

Behaviour support policy and procedures

Ortus Education West Raynham School



WEST RAYNHAM SCHOOL

ORTUS EDUCATION LTD.

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1. Purpose

This policy and procedure sets out the shared values, principles and support, which are underpinned by safeguarding that dictate how we operate in school. It further outlines roles and responsibilities as well as rewards and sanctions. The school aims to foster a happy, productive and disciplined environment. We want parents, carers, pupils, staff, placing authorities and governors to work with us to create this environment.

The key principles of this policy are:

- › Strong school leadership which ensures that staff receive the necessary development, training, and support.
- › Collaboration with all stakeholders including placing authorities, parents, carers, staff, and pupils.
- › A clear structure within the school that sets out defined roles and responsibilities.
- › Ensuring that there is a high ratio of staff to pupils, which is based on the pupils' needs.
- › Support for pupils which is based on their individual needs as identified in their EHCP.
- › Consistent approaches and strategies to behaviour management including Trauma informed / Attachment aware approaches.
- › Rewards, interventions and sanctions.

2. Aims

This policy aims to:

- › Establish a set of values and standards underpinned by safeguarding that is fully embedded and demonstrated in our systems and approach across the school.
- › Establish a safe, nurturing and stimulating climate in which pupils and adults can interact and relate with high levels of mutual interest and respect.
- › Identify pupils' needs and use both internal and external resources such as engagement with multi-agency working and assessment, to ensure all pupils in need, or for those who display continuous disruptive behaviour, receive appropriate support.
- › Encourage pupils to positively manage their own behaviours and social and emotional difficulties.
- › Encourage all members of school to consider the feelings of others and treat all property with respect.

- › Provide good adult role models who communicate high expectations and motivate pupils to work hard and fulfil their potential.
- › Reinforce positive behaviours consistently using a reward system which includes points, praise, and certificates.
- › Apply consequences in a fair, just and proportionate manner that promotes learning and self-regulation.
- › Deliver acknowledge well planned, interesting, and challenging lessons to support good discipline.

3. 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 2022
- › Searching, screening and confiscation: advice for schools 2022
- › The Equality Act 2010
- › Keeping Children Safe in Education
- › 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
- › 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

3. 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
- › 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
 - 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
- › Physical violence to staff or peers

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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)

5. Roles and responsibilities

5.1 The Proprietors and Chair of Governors

The Proprietor and Chair of Governors must provide clear advice and guidance to the Headteacher on which he/she can base the school behaviour policy. The proprietor and Chair of Governors have a responsibility to ensure that:

- The behaviour policy is drawn up and implemented in the school.
- Consistent and high-quality programmes are delivered, both in terms of behaviour and academic, to meet each pupils' needs and that all pupils are treated equally and fairly.
- The school establishes positive partnership with parents/carers, agencies and other stakeholders.
- The school provides a secure base on which to build trusting and nurturing relationships in order that pupils may receive the personalised emotional and social support they need to settle to learn.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing 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.
- Exercise oversight of behaviours in the school, ensuring incidents are accurately recorded, reviewed and signed off.
- Analyse trends and patterns in behaviour data and using this information to inform interventions and action plans.
- Provide pastoral care for staff accused of misconduct. This should be dealt with in line with safeguarding and complaints policies.

5.3 Teachers and staff

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 and adopting high standards of professional behaviour.
- Communicate effectively with parents/carers, and colleagues, conveying timely and relevant information about pupils' attainment, progress and well-being.
- Provide opportunities to develop pupils' social, emotional, and behavioural skills.

- › Maintain a high level of vigilance in the learning environment to identify and manage risks thereby ensuring safeguarding is of the utmost priority.
- › All staff to ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- › Providing a personalised approach to the specific behavioural needs of each pupil.
- › 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 Leadership team (LT) will support staff in responding to behaviour incidents.

5.4 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 the School in insisting their child /ward abides by the School's Code of Behaviour for pupils. Parents/carers are expected to work jointly with the school to address recurring unacceptable behaviours, providing information to help us to understand the cause and respond appropriately.
- › 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)
- › Make every effort to attend School for Parents Evenings, meetings, and appointments in relation to their child as appropriate.
- › Take part in the life of the school and its culture.
- › Treat all staff with respect. Parents/carers should not vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/individuals/staff
- › Raise any concerns in line with Complaints policy and procedures

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.

5.5 Working with Other Agencies

The school has good working relationship with the various local authorities linked to each pupil. We have strong links with outside agencies such as the local safeguarding board and police. We are building relationships with various agencies within the community. In managing pupils' behaviour our school may use the support of other professionals such as occupational therapists, speech and language therapists, mental health practitioners and psychologists.

A multi-agency approach may be engaged in assessing and supporting where pupils continue to display continuous disruptive behaviours.

5.6 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

We expect all pupils to take responsibility for their behaviours, to ask for support when they are struggling to cope and to report any incidents of disruption, violence, bullying and any forms of harassment, and they will be supported to do so where this is difficult.

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

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.

6. School behaviour curriculum

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 and consequences when given.
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

6.1 Mobile phones and electronic items

The school is aware that many of its pupils have long journeys to school and therefore might bring a mobile phone or electronic items for the purposes of supporting them on their journey. Once they arrive on the school site, the following rules are stipulated:

- › Pupils are not allowed to have mobile phones or electronic items with them on-site.
- › Pupils will hand in all mobile phones and electronic items as they enter the building.
- › This is to mitigate the risks of distraction, disruption, bullying and abuse.
- › There is a particular area where phones and electronic items should be stored during the school day.
- › The school does not accept liability in the case of loss or damage, as pupils bring these items at their own risk.

7. Responding to behaviour

7.1 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.
- › Keep classrooms are kept neat and tidy with careful thought given to layout and seating plans.
- › Display pupils' work will be as appropriate.
- › Model readiness for learning by being punctual and prepared for each lesson.
- › Remove and rectify damage and graffiti as soon as possible.
- › Supervise pupils in all areas of the school and at break and lunchtimes.

- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with pupils, which may 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

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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.

[Safeguarding policy](#)

7.3 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:

- Verbal praise
- Bonus points
- 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
- Whole-class or school rewards, such as a popular activity
- Displaying pupils' work around the school
- Points reward system (see below)

Points Reward system:

We operate a points reward system that is based on acknowledging and reinforcing positive learning. In each lesson a maximum of up to five points are awarded to each pupil, for their engagement in learning to the best of their ability. These points are recorded on individual points sheets. Pupils who reach their set targets are further rewarded with an enrichment activity such as swimming, horse riding, art and crafts, cooking, or outdoor games. Staff may also award 'bonus' points for exemplary behaviours and achievements. The points are accumulated on a spreadsheet which converts them to a cash equivalent and can be 'cashed in' for tangibles at an agreed time. All reward purchases are to be approved by parents/carers prior to the purchase of goods requested by the pupil.

7.4 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 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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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 one or more of the following sanctions in response to unacceptable behaviour:

- › Sending the pupil out of the class.
- › A verbal reminder of the expectations of behaviour.
- › Setting of written tasks such as an account of their behaviour, or a letter of apology.
- › Taking part in restorative meetings with staff or peers.
- › Expecting work to be completed during catch-up sessions.
- › Loss of privileges – for instance, the loss of a prized responsibility.
- › School-based community service, such as tidying a classroom.
- › Referring the pupil to a senior member of staff.
- › Letter or phone call home to parents/carers.
- › Agreeing a behaviour contract.
- › Reparation such as purchasing a new item through points money.
- › Removal of the pupil from the classroom.
- › Suspension.
- › Serving notice on a placement, 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.

Prohibited sanctions:

- › *Corporal Punishment:* This covers any intentional application of force as punishment including slapping, throwing missiles and rough handling. It also includes punching or pushing in the heat of the moment in response to violence from a pupil.
- › *The Use or the Withholding of Medication or Medical or Dental Treatment:* This is unacceptable in all situations, whether it is a punishment or a measure to control a pupil.
- › *The Use of Accommodation to Physically Restrict the Liberty of a Pupil:* There are no rooms at the school within which a pupil can be locked. There may be exceptional circumstances when a pupil may be prevented from leaving a room if it is judged that they or another person would be a considerable risk of harm if they were to leave. A situation such as this could result in the police being called to assist.
- › *Deprivation of Food & Drink:* This means denying a pupil access to the normal amounts and range of food that is available to all pupils within the school.
- › *Intimate physical searches* - Any such searches are never appropriate. However, a pupil's clothing may be searched if it is believed that he/she is concealing any object that may cause harm to themselves or others, e.g., a weapon. A pupil may be requested to turn out his/her pockets. Should this be refused, this is dealt with in the normal disciplinary procedure as a failure to comply with a reasonable request. If it is suspected that a pupil is concealing drugs, then the police should be notified. See section 7.6

7.5 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:

- Engaging in any behaviour prejudicial to maintaining a good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Hurting themselves or others
- Damaging property
- 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
- Be recorded and reported 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.

7.6 Confiscation and searching

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

Confiscation

Any prohibited items (listed in section 3) 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.

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 is 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
- › 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 Head Teacher 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 section 3, 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)
- › Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

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

- › Desks
- › Lockers
- › 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 (listed in section 3) 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 as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), 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 (listed in section 3). 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

- 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 if 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

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
- 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 if, 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.

7.7 Off-site misbehaviour

Pupils' conduct outside the school gates: Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." This includes 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
- › 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
- › 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).

7.8 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
- › 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.

7.9 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 Head Teacher or staff member designated by the Head Teacher, 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.

7.10 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
- 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
 - Report to the police

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

7.11 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.

8. Serious sanctions

8.1 Completing catch-up sessions

Where a pupil does not achieve their expected learning points for the day, they will complete a catch-up session during the afternoon enrichment activity session. If this catch-up session is not successful, then this is likely to lead to a period of 1:1 re-engagement, to re-establish positive learning habits and ensure that pupils do not fall behind on their learning.

8.2 Removal from classroom learning to complete 1:1 re-engagement

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time, to work 1:1 with a staff member to re-engage them with the correct learning behaviours.

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 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.
- › Allow the disruptive pupil to regain calm in a safe space.

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

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.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- › Use of teaching assistants
- › Reviewing the ILP to ensure that the plan in place still meets the needs of the pupil.
- › Meeting with parents/carers
- › Advice and support from the SENCO
- › Advice from the EHCP co-ordinator and other LA professionals
- › Advice from medical professionals
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and serving notice on a placement

The school can use suspension 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 will be made by the headteacher and only as a last resort.

In the event that all avenues of support have been exhausted and there is no improvement seen in a pupil's behaviour, the school can serve notice on a placement.

9. Supporting pupils following a sanction

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.

This could include:

- › Reintegration meetings
- › 1:1 re-engagement session(s)
- › Meetings with a member of the LT
- › A behaviour contract
- › Therapeutic support sessions
- › Restorative meetings

11. Pupil transition

11.1 Admitting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next stage of their education, pupils will be fully supported in any transition sessions with their new setting. This will include tours, visits and taster sessions. In addition, staff members will attend transition meetings, to ensure that all the necessary information is relayed.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues will be relayed to relevant staff as needed.

12. Training

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

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEMH needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, cases of notice served and suspensions
- › Use of alternative provision
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Head Teacher.

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

- › At school level
- › By age group/class group
- › At the level of individual members of staff
- › By time of day/week/term
- › 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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body 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 Chair of Governors.

Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The policy explains that suspensions and serving notice will only be used as a last resort
- › Pupils are helped to take responsibility for their actions
- › Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.