard children \(2023\)](#)
- [Alternative provision \(2013\)](#)
- [The designated teacher for looked-after and previously looked-after children \(2018\)](#)
- [Relationships education, relationships and sex education and health education \(2021\)](#)

Advice

- [Mental health and behaviour in schools \(2018\)](#)
- [Mobile phones in schools \(2024\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young peoples \(2024\)](#)
- [Guidance for appropriate adults \(2003\)](#)
- [Working together to improve school attendance \(2024\)](#)
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Preventing and tackling bullying: advice for headteachers, staff and governing bodies \(2017\)](#)
- [Information sharing advice for safeguarding practitioners \(2018\)](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

In addition, this policy conforms to the [Education \(Independent School Standards\) Regulations 2014](#)

5. Roles and responsibilities

The Proprietor

The Board is responsible for monitoring the effectiveness of this Behaviour Policy.

The Local Governing Body

The Local Governing Body of each school is responsible for overseeing the implementation of this Behaviour Policy.

The Headteacher

The Headteacher is responsible for:

- Reviewing this Behaviour Policy and ensuring that it is up to date and compliant
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines.
- Offering appropriate training in behaviour management and the impact of Special Educational Needs and Disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensuring the data from the behaviour log is reviewed regularly to make sure that no groups of students are being disproportionately impacted by this policy.

Staff

At Hasmonean, staff play a pivotal role in shaping the behaviour and aspirations of our students. We expect all staff members to:

- **Develop Positive Relationships:** Build strong, positive relationships with students, recognising and praising good behaviour while addressing inappropriate behaviour in a constructive manner.
- **Provide Clear Guidance:** Offer clear and consistent guidance to students about the school's standards of behaviour, ensuring that expectations are understood and upheld.
- **Promote High Aspirations:** Encourage students to set high goals for themselves, providing support and motivation to help them strive for excellence in all areas of their lives.
- **Model Desired Behaviour:** Act as role models by exemplifying the behaviour we wish to see in our students. This includes demonstrating respect, kindness, self-discipline, and a commitment to lifelong learning.
- **Practise Discipline with Dignity:** Follow a 'Discipline with Dignity' approach, administering sanctions in a way that is respectful and considerate of each student's individual needs and circumstances. Always seek to de-escalate conflicts and guide students towards making positive choices.
- **Foster a Positive Learning Environment:** Create safe, supportive, and inclusive learning environments where all students feel valued and are encouraged to reach their full potential.
- **Encourage Self-Respect and Respect for Others:** Instil a sense of self-respect and respect for others, emphasising the importance of acting with dignity and decorum.
- **Support Holistic Development:** Recognise and nurture the unique strengths and needs of each student, helping them to develop both academically and personally.
- **Promote Inclusivity and Tolerance:** Champion a culture of inclusivity and tolerance, treating all students with warmth and respect, and valuing the diversity of the school community.
- **Engage with the School's Ethos:** Encourage students to conduct themselves in a manner that reflects the Jewish ethos of the school, promoting a love of Torah, a commitment to Orthodox Judaism, and a respect for different beliefs and values.

- **Celebrate Achievements:** Recognise and celebrate students' achievements, both big and small, reinforcing positive behaviour and encouraging continuous improvement.
- **Support Emotional Well-being:** Be attentive to the emotional well-being of students, providing support and guidance to help them navigate challenges and build resilience.

By adhering to these expectations, staff at Hasmorean will not only support the development of well-rounded, respectful, and aspirational students but also create a positive and inspiring school culture that benefits the entire community.

To ensure implementation of our behaviour for learning policy there will be:

- **Staff Training:** all staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains consistent and that high standards are maintained.
- **Standardised display:** all classrooms display consistent behaviour posters to ensure that students are constantly reminded of what is expected of them.
- **Assemblies:** these are used as an opportunity to reinforce high expectations of behaviour to students and to react to any issues that may arise.
- **Home-school agreement:** This is signed by all students before they join the school and reinforces to students and parents' key messages about standards of behaviour and items that are banned from the school.
- **Student induction and reinduction:** this helps students to understand what is always expected of them as well as the 'why' behind what we do to ensure that students see the link between behaviour in school and our outcomes.

Parents and Carers

Parents* and carers play a crucial role in the successful application of our school policies. We expect parents and carers to:

- **Support the Behaviour Policy:** Ensure that your child understands and adheres to the school's Behaviour Policy. Reinforce the importance of good behaviour at home, supporting the school's efforts to instil respect, kindness, and self-discipline in students.
- **Communicate Changes:** Inform the school of any changes in circumstances that may affect your child's behaviour, such as family issues, health concerns, or other significant events.
- **Participate in Meetings and Interventions:** Take part in any relevant meetings and interventions following instances of misbehaviour. Collaborate with teachers and staff to develop strategies for improving your child's behaviour.
- **Encourage Academic and Personal Growth:** Support your child's academic efforts and personal development. Encourage them to engage fully with the school's curriculum and take advantage of opportunities for growth.
- **Model Respectful Behaviour:** Act as role models by demonstrating respect and consideration in your interactions with the school community, including other parents, staff, and students.
- **Stay Informed and Involved:** Keep up-to-date with school communications, policies, and events. Participate in school activities and foster a strong partnership with the school to enhance your child's educational experience.

By actively supporting the school's policies and maintaining open communication with staff, parents and carers help create a positive and productive learning environment for all students.

*A parent is someone who has parental responsibility

Students

Students are expected to:

- Behave in a manner consistent with the Jewish ethos of the school.
- Respect each other, staff, and their environment.
- Follow all reasonable instructions given by staff and not disrupt the learning of others.

At Hasmonean, we hold high aspirations for our students and believe in their potential to positively shape their own futures and contribute meaningfully to our community. Our expectations for students are aligned with our key values of **Aspire**, **Respect**, and **Engage**:

- **Aspire:** Embrace the Jewish ethos of the school by striving for personal excellence in all actions. Aim high in both academic and personal pursuits, setting and working towards ambitious goals.
- **Respect:** Show respect for each other, staff, and the school environment. Act with kindness and consideration, demonstrating the values of integrity and responsibility, and fostering a supportive and harmonious community.
- **Engage:** Follow all reasonable instructions given by staff and contribute positively to the learning environment. Participate actively and attentively in all school activities, ensuring not to disrupt the learning of others but instead, inspire and support peers in their educational journey.

By adhering to these expectations, students at Hasmonean will not only succeed academically but also grow into respectful, responsible, and inspirational members of both the Jewish and wider communities.

All stakeholders should adhere to the home-school agreement (appendix 1)

6. Rewards & positive behaviours

Positive recognition

When a student's behaviour meets or exceeds the expected behaviour standards, staff will recognise this with positive recognition such as:-

- Verbal praise
- Issuing boys positive points (BP) on Bromcom (see below for table)
- Emails home
- Phone calls home
- Golden ticket nominations

This list is not exhaustive and other rewards may be used to promote good behaviour and compliance with the Academy's policy on behaviour.

Hasmonean Positives Table		
Name	Description	Number of positive points
BP1	1. Good engagement in lessons	1

	<ol style="list-style-type: none"> 2. Good engagement in the extracurricular aspects of school life 3. Produced high quality classwork 4. Produced high quality homework 5. Demonstrates initiative 6. Good progress 7. Exhibits intellectual curiosity 8. Displays excellent manners and character traits (middos) 9. Helpful to other students 10. Strives for high aspirations 	
BP2	<ol style="list-style-type: none"> 1. Demonstrates consistently excellent classroom behaviour 2. Consistently maintains a high standard of classwork 3. Constantly delivers excellent homework 4. Shows consistent progress 5. Exhibits unwavering perseverance and resilience 6. Regularly provides assistance and support to others 7. Consistent engagement in lessons 8. Consistent engagement in the extracurricular aspects of school life 9. Has consistently high aspirations 10. Continuously displays admirable character traits (middos) 	2
BP3	<ol style="list-style-type: none"> 1. Exhibits exceptional behaviour and dedication to learning 2. Achieves outstanding progress 3. Demonstrates exemplary perseverance and resilience 4. Outstanding engagement in lessons 5. Makes excellent positive contribution to the school and/or community 6. Outstanding engagement in extracurricular activities 7. Consistent respect for staff and students 8. Demonstrates exemplary character traits (middos) 	3
BP4	Creating a kiddush Hashem by demonstrating exceptional behaviour at school or on behalf of the school community	4

This table is for illustrative purposes only and is subject to change

Rewards

At Hasmonean, we believe in recognising and celebrating students' achievements and positive behaviour. While physical rewards and trips serve as great motivation tools, our ultimate aim is to inspire students to make the right choices because it is inherently the right thing to do. Our rewards system includes:

- **Bronze, Silver, and Gold Postcards:** Issued for total combined points per week. These can be redeemed for prizes in the reward shop.
- **Certificates and Lapel Badges:** Awarded to students achieving specific thresholds of combined points.
- **Reward Trips:** Organised at the end of each term for students who have demonstrated consistent positive behaviour.
- **Reward Activities:** Offered to those students who show excellent or improved behaviour.
- **Golden Ticket Reward Trips:** Special trips each term for exceptional students.
- **Form Prizes:** Given for the highest combined points in a term.

- **Annual Prize Evening:** Held to recognise and celebrate students' attainment, effort, and character development.

Through these rewards, we aim to foster a culture where students are motivated to excel and behave positively not only for the tangible rewards but also because they understand and value the importance of doing what is right. This intrinsic motivation will help them develop into responsible, ethical, and aspirational individuals.

7. Responding to misbehaviour

7.1 General guidelines

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment and to prevent the recurrence of misbehaviour. Staff will endeavour to create a consistently harmonious learning environment for students by always challenging behaviour that falls short of the standards and by responding in a consistent, fair, and proportionate manner. Staff will embrace the school culture of 'Discipline with Dignity' and use a common language with students, focusing on the three words: 'Aspire, Respect, and Engage'.

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

7.2 Misbehaviour in class

Staff will use a Chance, Warning, Action system within our classrooms to support students' behaviour where necessary. Teachers will use a range of strategies to support students who disrupt learning before using the Chance phase of the system, including:

- Non verbal queues
- Praising positive choices
- Repetition of the instruction
- A reminder of expectations

The system will be implemented as follows:-

- **Chance:** The student will be alerted to the need to act appropriately
- **Warning:** The student will be issued a warning that they will be sanctioned if they need to be addressed about the issue again.
- **Action:** The teacher will call the duty teacher, who will decide upon a consequence

If a student is seriously disrupting the learning of others in the class, the students may be removed, into the reflection room.

On the rare occasions where a serious matter such as physical or verbal abuse is involved, the student will work outside of normal lessons under supervision while the matter is investigated. Parents/carers will be informed.

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

Removal can be used to:

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

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

If a student has been removed to the reflection room, the parent/carer will be informed, and the student will complete a 30-minute detention.

Whilst in the reflection room, the student will: -:

- Reflect upon their behaviour choices.
- Complete the work that would have been done in the classroom.
- Complete any written statement that may be required in the case of serious incidents.
- Complete a Restorative Practice task to be discussed with their classroom teacher, subject leader, or pastoral team leader.

Staff will record all incidents where a student is removed from a classroom, along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log. Parents/carers will be informed of their child's removal and of any detention issued.

7.3 Sanctions and Consequences

The school uses a negative points system to monitor the misbehaviour of students. Students gaining repeated negative points in a week will be issued a detention.

To provide students and parents with approximate guidance, the table in Appendix 3 sets out examples of sanctions and the reasons they are issued. Please note that this list is not exhaustive and that the examples given are for illustrative purposes only. Each individual case will be judged on its own merits and the appropriate sanction imposed taking into account the individual needs of the student.

Sanctions will vary depending on the severity of the misbehaviour. They will include communication home, detentions, internal suspensions, and external suspensions. They can also include loss of privileges such as not being allowed to represent the school or participate in trips.

When externally suspending a student, the headteacher will follow the Department for Education guidance: <https://www.gov.uk/government/publications/school-exclusion>

7.4 Detentions

Students can be issued with detentions during break, after school or on weekends during term time.

When a detention takes place after school, we will always prioritise the safety and well-being of the student. We will always endeavour to notify you of the detention using the contact details we have on our Bromcom system. Where a detention of longer than 20 minutes is to be served on the same day it is issued, we will endeavour to inform you before it takes place.

Students who do not attend the detention will be given an alternative opportunity to repeat the detention. Failure to attend a second time will result in an internal suspension.

Please note that parental consent is not required for a detention.

7.5 Bullying

Hasmonean will deal with incidents of bullying swiftly. Bullying is defined as deliberately hurtful repeated behaviour. Bullying can include emotional, physical, verbal, sexual and cyber abuse.

We encourage students to talk to a member of staff if they are concerned about incidents of bullying. We make use of our PSHE curriculum and assemblies to create a culture of respect for all, independent of their characteristics.

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

Details of our trust's approach to preventing and addressing bullying are set out in our anti-bullying strategy. <https://hasmoneanmat.org.uk/wp-content/uploads/2022/11/Anti-Bullying.pdf>

7.6 Child on child abuse

Hasmonean recognises that young people are capable of abusing their peers. Hasmonean is mindful that some potential issues may be affected, for example, by the gender, age, ability and culture of those involved. Hasmonean has a zero-tolerance approach to child on child abuse.

Child on child abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Upskirting (taking a picture under a person's clothing without them knowing);
- Sexting (the taking of or sharing of inappropriate images); and
- Initiation/hazing type violence and rituals.

The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- a. Manage the incident internally
- b. Refer to early help
- c. Refer to children's social care
- d. Report to the police

Any instances are dealt with in line with this policy, our Child Protection Policy and the Anti-bullying Policy, links to which can be found here:

<https://hasmoneanmat.org.uk/wp-content/uploads/2024/05/Safeguarding-Child-Protection-Policy.pdf>

<https://hasmoneanmat.org.uk/wp-content/uploads/2022/11/Anti-Bullying.pdf>

7.7 Behaviour outside of school

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student

- Poses a threat to a member of staff
- Poses a threat to a member of the community or public
- Could adversely affect the reputation of the school

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

The School recognises the importance of an informal atmosphere on school trips, however any behaviour that contravenes the smooth running of a trip, brings the reputation of the School into disrepute, compromises health and safety or breaches the School ethos will be sanctioned in line with the normal school policy. Students who do not behave appropriately may be sent home and further sanctions may include not being able to attend future trips and/or a fixed term suspension or permanent exclusion. The School Behaviour Policy applies in its entirety during day-time or overnight residential trips.

Hasmonean reserves the right to prohibit or withdraw any student whose behaviour we feel has been undeserving of this privilege. Hasmonean will review students' behaviour (taking into account any SEND) and those whom we cannot trust to represent the school in a positive light will not be allowed to attend a trip.

If a student is deemed to be unsafe on a trip then a risk assessment will be conducted. A student who is deemed to be unsafe may be refused attendance. The School's mobile phone guidance applies during activities on school trips.

7.8 Suspensions and Exclusions

Only the Headteacher has the power to impose a suspension or permanent exclusion from school. An "Acting Head" who has been formally appointed to this position while the Headteacher is on extended leave, or the post is vacant, will also have this power.

Suspension and permanent exclusion from school can take the form of:

- suspension for a fixed term (including lunch time suspensions, which each count as half a day); or
- permanent exclusion.

Permanent exclusion from school will only be imposed for:

- a serious breach or breaches and / or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

The principles, guidance and procedure set out in the [Suspension and Permanent Exclusion Guidance](#) will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

Serious breaches of the school's behaviour policy include but are not limited to:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult

- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

8. SEND and behaviour

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis, and the sanction will be altered as required.

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- Ensuring that if a student has an education, health, and care (EHC) plan, the provisions set out in that plan are secured and the school cooperates with the local authority and other bodies.

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

9. Helping students improve their behaviour

We believe in providing robust support to students to improve their behaviour and reduce exclusions ensuring they receive the guidance and assistance needed to improve their behaviour. Our strategies include:

<p>Time out or movement cards</p>	<p>Students may receive time-out cards if the school deems them necessary to improve behaviour or to enable their SEND needs to be met.</p> <p>Movement cards are provided to students for use in class if the school believes they will assist with behaviour.</p>
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Counselling and Mentoring	<p>Students may be referred to the school counsellor if the school feels that their mental health issues are impacting on their progress or behaviour.</p> <p>There are a variety of staff and sixth form mentors available. Students will be linked to a mentor that is most appropriate to them in an effort to change their behaviour.</p>
SEND Assessments	<p>The school will always consider whether a student presenting with poor behaviour has an undiagnosed SEND need. The school will perform various assessments to assess need. If necessary, the school will liaise with external agencies such as SENDIASS and CAHMS to gain a better understanding of the student's behaviour.</p>
Reports	<p>These comprise a different type of report which will be initiated, monitored, and reviewed by the relevant member of staff. These may be used in the following circumstances:</p> <ul style="list-style-type: none"> • an improvement in students' attitudes and/or behaviour is required • an improvement in students' punctuality is required <p>There are three levels of report - form tutor, year leader and SLT report</p>
Individual Behaviour Plans	<p>IBPs (Individual Behaviour Plans) are designed for students who are struggling with their behaviour.</p> <p>IBPs are designed for students for whom at least one of the following is true:</p> <ul style="list-style-type: none"> • The student has had several internal suspensions in a term. • The student has failed a year leader report. • The student has been externally suspended. <p>The IBP will be produced in collaboration with the student's parents/carers. It will identify the students' challenges, set clear goals and be monitored.</p> <p>The goal of an IBP is to help students develop better behavioural skills, improve their engagement in learning, and achieve success academically and socially within the school environment.</p>
Pastoral Support Plan	<p>The PSP (Pastoral Support Programme) is designed for students for whom at least one of the following is true:</p> <ul style="list-style-type: none"> • The student has failed on their SLT report • The student has had several fixed-term or internal exclusions. • The student is at risk of permanent exclusion. • The student has failed an IBP <p>The PSP procedure and process are designed to support students for whom normal school-based strategies have not been effective. A PSP is a structured intervention for students at risk of permanent exclusion.</p> <p>The PSP will have very clear goals and interventions/support mechanisms to improve behaviour. Consequences of misbehaviour will also be clearly outlined.</p>

Pupil Referral Unit	<p>Students who are at risk of permanent exclusion may be referred to the pupil referral unit for a respite period of between 3 to 6 weeks.</p> <p>The PRU offers a structured and supportive environment where these students can continue their education, receive targeted support, and work towards achieving their academic and personal goals.</p>
Other Strategies	<p>The School may also seek to implement other potential appropriate strategies to modify student behaviour. This may include:</p> <ul style="list-style-type: none"> ● Alternative education providers ● Personalised timetable ● Managed move ● Referral and working with outside agencies

10. Confiscation and searching

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

Headteachers and staff they authorise have a statutory power to search for any item. A pupil can be searched without their consent/co-operation for a prohibited item which is set out in the Education Act 1996.

Prohibited items by law include knives, razor blades, weapons, alcohol, drugs, stolen items, tobacco or cigarettes, fireworks, pornographic images, items that could be used to cause a personal injury or damage to property.

The school has the power to search for items prohibited by the school rules as long as they have the pupil's agreement. These include mobile phones, unfiltered electronic devices vapes and illegal highs.

The school is not required to inform parents before a search takes place or to seek their consent. Information on how searches are conducted is in Appendix 5.

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. Any illegal items will be disposed of according to the guidance given. Other items may be returned to the parents on request.

11. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will first assess whether to report the incident to the police.

During the fact-finding process, the school will make efforts to preserve any relevant evidence for handover to the police.

If a decision is made to report the matter to the police, the headteacher, a member of the SLT, or the designated safeguarding lead will file the report. The school will also follow the safeguarding and child protection policy and procedures.

The school will not interfere with any police actions taken. However, the school may continue its own investigation procedures and enforce sanctions, provided they do not conflict with police actions.

Upon reporting to the police, the designated safeguarding lead (DSL) will also make a concurrent report to children's social care, if deemed appropriate.

13. Reasonable force

At Hasmorean, we do not use reasonable force and will avoid its use unless absolutely necessary. However, the DfE guidance on the [Use of Reasonable Force in Schools](#) specifies that staff can use reasonable force to prevent students from hurting themselves or others, from damaging property, or from causing disorder. More details can be found in Appendix 5

14. Mobile Phones and Electronic Devices

14.1 Mobile phones

Students in Year 7-11 may not use their mobile phones or smart watches in school or anywhere on the School site. Please refer to the mobile phone policy for details.

Sixth Form students may use their phones and smartwatches in the common room only.

Students should not use their phones or devices in the corridors, playgrounds or on the site outside of the common room.

[DFE Guidance on mobile phones](#)

14.2 Electronic Devices

Students in Year 7-11 are only allowed to bring in chromebooks that have been filtered using the school filtering system. Any other devices that are brought in will be confiscated and parents will be required to collect them.

Students may only use the devices when directed to do so by staff. Students are not permitted to play games unless they are educational games requested by their teacher. Students who play games in lessons will be sanctioned according to the behaviour system and could be subject to whitelisting as indicated in the e learning policy.

Students who attempt to hack the filtering system will be issued with external suspensions. Repeated attempts to hack the system could result in students being permanently excluded from the school.

The school can issue behaviour sanctions to students for online misbehaviour either in or out of school, when:-

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

Appendix 1 - Home School Agreement

1. The Parent(s)/Guardian will strive to:

- Support the religious ethos of the school at all times
- Accept and support the school's policies and guidelines for behaviour and discipline
- Support their child in homework and other opportunities for home learning
- Encourage their child to do their best
- Ensure that their child goes to school regularly, on time, properly equipped and in full school uniform
- Let the school know about any concerns or problems that might affect their child's work or behaviour
- Attend parents' evenings and discussions about their child's progress
- Notify the school in accordance with the school's policies in the event that their child is absent
- Wherever possible, arrange all out of school appointments e.g. medical, to be before or after school hours
- Follow the school's guidelines pertaining to leave of absence for BarMitzvahs and only ask for leave of absence during term time in exceptional circumstances
- Notify the school immediately of any medical changes or changes in contact details for parents or other emergency contacts.

2. The School will strive to:

- Promote the religious ethos of the school at all times
- Provide a balanced curriculum and meet the individual needs of the child
- Encourage every child to do their best
- Set, mark and monitor homework which will benefit students educationally whilst reinforcing and furthering the content of lessons. Provide good teaching to maximise all students potential
- Set clear behaviour and discipline policies
- Provide a safe and caring environment
- Educate students on British Values and provide a comprehensive PSHE programme
- Celebrate students' successes through a variety of rewards
- Use a discipline with dignity approach to sanctions
- Keep Parent(s)/Carer(s) well informed about their child's progress including arranging parents' evenings and sending home an annual report
- Involve Parent(s)/Guardian appropriately with any concerns and problems that affect their child's work or behaviour
- Contact Parent(s)/Guardian(s) if there is a problem with attendance or punctuality
- Keep Parent(s)/Guardian(s) informed about school activities through regular letters home and newsletters.

3. The student will strive to:

- To uphold the ethos of the school.
- To aspire to achieve their full potential and complete all work to the best of their ability
- Take pride in the school.
- Be respectful towards others in the school community and behave in a responsible way.
- To accept the consequence for their actions in a dignified manner
- Respect the school environment.
- To engage in all school activities
- Follow routines for the start and end of lessons
- Wear the correct school uniform
- Be punctual and organised.

Appendix 2 - Code of conduct

Students are expected to:

- Build positive relationships with staff and other students
- Behave in a dignified and respectful way
- Show respect to each other and all members of staff and visitors and their environment
- Aspire to reach their full potential
- Engage in all activities in school
- Bring all equipment to school so that they are ready to learn
- Not disrupt teaching and learning.
- Not to argue with staff and to accept sanctions as a consequence for their behaviour
- Complete classwork and homework to the best of their ability
- Enter and attend assemblies and formal occasions calmly and quietly
- Wear the correct uniform at all times
- Attend all lessons and not leave them without permission
- Be punctual to school and to lessons and aim for 100% attendance
- To only leave site with an exit pass
- Move around the school calmly, sensibly and purposefully, showing courtesy to others.
- Refrain from behaving in a way that brings the school into disrepute, including when outside of the school, on public transport or online
- Not smoke or vape on their way to and from school or at any other time while in Hasmonean uniform or on journeys/outings.
- Not swear or verbally abuse other students or staff
- NOT bring knives or other weapons, cigarettes or tobacco, e-cigarettes or any other vapes, matches, lighters, medicine or unprescribed drugs, alcohol or illegal drugs, pornographic material or laser pens onto the school site These items are prohibited, and may be searched for if there is reasonable suspicion that you may be in possession of them.
- Only bring in filtered chromebooks
- Only use the chromebook in school for educational purposes
- Not deliberately attempt to hack the filtering system

Appendix 3 - Sanctions table

This is for illustrative purposes only and is subject to change.

Hasmonean Negatives Table			
Name	Description	Number of negative points	Possible actions
BN1	<ol style="list-style-type: none"> 1. Low-level disruption 2. Failure to follow instructions 3. Failure to complete classwork 4. Lateness 5. Failure to complete homework 6. Uniform infringement 7. Eating in class, including chewing gum 8. Littering 9. Inappropriate behaviour out of the classroom 	-1	Detention Communication home Community service Report
BN2	<ol style="list-style-type: none"> 1. Disrespectful to staff/students 2. Swearing in a conversation 3. Inappropriate use of device 4. Defiance/further disruption 5. Behaviour is detrimental to the Jewish ethos of the school 6. Extreme Lateness 7. Unruly behaviour out of the classroom 8. Removed to the reflection room 	-2	Detention Communication home Community service Report
BN3	<ol style="list-style-type: none"> 1. Extreme Rudeness to staff 2. Dishonesty 3. Truancy 4. Selling to and/or buying from another student 5. Breach of School Ethos (depending on nature) 6. Seen in possession of vape 7. Poor behaviour in detention 	-3	Detention Report Communication home Pastoral Support Plan Behaviour agreement Internal suspension
BN4	<ol style="list-style-type: none"> 1. Swearing at an adult 2. Gross disobedience 3. Dangerous behaviour 4. Intimidation of a student or staff member 5. Discriminatory language towards any member of the school community * 	-4	Pastoral Support Plan Behaviour agreement Internal Suspension

	<ul style="list-style-type: none"> 6. Malicious allegations 7. Physical violence 8. Bullying 9. Smoking, including e-cigarettes & vapes 10. Serious misuse of a device including hacking 11. Vandalism or damage to property and dangerous behaviour 12. Theft 13. Bringing the school into disrepute (depending on nature) 14. Poor Behaviour in Reflection Room 		External Suspension
BNS	<ul style="list-style-type: none"> 1. Possession of offensive weapon 2. Possession of and/or dealing of illegal substances 3. Violence/ extreme intimidation towards any member of the school community 4. Breach of School Ethos (depending on nature) 5. Refusal to comply with a search 	-5	<ul style="list-style-type: none"> Communication home PRU Managed move External suspension Permanent exclusion

* Discriminatory language is likely to lead to a long fixed term suspension

Appendix 4 - Searching protocol

Searching a student or their possessions

As indicated in the [DFE guidance on searching, screening and confiscation](#), only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of an illegal prohibited item or any prohibited item identified in the school rules for which a search can be made. Searches for illegal prohibited items can take place without the pupil's consent.

An authorised member of staff of a different sex to the student can conduct a search without another member of staff as a witness if:

- The authorised member of staff reasonably believes there is a risk of serious harm to a person if the search is not conducted urgently; and
- It is not reasonably practicable, within the available time, for a same-sex member of staff to conduct the search; or
- It is not reasonably practicable for the search to be conducted in the presence of another member of staff.

Before conducting a search, the authorised member of staff will:

- Assess whether there is an urgent need for the search.
- Assess whether not conducting the search would put other students or staff at risk.
- Consider whether the search would pose a safeguarding risk to the student.
- Explain to the student why they are being searched.
- Explain to the student what the search entails — e.g., "I will ask you to turn out your pockets and remove your blazer."
- Explain how and where the search will be conducted.
- Answer any questions from the student and ensure their understanding.
- Seek the student's cooperation.

If the student refuses to agree to a search, the member of staff can impose an appropriate behaviour sanction ensuring that they are responding to misbehaviour consistently and fairly. If the student continues to refuse to cooperate, the member of staff will contact the headteacher, a member of SLT, or the designated safeguarding lead to determine why the student is refusing to comply.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, desk, or locker. 'Outer clothing' includes any item of clothing that is not worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket worn over a t-shirt).

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Any prohibited items found in a student's possession during a search will be confiscated and not returned to the student. The appropriate authorities will be contacted, which will also entail agreed actions regarding the disposal of the prohibited.

Strip Searches

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

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

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with the police. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place.

The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

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

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

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

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

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

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

Electronic devices

Those staff members mentioned above may lawfully search electronic devices without consent or parental permission if there is suspicion that the student possesses a device prohibited by school rules, or if the staff member has good reason to suspect the device may be used to:

- Cause harm
- Commit an offence
- Disrupt teaching
- Violate school rules

Any data, files, or images that are believed to be illegal will be promptly passed to the police, including pornographic images of children, without deletion.

Any data, files, or images that are not believed to be unlawful may be deleted or retained as evidence of a breach of the school's behaviour policy

Informing the Designated Safeguarding lead (DSL)

The staff member who conducted the search should promptly inform the DSL:

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

All searches for prohibited items (listed below), including incidents where no items were found, will be documented in the school's safeguarding system

Informing parents/carers

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

- What occurred during the search
- What, if anything, was discovered
- What has been confiscated, if applicable
- The actions taken by the school, including any sanctions applied to their child

Appendix 5 – Reasonable force

The d indicates that all members of school staff have a legal power to use reasonable force.

Reasonable force includes a range of interventions involving physical contact with students. All staff members have a duty to use reasonable force in the following circumstances:

- Preventing a student from causing disorder
- Preventing a student from hurting themselves or others
- Preventing a student from damaging property
- Preventing a student from committing an offence

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

This list is not exhaustive and the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Incidents involving reasonable force must:

- Always be used as a last resort
- Be applied with the minimum amount of force and for the shortest duration necessary
- Maintain the safety and dignity of all involved
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering the use of reasonable force, staff should carefully consider the risks and take into account any specific vulnerabilities of the student, including SEND, mental health needs, or medical conditions.

Adopted by ML & BM

Reviewed by VWV

Ratified by Governors Standards Committee Dec 2024

Next Review December 2025