



St Peter's Church of England Middle School

You yourselves like living stones are being built up

Aspire, Believe, Grow, Achieve

Behaviour for Learning policy

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Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment to Aspire to be the very best they can, to Believe in their own abilities and those of the people around them, to Grow and develop continually and to Achieve the very best they can;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school: Wisdom, Integrity, Trust, Compassion and Fellowship;
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all pupils;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination; and,
- Encourage all students to develop and demonstrate respect for themselves and others – to make connections, self-manage, challenge themselves, think creatively and solve problems.

Legislation and Statutory Requirements

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

- Behaviour in schools: advice for Headteachers and school staff 2024;
- Searching, screening and confiscation: advice for schools 2022;
- The Equality Act 2010;
- Keeping Children Safe in Education 2023;
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023;
- Use of reasonable force in schools;
- Supporting pupils with medical conditions at school; and,
- Special Educational Needs and Disability (SEND) Code of Practice.

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; and,
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude; and,
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments; Sexual jokes or taunting; Physical behaviour such as interfering with clothes; and, Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited/banned items - these are: Knives or weapons; Alcohol; Illegal drugs; Stolen items; Tobacco and cigarette papers; E-cigarettes or vapes; Fireworks; Pornographic images; Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil); Any article a staff member reasonably suspects has been, or is likely to be, used to disrupt the operations of the school or disrupt the calm, safe and supportive environment of the school; and, Mobile phones.

Appendix 2: Assessing 'Levels' of Behaviour provides further information on identifying misbehaviour and serious misbehaviour.

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; and,
- Difficult to defend against.

Bullying can include:

- Emotional - e.g. Being unfriendly, excluding, tormenting.
- Physical - e.g. Hitting, kicking, pushing, taking another's belongings, any use of violence.
- Prejudice-based and discriminatory, including: Racial; Faith-based; Gendered (sexist); Homophobic/biphobic; Transphobic; and, Disability-based – e.g. Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
- Sexual – e.g. 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 – e.g. Name-calling, sarcasm, spreading rumours, teasing.
- Cyber-bullying – e.g. 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 school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and Responsibilities

The Local Governing Board (LGB)

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy;
- 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 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 sanctions and support when necessary; and,
- 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.

Staff

Staff are committed to consistency. Staff recognise their role in influencing behaviour. Professionalism and Teaching and Learning is the foundation for this. The school recognises that pupils follow people before rules and that their conduct is also influenced by the school environment including spaces, routines, and logistics.

Staff are responsible for:

- Creating a calm and safe environment for pupils;
- 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 and positive relationships;
- › 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 accurately and promptly using the school's Behaviour Management Platform; and,
- › Challenging pupils to meet the school's expectations;

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

The school endeavours 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.

We believe that it is important to work in partnership with parents and carers to support their child's learning and expect parents/carers to work together with staff in the best interests of students. This means treating each other with respect and setting a good example with speech and behaviour.

Parents significantly influence pupil behaviour, and we appreciate that most members of the school community model the school values. In all interactions with staff, we expect parents/carers to seek a peaceful solution - and approach the right member of staff - to resolve issues of concern when they arise.

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, making use of the school's Behaviour Management Platform by downloading and monitoring their child's activity feed;
- › 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; and,
- › Take part in the life of the school and its culture.

The school does not tolerate:

- › Disrupting, or threatening to disrupt, school operations;
- › Swearing, or using offensive language;
- › Displaying a temper, or shouting at members of the community; or,
- › Sending of abusive messages or posting defamatory, offensive, or derogatory comments about the school, its staff or any member of its community, including via email or social media.

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 and exceeding the behaviour standards, and the consequences they will face if they don't meet the standards; and,
- 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 repeated induction sessions wherever appropriate;
- Supported to develop an understanding of the school's behaviour policy and wider culture; and,
- Asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

School Behaviour Curriculum

All members of the school community are expected to treat themselves, each other and the school's physical environment with consideration and respect. At all times, members of the school community are expected to be polite, cooperative, and friendly.

The school approaches the behaviour curriculum by being clear and consistent with expectations, providing a calm, safe and supportive environment with routines that support good choices, and managing interactions, incidents, and events firmly, fairly, flexibly and with forgiveness.

Pupils are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils to learn;
- Move quietly around the school;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Accept sanctions when given; and,
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

LEARN Expectations

This is easily remembered by **the LEARN Expectations**, which form the basis of the school's Behaviour Curriculum and is displayed in every classroom:

Listen carefully to adults when they are talking.

Enter the classroom on time and ready to learn.

Aim to always produce work of the highest standard.

Respect the rights of others by not disturbing learning.

Never call out. Raise a hand to politely get the attention of adults.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The Pupil Contract

To achieve our principles and aims for positive behaviour for learning, all pupils must follow the code of conduct, classroom rules and school rules, which form part of the home school agreement.

Code of Conduct

I will: follow the school rules; treat other pupils and staff courteously and respectfully; demonstrate kindness, helpfulness and forgiveness; take responsibility for my own learning, completing all classwork and homework on time and to the best of my ability; attend school regularly and arrive punctually to school and all lessons; bring all the equipment I need for learning every day; be proud of my appearance and wear the school uniform; be aware that when wearing school uniform, I represent the school and everything it stands for; treat the school's and other people's property with respect and keep the school free from litter and graffiti; and, use the internet and other technology safely.

Classroom Rules

I will: arrive at each lesson promptly with all the equipment we need; line up quietly and calmly, in single file, outside the classroom; always have a reading book and read in silence during the register, unless I am directed otherwise; listen carefully and respectfully to anyone speaking, during whole class activities; stay in our seat in accordance with the lesson seating plan, unless told otherwise; raise my hand and wait to be chosen if I want to say something; keep all classrooms tidy and my desk clean and organised; be kind and respectful at all times to everyone around me; and, use the toilets and refill my water bottles at break and lunchtimes, and between lessons only if absolutely necessary.

School Rules

I will: walk in the corridors; eat in the canteen only, unless I am directed otherwise; place all litter in the bins provided; keep the corridors clear of bags and equipment; play nicely in the playground, no play fighting; not buy or sell items nor exchange or lend money; not bring in to school/chew chewing gum; and, hand my Mobile Phone in if I have brought one to school.

Responding to Behaviour

Behaviour is recorded, tracked and monitored using the school's Behaviour Management Platform: Class Charts.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display the behaviour curriculum, LEARN Expectations and their own classroom rules where appropriate (for example, Science, PE, Computing, etc.); and,
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement; and,
 - Following the Teaching and Learning Framework.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. When responding to pupil behaviour, staff will consider what the pupil is communicating through their behaviour. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Issuing a Positive Behaviour Point on the school's Behaviour Management Platform;
- Verbal praise;
- Communicating praise to parents/carers via a phone call or written correspondence;
- Certificates, prize ceremonies or special assemblies;
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and,
- Whole-class or year group rewards, such as a popular activity.

Examples of positive behaviour that we recognise include:

- Choices exceeding the LEARN expectations or demonstrating exceptional examples of school values;
- Asking insightful questions, making thoughtful decisions, and applying learning to life;
- Honesty in work and relationships, standing up for what is right and owning mistakes;
- Reliability, respecting confidentiality, dignity of others and building positive relationships;
- Empathetic listening, supportive actions, and inclusive, caring behaviour;
- Teamwork and collaboration, community engagement and promoting a positive school culture; and,
- Other behaviour categorised as demonstrating Wisdom, Integrity, Trust, Compassion, Fellowship, Self-Management, Self-Challenge, Connection Making, Creative Thinking and Problem Solving.

Incidents of Good Behaviour might be recorded on the school's Behaviour Management Platform.

Responding to Neutral Behaviour

Neutral Behaviour includes any notable activity, incidents or events that support a contextual picture around the behaviour of individuals, groups or cohorts of pupils. Neutral Behaviour is neither positive nor negative but may be recorded on the school's Behaviour Management Platform for information purposes and to meet our aims under this Behaviour Policy and other duties including Safeguarding.

Neutral Behaviour may include:

- Requesting to or leaving the classroom for any reason;
- Witnessing other behaviour incidents;
- Borrowing school stationery, uniform or other resources; and,
- Receiving stationery from the school.

Incidents of Neutral Behaviour might be recorded on the school's Behaviour Management Platform.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm, supportive and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Issuing a Negative Behaviour Point on the school's Behaviour Management Platform;
- A verbal reprimand and reminder of the expectations of behaviour;
- Setting of written tasks such as an account of their behaviour;
- Expecting work to be completed at home, or at break or lunchtime;
- Detention at break or lunchtime, or after school;
- Loss of privileges – for instance, the loss of a prized responsibility;
- School-based community service, such as tidying a classroom or picking litter from the school site;
- Referring the pupil to a senior member of staff;
- Letter or phone call home to parents/carers;
- Agreeing a behaviour contract;
- Putting a pupil 'on Behaviour Report';
- Removal of the pupil from the classroom;
- Suspension; and,
- Permanent exclusion, in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. To address misbehaviour and identify appropriate stages of behaviour management, staff may use the school's Levels of Behaviour guide (Appendix 2: Assessing 'Levels' of Behaviour).

Incidents of Misbehaviour (also referred to as Negative Behaviour) might be recorded on the school's Behaviour Management Platform.

Behaviour Points

Behaviour Points are recorded on the school's Behaviour Management Platform to meet its statutory duties and to implement the Behaviour for Learning Policy.

Where behaviour is not meeting expectations and people or property are not at risk, before applying a Negative Behaviour Point, adults will:

- Give a positive reminder in relation to LEARN expectations or the school values; and,
- If necessary, a clear instruction for change.

Pupils should be informed of consequences, including Behaviour Points, as they are applied. This might be in the form of a script to the effect of: *Because you have [briefly summarise behaviour], I must now [apply a Behaviour Point].*

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder;
- Hurting themselves or others;
- Damaging property; or,
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment; and,
- Be recorded and reported to parents/carers using the school's Behaviour Management Platform and followed up with a phone call to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Mobile Phones

When referring to Mobile Phones in this policy, the definition extends to other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

The school's policy on Mobile Phones aims to achieve a mobile phone-free environment, whilst also supporting the use of mobile phones off the school site both before and after school.

The school has adopted two of the DfE's recommended approaches to achieve this aim:

- Never used, seen or heard; and,
- Mobile phone handed in on arrival.

Both of these approaches are described in more detail below.

Never used, seen or heard

Pupils are permitted to carry on them mobile phones whilst on the school site before and after the school day. During this time, the school operate a never used, seen or heard approach. Mobile phones should be switched off and kept in a bag or pocket before entry to the school site. Mobile phones should stay off and be kept in a bag or pocket when returned at the end of the school day until the pupil is off the school site.

Mobile phone handed in on arrival

On entry to the school, when prompted, pupils should hand their device to school staff when requested to do so. Mobile phones will then be kept in a secure location until the end of the day. The school are aware that some pupils have access to multiple devices - this policy applies to all devices in the pupil's possession. Ordinarily, pupils will be asked to hand in their mobile phones during morning registration and have them returned in the afternoon registration or last period. These are the only times that a pupil is permitted to remove the device from their bag or pocket.

Sanctions for breach of the school's rules on mobile phones

Mobile phones risk unnecessary distraction, disruption and diversion and the school's approach to mobile phones enables pupils to be fully present and engaged in the classroom, and safe during the school day: where pupils can be protected from the risks and dangers associated with social media and cyber-bullying.

Breaches to the school's mobile phone policy will be considered serious misbehaviour and sanctioned according to the school's policy on serious sanctions. In addition, the pupil's mobile phone will be confiscated and kept in the office for a parent/carer to collect.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

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

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil; or,
- Could adversely affect the reputation of the school.

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

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher, Deputy Headteacher, a Member of the Senior Leadership Team, Pastoral Lead or Designated Safeguarding Lead(s) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

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;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally;
 - Refer to early help;
 - Refer to children's social care; or,
 - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Searching, Screening and Confiscation

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search;
- Assess whether not doing the search would put other pupils or staff at risk;
- Consider whether the search would pose a safeguarding risk to the pupil;
- Explain to the pupil why they are being searched;
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”;
- Explain how and where the search will be carried out;

- Give the pupil the opportunity to ask questions; and,
- Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, Deputy Headteacher, Designated Safeguarding Lead(s) including Deputies or the pupil's Pastoral Lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the Definitions of this Behaviour Policy, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt); and,
- Hats, scarves, gloves, shoes or boots.

Possessions means any items that the pupil has or appears to have control of, including:

- Desks;
- Lockers; and,
- Bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item; and,
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded 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 tell the parents/carers as soon as is reasonably practicable:

- What happened;
- What was found, if anything;
- What has been confiscated, if anything; and,
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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 pupil'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 them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil'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 information about the role of the appropriate adult).

The pupil'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.

Who will be present

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but the school may decide to follow these procedures for other searches.

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

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

- The pupil 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 pupil's decision and it will be signed by the appropriate adult.

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

The appropriate adult will:

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

Except for an appropriate adult of a different sex if the pupil 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 pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil 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 pupil 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 whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils 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.

Screening

The school does not routinely screen pupils on entry to the premises. Screening pupils upon entry to the school is a measure considered when a risk is identified.

In the event that screening is identified as a mitigating action from a risk identified in a risk assessment, the school will communicate to parents what screening arrangements entail, how reasonable adjustments will be made for pupils with SEND, and how the school will respond to a pupil who refuses to be screened.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Serious Sanctions

Staff will record behaviour incidents on the school's Behaviour Management Platform: Class Charts. Behaviour incidents, including the accumulation of behaviour incidents, will trigger appropriate sanctions, consequences and support in accordance with this policy. The school will consider a range of sanctions, consequences, and support at every stage of a pupil's behaviour management (Appendix 3: Assessing Behaviour Management 'Stage').

Detention

Pupils can be issued with detentions during break, after school or on weekends during term time. The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety;
- Conflict with a medical appointment;
- Prevent the pupil from getting home safely; or,
- Interrupt the pupil's caring responsibilities.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils 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 pupil is being unreasonably disruptive;
- Maintain the safety of all pupils;
- Allow the disruptive pupil to continue their learning in a managed environment; or,
- Allow the disruptive pupil to regain calm in a safe space.

Pupils should be reintegrated into the classroom as soon as it is 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.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom in the school's Behaviour Management Platform, along with details of the incident that led to the removal. This data will be reviewed by the Senior Leadership Team and reported to the Local Governing Board, including analysis referencing protected characteristics of the pupils.

Suspension and Permanent Exclusion

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

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Responding to misbehaviour from pupils with SEND

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 take its legal duties into account 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](#)); and,
- 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. This support might include:

- Adaptation of the expected standard of behaviour to suit the pupil's needs;
- Modification of routines to reduce the pupil's exposure to identified triggers;
- Disregard of behaviour that is a direct consequence of the pupil's disability;
- Planning reasonable adjustments to manage the behaviour;
- Considering alternative, more appropriate punishments; and,
- Ensuring that the pupil has been able to present their case fully because their disability might hinder this.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Our approach might include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism; and,
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction;
- The pupil was unable to act differently at the time as a result of their SEND; and,
- The pupil was likely to behave aggressively due to their particular SEND.

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

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

- One-to-One or Small Group Adult (TA/LSA) support during detention or removal from the classroom;
- 'Debrief' tasks to be completed at home;
- SEND Team supervision of Behaviour Report Cards;
- Limited time in internal exclusion provisions;
- Verbal rather than written reflections; and,
- One-to-One or small group internal exclusion.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The school's SEND Team will monitor school sanctions and pupils receiving school sanctions to consider whether reasonable adjustments should be made.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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.

Supporting Pupils through Consequences and Sanctions

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Through a reflective process, pupils are encouraged to:

- Reflect upon the events that led to a Consequence or Sanction;
- The thoughts they were having at the time of the misbehaviour;
- The thoughts that they have had since an incident of misbehaviour;
- How their actions have made others feel;
- Who was affected by their choices;
- How they have been affected by their choices;
- What actions might be needed to put things right; and,
- How they can do things differently in future.

Behaviour Points

Form Tutors will monitor their form group's positive and negative behaviour activity on the school's Behaviour Management Platform. Positive behaviour will be recognised, and negative behaviour discussed when concerns arise. Pupils are encouraged to talk through (reflect upon) their behaviour with an emphasis on personal responsibility and choices from a position of understanding the perceptions of others.

Parents are informed via the school's Behaviour Management Platform.

Breaktime Detention

Form Tutors will inform a pupil when they have received and are due to attend a Breaktime Detention on the day it is scheduled. The Form Tutor will discuss with the pupil the reasons for the detention and the pupil will be provided with written confirmation of their detention.

During a breaktime detention, pupils are asked to reflect upon their behaviour, choices and the perceptions of their behaviour by others. To support this process, pupils are expected to sit in silence. Pupils are encouraged to attend detention with a book available for silent reading.

Parents are informed via the school's Behaviour Management Platform.

Behaviour Report Card

Form Tutors, and Pastoral Leads or the SENCO where appropriate, will issue and monitor Behaviour Report Cards to pupils, who take full responsibility for the management of the report. Behaviour Report Cards support the development of organisational skills, enhance home-to-school connections and encourage pupils to:

- Reflect upon their behaviour and choices;
- Compare their own perceptions to those of their teachers;
- Identify 'triggers', times or places in their school day that they are struggling with;
- Discuss their behaviour at home;
- Develop a greater understanding of accountability; and,
- Take personal responsibility for their choices, actions and behaviour.

Parents are informed via the school's Behaviour Management Platform.

After-School Detention

The school will inform a pupil's parent/carer when they have received and are due to attend an After-School Detention. Where possible at least 48-hours' notice will be given. When less notice is given, the school will accept requests from the parent/carer to reschedule the detention.

The Form Tutor will discuss with the pupil the reasons for the detention on the day of the detention.

During an after-school detention, pupils will be asked to reflect upon their behaviour, choices and the perceptions of their behaviour by others. To support this process, pupils are expected to:

- Work in silence, completing a written reflection sheet, with support where appropriate;
- Read silently during the detention; or,
- Participate in school-based community service, such as tidying a classroom or picking litter from the school site.

The Hub

The Hub is the school's internal exclusion provision, which operates as an internal alternative provision – responding to the needs of the pupils it serves; other arrangements for supporting pupils removed from the classroom may be made from time to time where internal exclusion (or isolation) is identified as a suitable consequence, or necessary action, to maintain a supportive, calm and safe environment for all pupils.

The Duty Hub Manager will inform a pupil when they have been referred to the Hub. The Duty Hub Manager will discuss with the pupil the reasons for the referral and a restorative conversation will commence the reflection process. The pupil will be required to complete a written reflection. Parents are informed via the school's Behaviour Management Platform.

The Hub's curriculum aims to support the pupil's reintegration back to the mainstream classroom or SEND provision where appropriate. This will include:

- A timetable of provision including self-directed or guided activities, or an internal alternative provision;
- Interventions from the Wellbeing or SEND Team when identified as appropriate; and,
- Participation in school-based community service, such as tidying a classroom or picking litter from the school site.

The expectation is that pupils are to approach their time in the Hub:

- Under close supervision, including with a high level of support;
- Without interacting with other pupils unless on a designated break; and,
- Interacting quietly and respectfully with adults.

Suspension

Please see Suspension and Permanent Exclusion Policy

Pupil Transition

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. For outgoing pupils, the school support the induction processes of other settings.

To ensure a smooth internal transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour and operating the school's Behaviour Management Platform, including training on:

- De-escalation strategies;
- The proper use of restraint and physical interventions;
- The needs of the pupils at the school;
- Building a positive behaviour culture;
- How SEND and mental health needs can impact behaviour; and,
- Specific training in response to identified pupil, group or cohort needs.

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom;
- Attendance, permanent exclusions and suspensions;
- Use of pupil support units, off-site directions and managed moves;
- Incidents of searching, screening and confiscation; and,
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys).

The data will be analysed every school-term by the Senior Leadership Team.

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

- At school level;
- By age group;
- At the level of individual members of staff;
- By time of day/week/term; and,
- By protected characteristic.

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.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher or Deputy Headteacher.

The written statement of behaviour principles (Appendix 1: Written Statement of Behaviour Principles) will be reviewed and approved by the Local Governing Board annually.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy;
- Attendance policy;
- Child protection and safeguarding policy;
- Dealing with allegations against staff and volunteers policy; and,
- Suspension and permanent exclusion policy.

Appendix 1: Written Statement of Behaviour Principles

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are set out in a range of school policies including the Behaviour Policies.

The Governors believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. At our school, we value everyone as an individual, capable of aspiration, growth and achievement. Our relationships are underpinned by our ethos, vision and values.

We have high expectations that support the development of our students. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The Governors expect any policy or actions to be in accordance with their responsibility under Equality legislation.

- The School will focus on the fostering of positive and effective relationships, underpinned by mutual respect and an understanding that we are all equal but different.
- All students understand they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- All of our policy and practice should be underpinned by our school values: Wisdom, Integrity, Trust Fellowship and Compassion.
- Staff and volunteers set an excellent example to students at all times.
- A range of rewards and appropriate sanctions are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff and parents and includes reference to non-criminal behaviour which occurs off of the school's premises and which is reported or witnessed.
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
- Students are helped to take responsibility for their actions.
- Students and Parents are expected to cooperate to maintain a safe and orderly climate for learning.
- The behaviour policy sets out guidance for the use of reasonable force, searching and screening and identifies which items are banned.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The governing board also emphasises that violence or threatening behaviour by students or parents towards staff will not be tolerated in any circumstances.

Appendix 2: Assessing 'Levels' of Behaviour

Misbehaviour	Level 1	<ul style="list-style-type: none">➢ Behaviour falling short of LEARN expectations;➢ Presentation (uniform) and appearance;➢ Disruption or disorderly conduct;➢ Unauthorised absence from lessons; and,➢ Unauthorised access to areas of the school grounds.
	Level 2	<ul style="list-style-type: none">➢ Anything exceeding Level 1 thresholds;➢ Repetition or continuation of Level 1 behaviour;➢ Failure to accept Stage 1 consequences;➢ Disrespectful approach to interactions with adults;➢ Failure to follow explicit instruction from an adult;➢ Uncooperative or defiant behaviours;➢ Some limited instances of fighting and damage to property; and,➢ Any incident giving cause for the adult to request immediate removal of the pupil from lessons.
Serious Misbehaviour	Level 3	<ul style="list-style-type: none">➢ Anything exceeding Level 2 thresholds;➢ Repetition or continuation of Level 2 behaviour;➢ Failure to accept Stage 2 consequences;➢ Damage to property or physical environment;➢ Verbal abuse towards pupils or staff; and,➢ Physical violence towards pupils or staff.

Appendix 3: Assessing Behaviour Management 'Stage'

**Sanctions and
Consequences**

Stage 1

- Breaktime Detention; and,
- Behaviour Report Card.

Stage 2

- After-School Detention; and,
- Strategy Meeting / Parental Contact.

Stage 3

- The Hub (internal exclusion or alternative provision);
- Suspension (fixed-term exclusion);
- Alternative provisions (external) including offsite directions, managed moves and offsite internal exclusion; and,
- Permanent Exclusion.

**Serious
Sanctions and
Consequences**