

IPSWICH HIGH SCHOOL

WOOLVERSTONE HALL
SUFFOLK, ENGLAND

Behaviour Policy & Statement of Behaviour Principles

2026-27

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1 Aims of Policy

This policy aims to:

- Establish a culture where the highest standards of behaviour alongside **visible kindness** supports pupils to flourish in their learning and be **Inspired, Happy** and **Successful**.
- Outline how Ipswich High School staff will consistently teach, nurture and model exemplary conduct and reward for contributing to an **Inspired, Happy** and **Successful** school.
- Define unacceptable behaviour, including bullying and prejudiced behaviour, and the approach we take, when behaviour is not in line with our values and rules.

2 Culture to Flourish

- Ipswich High School nurtures people who are part of its community to be **Inspired, Happy**, and **Successful**. We are restless in ensuring that the physical environment, curriculum, enrichment, and the array of opportunities on offer, inspire our pupils to flourish in our core values, summarised below.



3 Teaching Great Behaviour

3.1 Key Rules

Great behaviour is learned, so it is important that expectations are simple to follow and easy to remember. Pupils and staff follow 3 key rules that ensure pupils can flourish in their school day. Pupils will be taught simple routines that support the following 3 rules, reducing misbehaviour throughout the school day.

- **Ready:** On time, look smart, have the required equipment to be able to take part in the full day.
- **Respectful:** Actively listen, follow staff instructions, work hard (staff have planned lessons), and consider others before speaking and behaviour choices.
- **Safe:** Always behave in a manner that enables everyone to feel safe and be free from emotional, mental, or physical harm.

3.2 Reward and Praise

Great behaviour is learned through consistent high-quality teaching, which includes role modelling. Actively acknowledging great behaviour with genuine heartfelt praise and meaningful reward supports the teaching of great behaviour. The following simple rewards initiatives, discussed and agreed through pupil voice, are designed to highlight consistently great behaviour and ensure pupils, staff and parents are actively involved on a regular basis.

3.3 House Points and Reward Initiatives

House Points: When our school values (**Inspired, Happy, Successful**) are clearly demonstrated, pupils are awarded a house point on the MIS System. House points will be verbally communicated with the pupil, so they are aware of what they have done well. House points are then used to inform winners of reward badges and the House Cup. W=Whole S =Senior

Genuine Heartfelt Praise (W)	Hot Chocolate Friday (S)	Head's Award (W)	Badges (W)	House Cup (W)
<p>Pupil voice and staff voice strongly felt that heartfelt verbal praise is the most important and meaningful form of reward.</p> <p>Therefore, when pupils demonstrate our school values, they will be verbally praised for doing so.</p> <p>At the foundation of this policy is the phrase Visible Kindness, this strand of reward is heavily weighted towards this.</p>	<p>Every Friday morning, tutors will praise pupils for their efforts throughout that week.</p> <p>The tutor will select one pupil who can have a hot chocolate at Friday break time in the Orangery.</p> <p>Hot chocolates have cream and marshmallows, so it is something special.</p> <p>Pupils who don't like or are not able to have hot chocolate can choose from a juice, fruit tea, or request another type of drink.</p> <p>Ice treats are available in the summer term.</p>	<p>Head's Awards are for a pupil who goes significantly above and beyond in school life.</p> <p>The Head will arrange to meet with the pupil to discuss their contribution, award a Head's Badge, and send an electronic certificate to parents.</p>	<p>When a pupil meets a threshold for a school value, the pupil will receive a value badge.</p> <p>Thresholds will be set following the first half term of each year.</p> <p>If a pupil gains all three badges in a year, they will receive a platinum badge.</p> <p>In the final week of term, pupils with the most value points in that term will be invited for a treat by the Director of Pastoral Care.</p> <p>Pupils can also gain various badges for being ambassadors for subjects, clubs, societies and initiatives the school raises awareness for.</p>	<p>All Houses are in a termly and yearlong competition to become House Champions by gaining the most Value Points/House Points in prep.</p> <p>There will be regular feedback on the standings throughout the year.</p> <p>The House with the most points will have their flag and colours represented on top of Woolverstone Hall, in the theatre, the learning environment, and the prep hall, key footfalls for our pupils.</p> <p>The overall winner will be awarded the house cup at the end of the year.</p>

3.4 The IHS Way

The IHS Way is a common approach that all staff and pupils will use consistently in lessons. The IHS Way supports pupils and staff by knowing what to expect across lessons in relation to important features, routines, and common language.



3.5 Key Routines and Expectations

Having key routines and expectations repeated consistently, helps support the environment to run calmly and efficiently.

3.5.1 School Day

Time	Senior School	Time	Prep School
8:35am - 8:55am	Registration; Monday Whole School Assembly	8:35am – 9:00am	Registration / Key Skills / Phonics / Assembly-Friday
8:55am – 9:00am	Walking Time	9:00am – 10:00am	Period 1
9:00am - 9:55am	Period 1	10:00am – 10:40am	Period 2 / Assembly Monday and Wednesday 10.25-10.40
9:55am – 10:15am	BREAK	10:40am – 11:00am	BREAK
10:15am – 11:10am	Period 2	11:00am - 12:00 noon	Period 3
11:10am – 11:15am	Walking Time	12:00pm - 12:50pm	Lunch
11:15am - 12:10pm	Period 3	12:50pm - 1:30pm	Enrichment 1
12:10pm - 12:50pm	Enrichment 1	1:30pm - 1:35pm	Registration
12:50pm - 1:40pm (12:50pm - 1:35pm on Friday)	Lunch	1:35pm – 2:30pm	Period 4
1:40pm - 2:35pm (1:35 – 2:30 on Friday)	Period 4	2:30pm - 3:25pm	Reception & KS1 → Period 5; END OF DAY FRIDAY for ALL PUPILS
2:35pm - 2:40pm (2:30pm – 2:35pm Friday)	Walking Time	2:30 pm – 3:30pm	KS2 → Period 5
2:40pm - 3:35pm (2:35pm – 3:30pm Friday)	Period 5; END OF DAY FRIDAYS	3:25pm - 3:45pm	Reception & KS1 → Afternoon Break
3:35pm - 3:40pm	Changing / Walking Time	3:30pm – 3:45pm	KS2 → Afternoon Break
3:40pm – 4:20pm	Enrichment 2	3:45pm - 4:15pm	Enrichment 2
4:20pm	END OF DAY	4:20pm	END OF DAY
4:30pm	BUSES DEPART	4:30pm	BUSES DEPART

3.5.2 School Uniform

- Pupils who take pride in their appearance, take pride in their actions. Pupils should wear their uniform proudly, demonstrating they are part of our community.
- Parents and carers are expected to support their children and the school by ensuring they arrive at school in full uniform.
- Pupils must also have a bag containing all the required equipment to take part fully, in the diverse subject and enrichment curriculum offered.
- Parents/carers can purchase uniform from school blazer or the second-hand uniform shop, run by the IHS Parents Association. Please [follow the link](#) to the uniform section of our school website, outlining required uniform and equipment.
- Pupils should speak with their teacher in Prep School or tutor in Senior School who will issue a uniform/equipment note for an agreed period if there is a genuine reason for a missing item.
- Parents should contact their child's class teacher in Prep School or tutor in Senior School to inform them of an appropriate time scale for rectifying any uniform concerns.

3.5.3 Coming into School

- Success starts before school by getting all equipment and uniform ready the night before.
- Pupils should eat before school starts and bring a bottle of water to stay hydrated.
- Pupils are expected to be calm if on the bus, so the driver can concentrate, getting everyone to school safely. Arriving in a calm state will ensure a pupil starts the day right.
- All drivers must follow specified speed limits and drive carefully, as the start of the school day is busy.

- When arriving at school, Woolverstone Hall Nursery and Reception (WHN-R)/KS1 put coats and bags on their pegs and go onto KS1 playground until the whistle is blown at 8.35. KS2 meet teacher on duty under the canopy front of prep and walk to the KS2 playground until the whistle is blown at 8.35. Senior pupils will go to their locker and drop off any items not required until after lunch, then walk calmly to tutor or assembly at 8.30.
- Breakfast Club: pupils who attend breakfast club provision will be walked over to prep school at 8.20am.

3.5.4 Entering Assembly (Senior School)

- Pupils will drop all bags and books off at their locker in the morning.
- Pupils will ensure they are in full school uniform including their blazer.
- If late due to traffic, pupils will store their bag and coat in the store outside the theatre to get into assembly promptly.

3.5.5 Attending Lessons

- Pupils must be at the lesson by the start time, dressed in full uniform.
- Senior pupils will wait patiently until they are welcomed in by the member of staff.
- Prep pupils will wait patiently on their playground lined up at the start of day of following a break or lunch.
- Staff will welcome pupils into the lesson, pupils should say "Good Morning/Afternoon" to staff as they enter.
- Pupils will enter quietly, take out their equipment, put their bag on the floor, sit down, check the 'In and On' activity, then commence learning.

3.5.6 Toilet Breaks, Water Bottles and Seeing the Nurse (During Lesson Time)

- In the Senior School there is adequate time built into the day for toilet breaks, due to a 5-minute window between each lesson, break, or lunch.
- Pupils should only ask to visit the toilet, if they need to, and are unable to wait comfortably until the next break. All prep aged pupils will be permitted to use the toilet when required.
- Pupils are only permitted to use the toilet, not to fill their water bottle, this should be done in the breaks provided.
- If a pupil feels too unwell to be in the lesson, they must alert the teacher. The teacher will arrange for the pupil to see the nurse who will decide appropriate action. The teacher should email/call the nurse, copying in reception, so key school staff are aware who is coming out of lesson, for register purposes.
- Pupils are not permitted to self-refer to the nurse during lesson time.

3.5.7 Circulating School Site

- Pupils will walk around the school site in a calm and respectful manner.
- Pupils will wear their full uniform when circulating the site, taking pride in their appearance.
- Older pupils are expected to lead by example and where required, help, and support younger pupils.
- Pupils are expected to demonstrate visible kindness by holding their heads up, acknowledging others through eye contact, holding doors open for people, and waiting patiently if there is a small space.
- Pupils will walk around site always avoiding pushing, running, shouting, or behaving in a manner that could cause disruption, disrespect, or reduce the feeling of being in a calm and safe environment.

3.5.8 Entering the Orangery for Break and Lunch

- WHN-R are supervised for lunch at 11.50, in the Youngman's Room, where they will need to wait quietly and calmly to be served.
- KS1 and KS2 queue calmly and appropriately at 11.50am and 12.00pm respectively in the Orwell Kitchen and are supervised by midday supervisors.
- Pupils need to use the queue lanes that are roped out.
- Pupils will queue in a single file line, being patient and calm.

- Staff and Sixth Form can come to the front section of the queue, patiently waiting to be let through. Staff and Sixth Form have lessons they must prepare for, so it is deemed acceptable for them to move to the front section of the queue.
- Pupils and staff will say please and thank you to the catering staff.
- Constructive feedback using the touch screen in the Orangery can be given.
- Tables must be cleared, with any spillages cleaned appropriately to leave it pleasant for the next people to eat. Midday supervisors will support Prep School pupils to use appropriate table manners and clear up appropriately.
- Plates, trays, and cups should be cleared of food and rubbish in the relevant recycle bins provided, then stacked at the hatch.
- All trays and items taken outside must be returned.

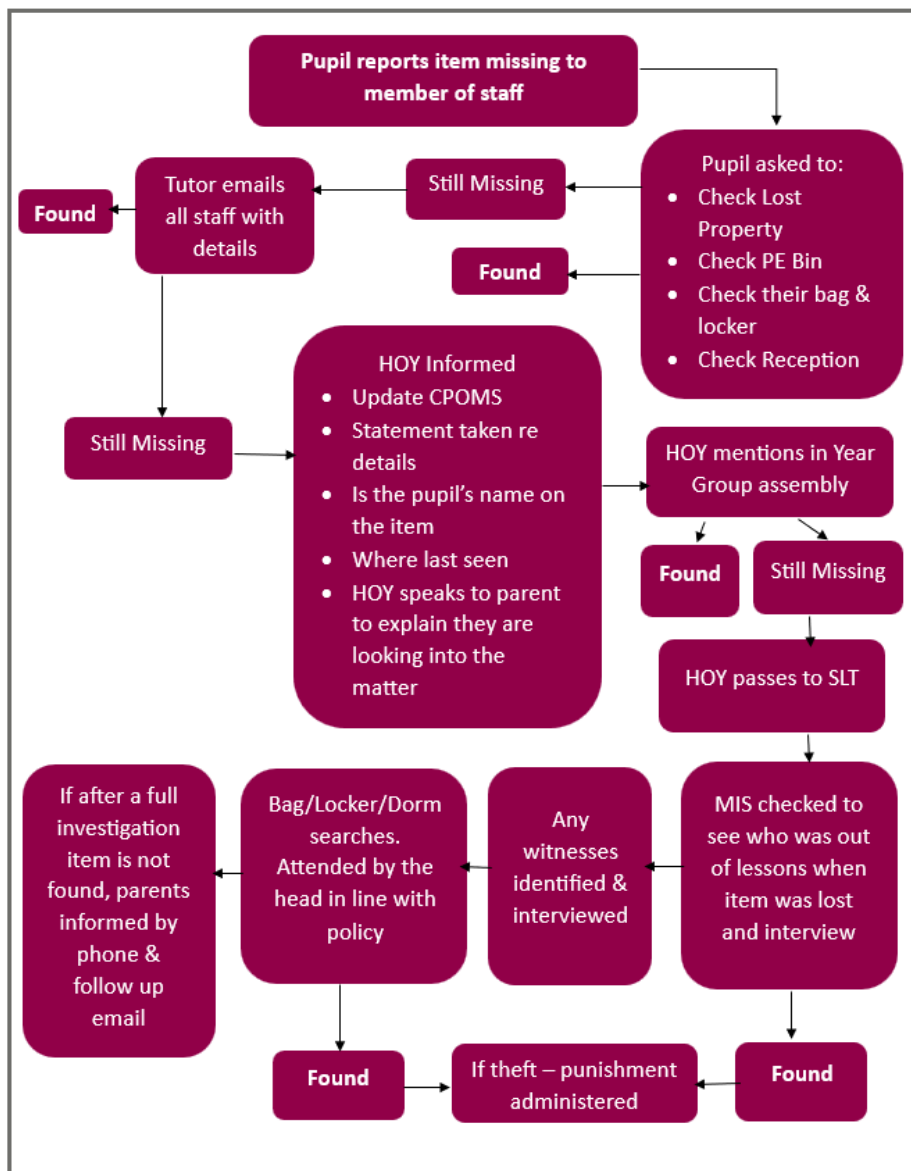
3.5.9 Getting changed for practical lessons

- Prep School pupils are supervised.
- If a pupil has a practical lesson, period 1, such as Dance, PE, or GCSE PE, they are permitted to arrive in their School PE Kit, with their uniform packed, ready to put on post lesson.
- Like anywhere else on site, pupils must be calm and respectful in the changing facilities.
- Pupils will bring their PE Bag to the lesson, but leave school books in their locker.
- Pupils must have all uniform and clothing clearly labelled with their full name.
- Pupils need to hang their coat, blazer, shirt, skirt, and tie on the pegs provided, and fold their trousers with shoes back into their bag and place under the peg.

3.5.10 Lost Property

- Pupils must have all their uniform, clothing and items labelled.
- Pupils should only store their bag and school items in their locker for senior school.
- Pupils in Prep School have places in their classrooms, cloakrooms, or lockers for their school items.
- If a pupil has lost an item, they should check in lost property. There are three lost property places:
 1. Green Bin outside the PE Office or Prep School staff room.
 2. Lost Property Cupboard opposite the nurse's office in Wolverstone Hall
 3. Prep Reception
- If a pupil or parent believes an item has been taken, please see the Alleged Theft Protocol following:

Alleged Theft Flowchart



3.5.11 End of the School Day

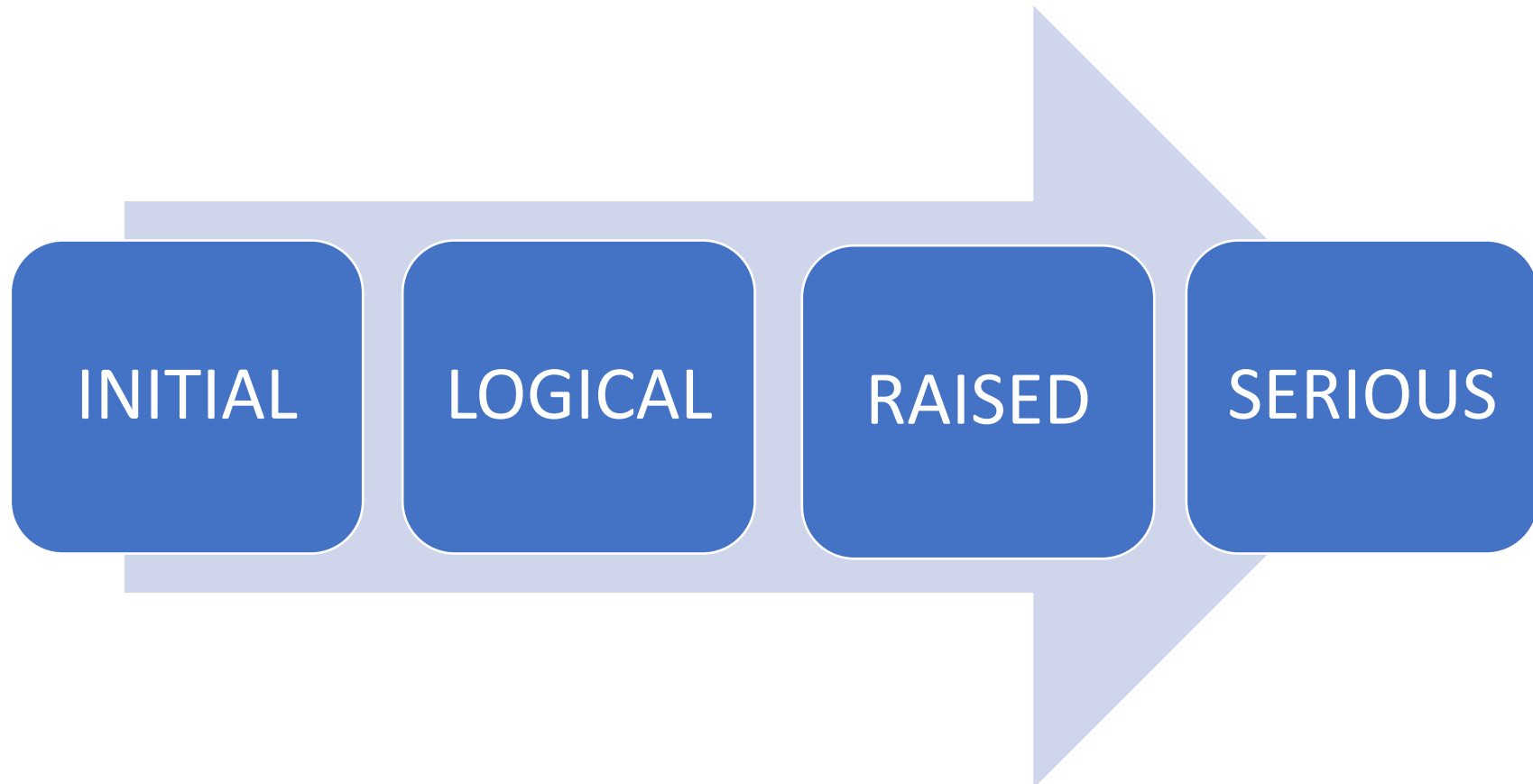
- For Prep School, when pupils are collected, please ensure that they are always supervised and behaving safely due to the busy nature of the school site.
- WHN-R/KS1 will be dismissed directly to the adult collecting outside the KS1 door by Prep School staff.
- KS2 will be dismissed directly to the adult collecting outside the prep canopy front of school by Prep staff.
- Prep School pupils who catch a school bus will meet in the Prep Hall and be escorted over to their relative bus.
- Pupils need to collect all items required to take home such as books for prep and kit that might need to be cleaned.
- Pupils should then make their way calmly to their pickup point, taking extra care around areas where motor vehicles are present.
- If catching a bus, pupils need to ensure they are at their bus before 4.30 so drivers can depart in a safe and efficient manner.
- All drivers must follow specified speed limits and drive carefully, as the end of the school day is busy.

3.6 Responding to Misbehaviour

When **Ready, Respectful, Safe** is not positively followed, pupils will be challenged in a fair and consistent manner by all staff, who will calmly, but clearly emphasise the importance of following our key rules. Staff are trained to challenge pupils in a way that will bring about prompt correction to misbehaviour so all pupils can learn freely, whilst feeling safe and happy.

It is important that all stakeholders recognise that when concerns are logged on the school MIS System, it represents an event or concern for information and not a consequence. Concerns and house points are there to help stakeholders understanding of the picture around the child, class, year group and other patterns, so relative praise or support can be strategically planned.

Concerns are considered using four categories:



Initial	Logical Consequence	Raised	Serious
<p>Initial Concerns relating to Respectful and Safe rule, are not logged.</p> <p>Part of being an effective teacher/staff member, is having the ability to manage behaviour positively. If a pupil when spoken to, corrects their behaviour quickly and respectfully, no further action is taken.</p> <p>All concerns relating to Ready Rule are logged on School MIS System. A pupil who is organised, punctual and takes pride in their appearance is more likely to be successful, one of our core values. This information helps the school and home to understand any patterns quickly and intervene before poor habits develop.</p> <p>Prep School: Pupils will be given more time at this stage (up to 3) according to their age and development. As pupils move towards the end of KS2, pupils will be expected to regulate after one intervention from the staff member.</p>	<p>If a pupil does not initially regulate, a logical and proportionate consequence will be used by a staff member to support the pupil to reflect and correct their behaviour.</p> <p>Some typical examples can be read in section 3.7 following.</p> <p>Prep School: In the prep school, logical consequences and steps will still apply, however pupils in earlier years will be given more opportunities to correct their behaviour through nurture.</p>	<p>When a pupil has not been able to regulate their behaviour, it is important that pupils and staff can learn and teach without disruption. A pupil will be withdrawn from the learning environment following 2 behaviour discussions (Initial and Logical).</p> <p>The staff member will ask the pupil to collect their things and wait in a safe space, usually outside the classroom or with another staff member in the department or proximity.</p> <p>The pupil will be collected by an appropriate staff member.</p> <p>Parents will be contacted by the relevant department to explain why the pupil had to be withdrawn from the lesson, enrichment, or space and informed of a pending detention after school (senior school). The staff member making the call will establish if the following day will be suitable for the detention. Parents are expected to support a prompt detention so pupils can reflect, and expectations are reestablished prior to the next lesson in the relevant subject.</p> <p>A pupil reaching this stage in the prep school will likely be supervised in another classroom until the corrective/reflective work can be completed.</p>	<p>When a pupil has potentially put themselves or others at serious risk of physical, emotional, or mental danger/harm or where a high level of disrespect is demonstrated.</p> <p>An investigation will take place where statements from staff, pupils and other witnesses will be gathered alongside any other relevant information.</p> <p>This information will then be discussed with senior pastoral staff and a member of the Senior Leadership Team.</p> <p>A decision will then be made on next steps.</p> <p>Communication to relevant pupils and parents will always be as quick as possible, but dependent on the length of investigation.</p>

3.7 Likely Response to Misbehaviour

Concern	Rule	Misbehaviour	Logical Response/Consequence
Initial and Logical Consequence	READY	<ul style="list-style-type: none"> - Not wearing uniform correctly - Not having equipment for lesson or enrichment - Being late to lesson, enrichment, or activity 	<ul style="list-style-type: none"> ✓ Pupil spoken to regarding importance of being ready for every part of school day. ✓ Logged on School MIS as concern. ✓ If not rectified, tutor will contact home to resolve. ✓ Report card if persistent. See Tiers of Support in Section 5
	RESPECTFUL	<ul style="list-style-type: none"> - Not showing respect to others - Being disruptive to learning and/or teaching - Not looking after the school environment - Not working hard 	<p>Pupil calmly and appropriately informed of:</p> <ol style="list-style-type: none"> 1. What they are doing (that is breaching rule) 2. What they need to do to follow relevant school rule 3. Logical consequence that will be issued if pupil doesn't correct their current behaviour 4. If pupil continues to breach rule, then the above should be repeated with logical consequence applied. <p><i>Potential Logical Consequences</i></p> <ul style="list-style-type: none"> ✓ Moving to another seat in the class room ✓ Imposition (pupil finishing incomplete work or task from lesson at home) ✓ Time back to complete incomplete work/homework ✓ Reflective/corrective conversation to reset expectations to side of class or outside classroom ✓ Reflective/corrective discussion to reset expectations at break (no more than 5 minutes) ✓ Contact home to discuss concern. ✓ Community help <p><i>If a pupil has reached a logical consequence this should be recorded on School MIS as an initial concern. This is not a consequence, but is important to build a picture for pupil and staff support</i></p>
	SAFE	<ul style="list-style-type: none"> - Behaving in a silly manner - Shouting in corridors and around school 	
Raised Concern	READY	<ul style="list-style-type: none"> - Persistently not being ready for parts of the school day. 	<ul style="list-style-type: none"> ✓ HOY/HOD/Tutor has picked up pattern ✓ Detention issued ✓ Teacher/tutor will contact home to inform of concern ✓ Following above, if no narrative apparent, pupil to complete tutor/teacher report
	RESPECTFUL	<ul style="list-style-type: none"> - A pupil continues to breach rule following a logical consequence. - Pupil has persistently had concern events logged across lessons. 	<ul style="list-style-type: none"> ✓ Staff will remain calm. ✓ Pupil asked to wait outside classroom or in a safe space with their bag and full uniform. ✓ Staff will alert appropriate staff member. If there is no appropriate staff member within proximity, reception can radio/call an appropriate staff member. ✓ Supporting staff member will pick up pupil and take for remainder of session. ✓ Staff i to log raised concern on MIS System and call home regarding why pupil has had to be removed from lesson, session or space.
	SAFE	<ul style="list-style-type: none"> - Pupil has persistent involvement in behaving in a manner that impacts the feeling of a safe environment - Pupil has persistent involvement that does or could impact the physical safety of others. 	<ul style="list-style-type: none"> ✓ 1 hour detention issued after school. Pupil to report to reception. ✓ HOY/HOD/Teacher spotted pattern of persistent behaviour. Raised concern logged and home contacted to discuss behaviour. Detention/Parent Meeting/Report Card considered. ✓ Report card if persistent. See Tiers of Support in Section 5
Serious Concern	<p>READY</p> <p>RESPECTFUL</p> <p>SAFE</p>	<p>Pupil has put others or themselves at serious risk of physical and/or mental harm or demonstrated a clear defiance or persistent defiance to school rules. The list of possible events is not exhaustive or definitive.</p> <ul style="list-style-type: none"> - Dangerous or Risky Behaviour this includes involvement or possession in/of prohibited items listed in section 10. - Verbal Abuse towards staff - Prejudice Behaviour (including racism) - Bullying - Physical abuse towards pupil - Physical abuse towards staff - Inappropriate Sexual Behaviour or Sexual Assault - Truancy or refusing to attend lessons. - Vandalism and Theft - Repeated disruption to learning 	<ul style="list-style-type: none"> ✓ As a member of staff, you must ensure that you and pupils are safe. ✓ Utilise other staff within department where possible. ✓ If you require support, contact reception who can alert SLT or other senior staff. ✓ Teacher must: record statement of what has happened using statement form. ✓ Pupils who witnessed must write statement and sign on school statement form. ✓ Investigating staff member will compile all information into investigation pack (called a wrap), making recommendation of action required. ✓ Likely responses to serious concerns may be detention, time out of circulation, fixed term exclusion, Heads panel meeting, or permanent exclusion.

The previous table summarises the likely responses when managing misbehaviour. The table is not an exhaustive list of all and every event that might be encountered, so only acts as a guide for staff, pupils and parents.

3.8 Reasonable Adjustment

Ipswich High School is an inclusive school where we will support diverse learners carefully and appropriately. Where pupils have learning needs, staff will plan and make appropriate adjustments to support pupils to follow the 3 Key Rules and behaviour policy. Pupils with specific support plans will still need to follow the Key Rules, however, there will in some cases be proactive measures that prevent pupils escalating to raised concerns as they require support to regulate their behaviour differently, compared to the way the majority of pupils can.

4 Serious Consequences

4.1 Detention

Pupils can be issued with detentions during break, lunchtime, and afterschool. Pupils will always be able to collect and have time to eat their lunch, should they have a detention during lunchtime.

The length of detentions will be proportionate to the concern. If the pupil requires time to complete homework or incomplete lesson work, this might require longer compared to a brief discussion following a minor disruption in a lesson.

4.2 Detention Categories

- **Teacher:** Can issue up to 15 minutes during the school day to do work not up to standard.
- **HOY and HOD:** Can issue up to 30 minutes for persistent behaviour across lessons or school. Prior measures must have taken place and communication with home.
- **SLT:** For pupil being withdrawn from lesson or raised concern. SLT can issue up to 60 minutes after school. Must be communicated with home.

Any afterschool detention will always involve communication with parent/carer and will be logged on school MIS.

4.3 Removal from Circulation

In response to serious or persistent breaches of this policy, or sometimes whilst an investigation is undertaken, the school may remove the pupil from lessons and social time for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal from circulation is a serious consequence and will only be used in response to serious misbehaviour or concerns.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of Director of Boarding and Pastoral, Head of Senior School, Head of Prep School or the Head.

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

4.4 Reports

A report card is used to give pupils clear focus points, to enable them to build positive habits and behaviour. Report cards can be used for a range of support including uniform, punctuality, work ethic, manners, concentration and much more. Report Cards are in the same format, the targets and who a pupil reports to can change.

- **Tutor Report:** Initial Level of Concern
- **HOY/HOD Report:** Raised Concern
- **Senior Leader Report:** Serious Concern or Final Warning
- **Heads Report:** Final Warning

4.5 Head's Panel

A Heads Panel may be convened as part of or separate to a fixed term exclusion. The panel is for the pupil to meet the Head, Head of Senior/Prep School and or the Director of Boarding and Pastoral to discuss their misbehaviour and consider the impact on our school and community.

4.6 Fixed Term Exclusion, Permanent Exclusion and Contractual Notice

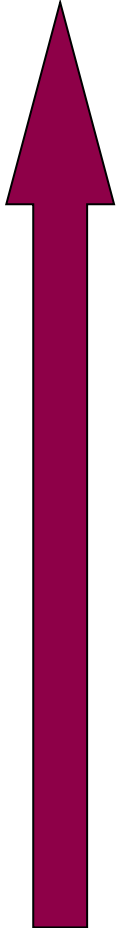
The school can use fixed term exclusion and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The decision to exclude will be made by the Head or delegated senior member of staff and only as a last resort. Following this paragraph is a link to the school's exclusions policy, which also outlines the Heads right to withdraw a pupils place should he/she feel the pupil will not benefit from continuing their education at the school, or where in the Head's professional opinion the pupil has not attained a sufficiently high standard of work or behaviour to continue.

<https://www.ipswichhighschool.co.uk/wp-content/uploads/2024/09/Fixed-Period-and-Permanent-Exclusion-Policy-2021-22.pdf>

5 Tiers of Support Marketing to Pyramid

To strategically support pupils, we will hold tutor, pastoral, subject, Head of Department, safeguarding, SLT and IEL Board meetings, where data and professional judgement for behaviour, attendance, academic success and wellbeing is shared, discussed and considered. Where and when required, pupils will be allocated to our Tiers of Support.



<p>Tier 3</p> <ul style="list-style-type: none"> - Significant concern. Pupil is at risk of not being able to have need met or risk of permanent exclusion - Signs of Safety (wishes and feeling) completed with family. - Targeted support plan with scheduled parent meetings. SLT involvement with relevant HOY. - SLT/Heads Report - Head's Panel - External support explored in greater depth if not already.
<p>Tier 2</p> <ul style="list-style-type: none"> - Raised concern as it has become persistent or developing into greater concern. - Pupil concern is now putting their success at risk due to concern. - Wishes and feelings completed by HOY. - Parent meeting arranged to discuss concern and establish route of concern. Actions agreed by HOY/HOD. External support discussed (4YP, EHA, Nurses, SEND, MASH, doctors) - Pupil will have key person agreed to check in with who will monitor. - HOY Report or check in with staff on progress.
<p>Tier 1</p> <ul style="list-style-type: none"> - Minor concerns raised with pupil via tutor or relevant teacher. Any narrative or support established with actions required to resolve the concern. - Tutor/teacher to communicate with home regarding concerns. - Enrichments and happy places discussed. - Tutor Report card if applicable monitored by tutor.

6 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

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

Bullying can include:

Type Of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please follow the link below to our anti bullying policy for further information:

[Anti-Bullying-Policy-2023-24.pdf \(ipswichhighschool.co.uk\)](https://www.ipswichhighschool.co.uk/anti-bullying-policy-2023-24.pdf)

7 Roles and responsibilities

7.1 The Proprietary Board

The Proprietary Board is responsible for monitoring this behaviour policy's effectiveness and holding the Head to account for its implementation.

7.2 Senior Leadership Team

The Head is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with misbehaviour
- Monitoring how staff implement this policy to ensure rewards, responses and consequences are applied consistently and proportionately to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

7.3 Teachers and staff

Staff are responsible for:

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

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7.4 Parents and carers

Parents and carers, where possible, should:

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

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

7.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with induction sessions wherever appropriate, which will be repeated throughout the year.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

8 Mobile phones

- Pupils are allowed to have mobile phones, however there are clear guidelines within the Mobile Phone and Digital Devices Policy, where the link is provided below.
- Pupils in the prep school, with a mobile phone must hand it in to reception switched off and collect at the end of the day. Parents must have given written permission to the Head of Prep.
- Years 7-11 have to lock their phones in a signal blocking pouch each morning, supervised by their tutor, during tutor/assembly time routines.
- Sixth Form pupils are allowed their phones in designated common rooms. Sixth Form pupils are expected to be role models, meaning they must not be using or showing their phones at any times around school site, including headphones and other electronic devices.
- Exception to the rules are for medical reasons only, where appropriate communication and agreement has taken place between the school, parent and pupil.
- Pupils who do not follow the mobile and digital devices policy and the ICT acceptable use agreement will have their phones confiscated until the end of the day, where they can be collected from reception.
- In persistent or serious cases pupils will not be allowed to have a phone at school for a prolonged time period or permanently. This applies to all pupils in the school.
- For more detailed information for Prep, Senior and Boarders, please view the following link.

[Policy-Mobile-Phone-and-Digital-Devices-Policy-Updated-2026.pdf](#)

9 Supporting Pupils Behaviour who have SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Staff will use the aid of SEND information and One

Page Profiles to plan appropriate measures such as seating placement, bespoke resources, time outs, designated space for regulation, use of support person in classroom, planned phrases and further measure where required.

9.2 Adapting consequences logically for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

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

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

9.3 Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10 Searching, Screening and Confiscation

The Head and staff they authorise have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, also including a mobile phone or device.

10.1 List of prohibited items

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- articles that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco, cigarette papers, vapes, lighters or other items related to smoking.
- fireworks
- pornographic image
- Mobile phones not in pouches for Years 7-11 pupils, mobile phones not handed in for prep pupils, mobile phones not handed in for boarders Years 7-11, and phones seen around school site on Sixth Formers
- Any item that can be used to unlock a mobile phone pouch

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. The school will use and follow guidance from the DFE as follows:

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Conducting a search with cooperation

- If a pupil(s) are suspected of having prohibited items, the Head or staff with permission will be given consent to conduct a search of a pupil (pockets and outer clothing), their possessions, and their locker, work area or room (boarder). A pupil will not be asked to take off any clothing other than outer clothing (this does not include shoes)
- The pupil will be asked to cooperate in a search. The pupils will be given the reason for the search and given the opportunity to give any relevant information, ask any questions and confirm their cooperation.
- If the pupil cooperates, then the search will be conducted in a location where possible that is private, with two members of staff with the one conducting the search the same sex. There is a limited exception to this point in rare situations as outlined in point 26 of the DFE Searching, Screening and Confiscation guidance.
- Where a pupil does not co-operate, staff in liaison with the Head will make a decision on a case-by-case basis for the next steps dependent on the rationale for the search. At this point proportionate consequence, pupil(s) being supervised and kept out of circulation whilst further discussion takes place and in rare circumstance consideration to search by reasonable force will all be considered.

11 Pupil transition into the school currently

11.1 Inducting incoming pupils

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

11.2 Preparing internal pupils for transition

To ensure a smooth transition to Senior School, Sixth Form or the next year, pupils have transition sessions with their new teacher(s).

In addition, staff members hold transition meetings to ensure all relevant information relating to pupils support and behaviour is shared appropriately at the start of the term or year.

12 Training and Professional Development

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Annual Safeguarding or induction safeguarding training
- Behaviour Management
- Planning and reasonable adjustment for specific pupil needs including SEND and mental health

13 Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural events
- Attendance
- Permanent exclusions, fixed term exclusions, isolations

- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, proprietorial board members and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Director of Pastoral Care, Head of Senior School and Head of Prep School.

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

- Year Groups
- Subjects, class groups, and staff members
- By time of day/week/term
- By protected characteristics, safeguarding and bullying

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Head and proprietorial Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the IEL Board.

14 Legislation, statutory requirements and statutory guidance

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

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](#)
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- [The Equality Act 2010](#)
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/school-exclusion>
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [SEND code of practice: 0 to 25 years](#)
- [Fact sheet: New rules to protect children online - GOV.UK](#)
- [National Minimum Standards for boarding schools \(publishing.service.gov.uk\)](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

15 Links with other policies and documents

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- ICT Acceptable Use Policy
- Mobile and Digital Devices Policy
- Anti Bullying Policy
- Boarding Handbook for Pupils and Parents

16 Appendix

16.1 Glossary

MIS – Management Information System: the systems we use to record relevant data about pupils such as contact details, personal information, academic data, behaviour data, attendance data etc.

Consequence – Proportionate and logical response to an event that has happened. E.g. a pupil has not completed enough work following reminders, pupil will be asked to catch up on that work in their spare time.

Reward – the intangible and tangible awards available when pupils demonstrate our school values. Rewards help to establish, teach and emphasise a healthy culture of exemplary behaviour

Fixed Term Exclusion – A set time period of at least half a day where a pupil is not allowed to be on school site due to a serious behaviour event.

Permanent Exclusion – When a pupil has their school place removed permanently due to serious or persistent behaviour concerns.

SEND – Specific Educational Need or Disability

Reasonable Adjustment – Appropriate steps and changes to the way a pupil accesses their school learning and day that is different to the typical way.

Misbehaviour – Any behaviour deemed by staff as not being Ready, Respectful or Safe to themselves or others

EHC – Education Health and Care Plan

Bullying – defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

16.2 Senior Team



HEAD

Dan Browning



HEAD OF PREP SCHOOL

Lisa Finch



HEAD OF SENIOR SCHOOL

Kaye Extance



DIRECTOR OF TEACHING & LEARNING AND CPD

Laura Massey



DIRECTOR OF BOARDING & PASTORAL

Tom Collishaw



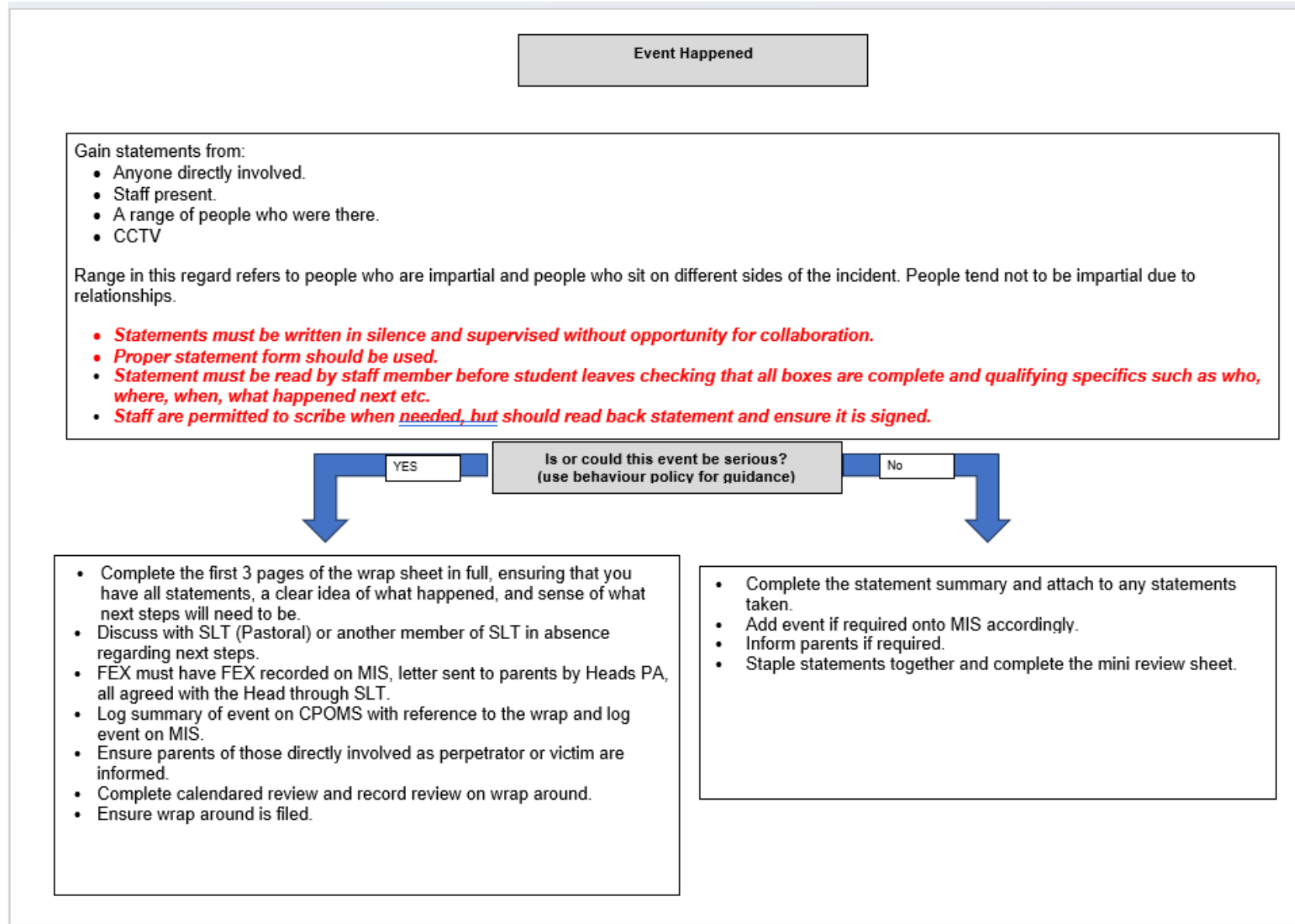
DIRECTOR OF CURRICULUM & ACHIEVEMENT

Mark Speakman



DEPUTY HEAD OF PREP SCHOOL

Alex Gwynne



Wrap Around Investigation

Investigation Number

Date Opened:

Names of people involved in incident(s), please include full names and year group.

Summary of Investigation *what has clearly happened due to clear evidence and by who.*

Suggested Outcome and Action by Lead Investigator:

Final Outcome and Action:

Staff Leading Investigation: Signed:

Agreed with SLT (Behaviour and Pastoral) on: Signed:

What has been alleged with evidence to support? *Ensure this is in chronological order.*

Alleged	Date and Source of Evidence

Historical information that is relevant to the people involved:

Required Actions	Date Happened	Staff
Students informed of what is and will happen		
Parents/Carer/Boarding Team communicated with by call preferably		
Agreed with Director of Pastoral and Boarding or SLT. Logged on CPOMS accordingly.		
Review Date Agreed		
Review Completed		
Investigation Closed		

Review of Progress

Key Questions: *Are things moving forward or resolved? Do you feel safe? Is there anything else that needs to be done?*

Date:	Staff Reviewing:
General Summary, considering Key Questions:	

16.4 Report Card

Report Card:

Tutor:

Reporting to:

Reason for Report Card:



Key targets based on behaviour we will expect to see:

T1

T2

T3

Monday	T1	T2	T3
L1			
L2			
L3			
E1			
L4			
L5			
E2			

Parent Check

Day	Parent Signed and Comment
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

School Review

Has the pupil improved?	
What does the pupil think?	
Does the report need to continue or escalate?	

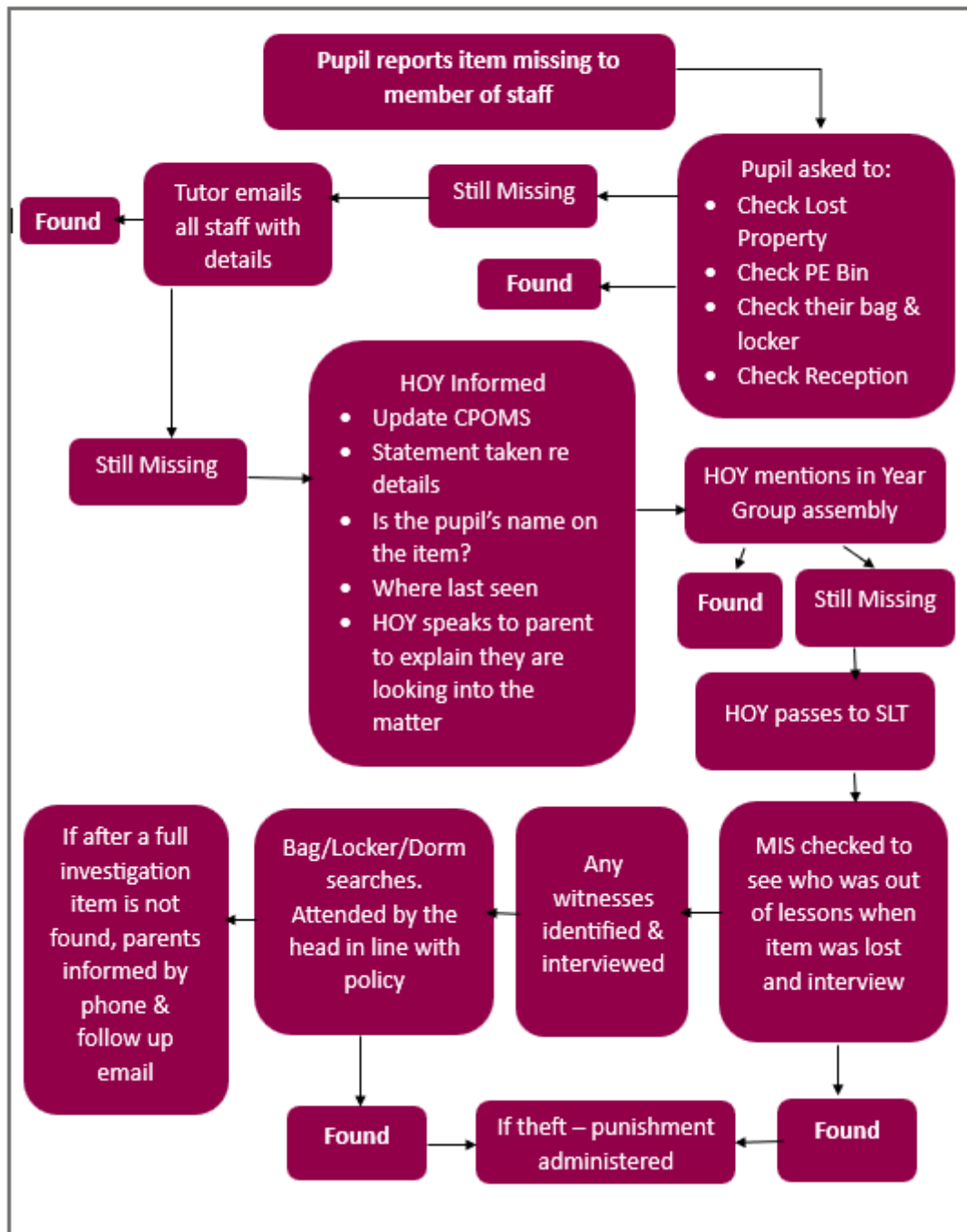
Signed:

16.5 Alleged Theft Protocol



IPSWICH HIGH SCHOOL
WOOLVERSTONE HALL | ESTABLISHED 1878

Alleged Theft Flowchart



16.6 Research and Reading to Support HIS Behaviour Approach

Books



DFE Guidance: [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

DFE Guidance Paper Written By Tom Bennett: Creating a Culture: How school leaders can optimise behaviour [Department for Education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Podcasts

[School Behaviour Secrets with Simon Currihan and Emma Shackleton | Podcast on Spotify](#)

[Beginning With Behavior With Sam Strickland, Mind the Gap, Ep. 45 \(S3E1\) by Mind the Gap: Making Education Work Across the Globe \(spotify.com\)](#)

[Episode 13 - Paul Dix | The Parent Practice](#) – Discussing behaviour and not using punishment in the classroom

[Bing Videos](#) Bill Rogers Videos

Blog

[A behaviour perspective. – teacherhead](#)

[Tom Sherrington - YouTube](#)

Author	Tom Collishaw (written) Proprietary Board
Role	Director of Boarding & Pastoral
Date Written	March 2024
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Reviewed By	Tom Collishaw
The policy was ratified by the Proprietary Board	June 2024 and August 2024
Review Date	September 2027