Behaviour Policy

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Contents

1. Aims

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all students

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

1.1 Behaviour Principles

> Our principles are driven by the values of resilience, independence, success and empowerment

> Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

> All students, staff and visitors are free from any form of discrimination

> Staff and volunteers set an excellent example to students at all times

> Rewards and sanctions are used consistently by staff, in line with the behaviour policy

> The behaviour policy is understood by students and staff

> The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

> Students are helped to take responsibility for their actions

> Parents and carers are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

2. 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 2024

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education 20234

> Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023

> Use of reasonable force in schools

> Supporting students 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

> 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 student)

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: • 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)

4.1 Anti-Bullying

At Rise, we are committed to providing a safe, supportive, and inclusive environment for all students. Bullying of any kind is unacceptable and will not be tolerated. This policy outlines our approach to preventing and addressing bullying within our school community, especially as our students have additional needs.

Preventing Bullying

We take a proactive approach to preventing bullying by:

• Promoting a positive school culture based on respect, kindness, and inclusion.

• Incorporating anti-bullying education into the curriculum through PSHE, lessons, assemblies, and themed weeks.

• Implementing restorative practices to foster empathy and understanding among students.

• Encouraging student participation in peer support programmes, such as buddy systems and peer mentoring.

Reporting Bullying

• We ensure that all students, parents/carers, and staff are aware of the procedures for reporting bullying:

• Students can report bullying to any member of staff, including teachers, teaching assistants, and pastoral care staff.

• Parents/carers can report bullying by contacting the school office via phone, email, or in person.

- Staff are trained to recognise signs of bullying and are encouraged to report any concerns to the designated safeguarding lead (DSL).

Investigating Allegations of Bullying

- When an allegation of bullying is reported, we follow a structured process:
- The DSL or a designated member of staff will conduct a thorough investigation, including interviews with the victim, alleged bully, and any witnesses.
- All information will be documented, and the situation assessed to determine the right course of action.
- Parents/carers of both the victim and the alleged bully will be informed and involved in the process.
- Responding to Bullying Off School Premises or Online
- We recognize that bullying can occur beyond the school gates and online. Our response includes:
- Collaborating with parents/carers to address incidents that occur outside school hours.
- Providing guidance and support to students on safe online behaviour and digital citizenship.
- Working with external agencies, such as social services and the police, when necessary.

Recording, Analysing, and Monitoring Incidents

- We maintain detailed records of all reported bullying incidents to:
- Monitor patterns and identify areas of concern.
- Inform future strategies and interventions.
- Report to the governing body on the effectiveness of our anti-bullying measures.

Sanction Procedures

- Sanctions for bullying behaviour are in line with sections 7 and 8 of this policy and may include:
- Verbal or written warnings.
- Behavioural contracts or agreements.
- Restorative justice meetings between the victim and the bully.
- Exclusion from certain school activities or, in severe cases, fixed-term or permanent exclusion.

Supporting Students

- We provide support to both victims of bullying and those vulnerable to bullying through:
- Individual or group counselling sessions with trained staff.
- Development of personalised support plans.
- Encouraging participation in social skills groups and resilience-building activities.

Whole-School Proactive Strategies

- Our proactive strategies to prevent bullying include:
- Regular training and awareness-raising sessions for staff, students, and parents/carers.
- Involvement of students in developing and reviewing the anti-bullying policy.
- Celebrating diversity and promoting an inclusive school culture through events and activities.

5. Roles and responsibilities

5.1 The governing board

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

5.2 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 students

> 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 students 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 students both sanctions and support when necessary

> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

> Creating a calm and safe environment for students

> Establishing and maintaining clear boundaries of acceptable student behaviour

> Implementing the behaviour policy consistently

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular students

> Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

> Challenging students to meet the school's expectations

The senior leadership team (SLT) 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 their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

> Take part in the life of the school and its culture

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

5.5 Students

Students 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

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

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

Students will be 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 students who are mid-phase arrivals.

6. School behaviour curriculum

Students 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 students 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

> 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 students can meet behavioural expectations in the curriculum.

6.1 Mobile phones

At Rise, all students are required to hand in their mobile phones upon arrival to school. Mobile phones are not allowed to be kept by students during the school day.

Any student found bringing a mobile phone on-site without handing it in will face sanctions, which may include confiscation of the phone and a parental meeting. The use of mobile phones during the school day is strictly prohibited, and any student caught using a phone will face immediate confiscation and a detention.

To mitigate the risks of distraction, disruption, bullying, and abuse, we have designated a secure area where all collected phones are stored safely during school hours. Exceptions to this rule may be permitted on a case-by-case basis for medical or personal reasons, subject to prior approval by school administration. This policy ensures a focused and safe learning environment for all students.

7. Responding to behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's needs, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 student being caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

> The provisions set out in that EHCP must be secured and the school will 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. We will take a trauma-informed approach to understanding what each student needs.

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

- Using Choice Theory to help students understand what they need and how to communicate it effectively.

- Short, planned movement breaks for students who find it difficult to sit still for long

- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a student with sensory issues or who has severe eczema

- Training for staff in understanding conditions such as autism and ADHD

- Use of separation spaces (e.g. nurture rooms) where students can regulate their emotions during a moment of sensory overload

7.1 Adapting sanctions for students with SEND

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

> The student was unable to understand the rule or instruction

> The student was unable to act differently at the time as a result of their SEND

> The student 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 student 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.

7.2 Considering whether a student displaying challenging behaviour may have an unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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 student, 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.

7.3 Students 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 student 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.

8. 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 students to be engaged

> Display the behaviour curriculum or their own classroom rules

> Develop a positive relationship with students, which may include:

- o Greeting students in the morning/at the start of lessons
- o Establishing clear routines
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement

8.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student'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.

8.2 Responding to good behaviour

When a student'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

- 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

8.3 Responding to misbehaviour

When a student'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 students 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 students 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 student to help them to meet behaviour standards in the future.

We use the 4 R system, inspired by Reality therapy and Choice Theory

Step 1: Universal Reminder	Reinforce classroom expectations for all students.
Language: Use inclusive language that addresses the whole class, ensuring everyone is aware of the expectations. **Example:** "I want to remind everyone that we are all expected to be 100% focused and respectful during our activities." **Approach:** This reminder should be calm and non-confrontational, aimed at resetting the classroom environment and gently nudging all students towards the expected behaviour	
Step 2: Individual Reminder	Alert the student to their misbehaviour and give them a chance to correct it.
Language: Use direct but respectful language to remind the student of the expectations. **Example:** "Name, remember our expectation is that everyone stays seated and listens during the lesson. Are you meeting that expectation right now?" **Approach:** This should be done quietly and individually to avoid public embarrassment and to show respect for the student's dignity.	
Step 3: Reset Conversation	Engage the student in a brief conversation to reset their behaviour and understand their needs.
Language: Focus on understanding the student's perspective and guiding them towards self-evaluation.	

• **Example:** "Name, can we have a quick chat? I've noticed you're having a hard time staying seated. What's going on? How can we help you meet the expectation of staying focused?"	
• **Approach:** Take the student aside, if possible, and have a calm, empathetic conversation. Encourage the student to reflect on their behaviour and make a plan to improve.	
Step 4: Reflective Conversation	Temporarily remove the student from the classroom if the misbehaviour persists, to prevent disruption and allow time for reflection.
• **Language:** Clearly explain the reason for the removal and the expectations for their return**.**	
• **Example:** "Student, since you're still not meeting the expectation of staying focused, I'm going to ask you to step outside for a few minutes with an adult to think about how you can better meet our expectations. We'll discuss it when you're ready to come back."	
• **Approach:** Ensure the removal is temporary and aimed at allowing the student to reflect on their behaviour. Follow up with the student to discuss what happened, how they can improve, and reintegrate them into the classroom.	

When addressing the needs of pupils with SEND who may become dysregulated, it is crucial to provide reasonable adjustments to support their emotional and behavioural regulation. Staff should be proactive in creating an inclusive and supportive environment tailored to each student's specific needs.

This can include implementing personalised strategies such as providing sensory breaks, using visual supports, offering a quiet space for calming down, and allowing for flexible seating arrangements. Clear and consistent communication, both verbal and non-verbal, is essential to help these pupils understand expectations and feel secure.

Collaboration with SEN coordinators, parents, and the pupils themselves can ensure that adjustments are effective and responsive to the evolving needs of each student. By fostering a compassionate and adaptable approach, staff can help pupils with SEND thrive academically and socially, reducing instances of dysregulation.

Other strategies

> 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

> Loss of privileges – for instance, the loss of a prized responsibility

> School-based community service, such as tidying a classroom

> Referring the student to a senior member of staff

> Letter or phone call home to parents/carers

> Agreeing a behaviour contract

> Putting a student 'on report'

> Removal of the student from the classroom

> Suspension

> Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student 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.

9. Reasonable force and Positive Handling

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

> Causing disorder

> 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 (see appendix 3 for a behaviour log)

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

10. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10.1 Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

10.2 Screening and searching a student

All students will be screened when they arrive in the morning. This involves a search using a metal wand detector. This is to safeguard staff and students.

Thorough 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 student, 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 student 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 student; **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 on Arbor.

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 student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk

> Consider whether the search would pose a safeguarding risk to the student

> Explain to the student why they are being searched

> Explain to the student what 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 student the opportunity to ask questions

> Seek the student's co-operation

If the student 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 to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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 wand detector to assist with the search.

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

'Outer clothing' includes:

> Any item of clothing that 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

10.3 Searching students' possessions

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

> Desks

> Lockers

> Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 student's possessions when the student 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.

10.4 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 student 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.

10.5 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

10.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student 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.

10.7 Strip searches

The authorised member of staff's power to search outlined above <u>does not</u> 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.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, however, the school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and will advocate for student wellbeing at all times.

10.8 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 student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult.

If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

11. Off-site misbehaviour

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

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a student of our school

Sanctions may also be applied where a student 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 student

> Could adversely affect the reputation of the school

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

12. Online misbehaviour

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

> It poses a threat or causes harm to another student

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The student is identifiable as a member of the school

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

13. Suspected criminal behaviour

If a student 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 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.

14. 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. Students 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:

   o   Manage the incident internally

   o   Refer to early help

   o   Refer to children's social care

   o   Report to the police

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

15. Malicious allegations

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students accused of misconduct.

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

16. Serious sanctions

16.1 Detention

Students can be issued with detentions during break. The school will decide whether it is necessary to inform the student's parents/carers.   When imposing a detention, the school will consider whether doing so would:

> Compromise the student's safety

> Conflict with a medical appointment

> Prevent the student from getting home safely

> Interrupt the student's caring responsibilities

16.2 Removal from classrooms

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

Students 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 students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

> Restore order if the student is being unreasonably disruptive

> Maintain the safety of all students

> Allow the disruptive student to continue their learning in a managed environment

> Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a learning mentor, and will be removed for a maximum of 45 minutes. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students 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 student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

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

> Meetings with learning mentors

> Short-term behaviour report cards

> Long-term behaviour plans

> Student support units

> Multi-agency assessment

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

17. 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.

18. Supporting students following a sanction

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

- Reintegration meetings

- Daily contact with the pastoral lead

- A report card with personalised behaviour goals

19. Student transition

19.1 Inducting incoming students

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

19.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students 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 relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

20. Training

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

> Positive handling and the use of restraint

> The needs of the students at the school

> How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.   A log will be kept on Arbor the schools MIS.

21. Monitoring arrangements

The school will collect data on the following:

> Behavioural incidents, including removal from the classroom

> Attendance, permanent exclusions and suspensions

> Incidents of searching, screening and confiscation

> Perceptions and experiences of the school behaviour culture for staff, students, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every year by the headteacher from a variety of perspectives including, school level; by age group, 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 students are identified by this analysis, the school will review its policies to tackle them.

21.1 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full 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). The written statement of behaviour principles will be reviewed and approved by the governing body annually.

22. Links with other policies

This behaviour policy is linked to the following policies

> Exclusions policy

> Child protection and safeguarding policy

> SEND policy