Kent Catholic Schools' Partnership
'Academies in Christ'
Part of the Archdiocese of Southwark

Knowledge-rich, skills-led learning for all
Christ at our heart
Serving everyone in our community
Partnership of love, ambition, joy and peace

Behaviour policy

Model policy template			
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This policy sets out a model behaviour policy for schools in the Kent Catholic Schools' Partnership.

Section(s) 3, 4, 6-10, 12 and 14 set out the specific arrangements for each school.

1. Aims

This policy aims to:

- Create a positive culture with Gospel values at the heart that promotes excellent behaviour, ensuring that all pupils 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 Gospel values of the school
- 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

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 2024
- https://www.gov.uk/government/publications/school-exclusionSuspension and permanent exclusion from maintained schools, academies and pupil referral units 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
- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy

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

3. Catholic Values

As a Catholic school, the Gospel values are at the heart of our school.

As a Catholic school, Ursuline College places Christ at the heart of everything we do. We are committed to the values of Serviam – 'I will serve', promoting a culture of love, service, humility, and respect. Our mission is to provide a knowledge-rich, skills-led education within a Gospel-centred community that fosters mutual respect, dignity, and a deep sense of moral purpose.

4. 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 including defiance or refusal to follow instructions
- Incorrect uniform or failure to adhere to the school dress code
- Mobile phone use is managed in accordance with the Ursuline College Mobile Phone Policy. For Years 7–11, a phone or covered personal device that is seen, heard or used during the school day will be confiscated in line with that policy. Mobile phone breaches are not recorded as comments on the Conduct Card.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical assault against a child
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- 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
    - Consensual or non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- 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)

5. Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

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) or perceived characteristic

TYPE OF BULLYING	DEFINITION
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)

Where an allegation of abuse is made by a pupil against other pupil/s, the school follows the procedures set out in the Trust's Child Protection & Safeguarding Policy.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy: Anti Bullying Policy

6. Roles and responsibilities

6.1 The local governance committee

The local governing body of each school is responsible for:

- monitoring the effectiveness of the school's behaviour policy and
- holding the Headteacher to account for its consistent implementation.

6.2 The Headteacher

The Headteacher is responsible for:

- Developing, reviewing and approving this behaviour policy and ensuring that it:
    - Provides a consistent approach to behaviour management
    - Defines what the school considers to be unacceptable behaviour, including bullying in the school as well as online
    - Outlines how pupils are expected to behave in general, as well as promoting their good behaviour for learning
    - Summarises the roles and responsibilities of different people in the school community with regards to behaviour management
    - Outlines the school's system of rewards and sanctions
- Ensuring that the school environment encourages positive behaviour
- Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks
- Ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- 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 staff, 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
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 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
- Providing a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a child has SEND
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

6.4 Parents and carers

Parents and carers are expected to:

- 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.

6.5 Pupils

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

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

Pupils will be supported to develop an understanding of 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.

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

7. School behaviour curriculum

Strategies

- The Code of Conduct, with examples to illustrate intent, and the Learning Agreement will be included in all teaching rooms and on the website. A copy will be sent home for signing as an indication of support and will be kept on file for each pupil.
- The Code of Conduct will be displayed in classrooms and other parts of the school where appropriate. It will be sent to all parents when their son/daughter joins the school as part of the Induction Pack.
- The Code is designed to be brief and easy to remember. It will include only the underlying principles of the school's expectations.
- The Code is capable of application to an infinite variety of situations and is designed to encourage pupils to develop responsibility for their own behaviour.
- It is expected that pupils will adhere to the Code of Conduct and the Learning Agreement.
- It is expected that staff will deal with behavioural incidents using a common language applied across the school and in a non-confrontational way
- It is expected that staff will follow the Behaviour Policy and apply the Rewards and Sanctions procedures consistently.
- Staff should use the pupil planner and Conduct Card as part of the school's behaviour routines and communication with pupils and parents. Behaviour incidents, sanctions, rewards and restorative actions are recorded on Behaviour Watch.

Conduct Cards are changed during Friday form time. Form Tutors issue the new weekly card, using the agreed weekly colour, and sign it to validate it.

- High standards and a positive approach in both academic and extra-curricular aspects of personal development are encouraged through the rewards system.
- Inappropriate behaviour is discouraged through the sanctions process. Staff will use the rewards and sanctions procedures to keep Form Tutors, Assistant Head of Years and Heads of Year, Learning Support Staff informed.

- Maintenance of good attendance is expected.
- The school works positively with external agencies such as Behaviour Support and the Educational Psychologist. It seeks appropriate support from them to ensure that the needs of the pupils are met by utilising the range of external support available.

Behaviour Management

- Use proactive approaches to stop undesired behaviour and model socially acceptable behaviour.
- Use supportive feedback when things go well.
- Make sure pupils are clear about any specific applications of the Code of Conduct within your classroom, do not assume that pupils will know.
- Be consistent in the application of this code
- When pupils are not on task, deal with it calmly, quickly and consistently.

Related Policies

This policy must not be used in isolation but referral to other policies as appropriate:

- Rewards Policy
- Learning Agreement (Home-School Agreement)
- Uniform Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- ICT Acceptable Use Policy (AUP)

CODE OF CONDUCT

As members of the school community each one of us is expected to:-

- Treat each other with mutual respect, consideration & courtesy.
- Be reliable and trustworthy.
- Recognise that all pupils have a right to learn and be taught in a civilised environment.
- Take pride in our achievements and the achievements of others.
- Be punctual and well-organised in our approach to work.
- Behave in a safe and responsible manner in and around the school.
- Look after the school environment and treat school property & the property of others with care.
- Wear the correct school uniform.
- Take a positive attitude to all aspects of school life.
- Recognise that Ursuline College is part of a wider community and that all pupils share responsibility for the reputation of the school.

Ursuline College

Code of Conduct - General Procedures

Key Stage 3 and Key Stage 4

Ursuline College is a school where everyone has the right to feel safe and to work in a challenging and rewarding environment. We ask everyone to keep our code so that we can all work to get the best from our school. Everyone in our school community is a valued person. The Code of Conduct is based on **respect.** All members of our community are expected to:

- Treat each other with mutual respect, consideration & courtesy.
- Be reliable and trustworthy.
- Recognise that all pupils have a right to learn and be taught in a civilised environment.
- Take pride in our achievements and the achievements of others.
- Be punctual and well-organised in our approach to work.
- Behave in a safe and responsible manner in and around the school.
- Look after the school environment and treat school property & the property of others with care.
- Wear the correct school uniform.
- Take a positive attitude to all aspects of school life.
- Recognise that Ursuline College is part of a wider community and that all pupils share responsibility for the reputation of the school.

This code applies at all times, in school, on the way to and from school, on school trips, work shadowing placements etc.

To help us to achieve this, all members of our community need to know what is expected and in some cases, what is not allowed. All codes are for the good of our community and are never in place for the sake of it. They are there to help us all to work together to:

- Achieve our potential
- Maintain a safe and pleasant environment
- Be respected by our school community and the community surrounding our school
- Be happy and successful

This can be achieved in a non-confrontational environment where everyone works to support and help each other. Pupils should make every endeavour to keep absence to a minimum, be punctual to all lessons and activities and prepare to start each lesson as soon as they arrive. Sanctions are in place and will be used if any person is not working to support the ethos of our school.

The following outlines procedures and expectations for pupils:

Late Arrivals:

The school day and Period 1 begin at 8:45am. Pupils arriving after this time will be marked as late on Arbor. Pupils arriving after 9:15am must enter through reception and sign in at the attendance office. Lateness will be recorded in accordance with the Attendance Policy and school procedures.

1. After School

Pupils who wish to work in school after 3:30pm must be under the direct supervision of a member of staff

Pupils attending clubs, fixtures, rehearsals or other organised events will be supervised by a member of staff. Pupils should write details in their planner. Where applicable permission slips should be returned to the supervising member of staff.

Pupils staying after school should collect what they need from form rooms before they attend the supervised activity

2. During Form Time

Form time takes place after lunch as part of the published school day. Attendance is recorded on Arbor in accordance with the school's registration and attendance procedures.

- All pupils should be seated with their coats/scarves off, bags on the floor, all chairs down
- The register must be taken promptly and accurately on Arbor.
- Pupils should be engaged in meaningful activities; they should use the materials provided by the Form Tutor and/or Head of House
- Form Tutors will ensure pupils are kept informed about relevant changes to daily routines as outlined at staff briefings.
- Pupils must keep their planner up-to-date and produce it when requested by a member of staff.

- **Lunch & Break**
- Pupils should eat food bought in the school canteen in the dining hall. No food or drink to be consumed in classrooms or corridors. Food bought at the outside school food 'pod' can be consumed within that area. No food is to be taken onto the school field.
- Lunch ends when the whistle sounds

Assemblies

- Pupils must enter and leave assembly in silence.
- All outdoor clothing – coats, scarfs, sunglasses etc to be removed.
- Pupils should sit in alphabetical class order.
- Pupils arriving after assembly has started should join the assembly as quickly as possible and enter the Theatre quietly and sit as directed by the Head of House.

4. Leaving School Premises

During the School Day

Years 7 – 11

- Pupils may only leave school with written permission from their parents. If they are not collected, they must be issued with an official authorisation pass

- **During Examinations**

If pupils are given study time during any examination period they must sign in and out on designated sheets at Reception. Pupils in Years 7 – 11 must have parental permission to leave school during examinations.

- Pupils should arrive on time and enter the room quietly, place bags under their desks, place conduct card and planner on their desk and get books out.
- The register must be taken at the start of the lesson. Lateness must be recorded.
- If a pupil is up to 7 minutes late to the lesson, then the teacher must sign their conduct card. Over 7 minutes then the class teacher must complete a behaviour referral form.

- Pupils are expected to demonstrate high standards of behaviour in lessons and follow the teacher's instructions.
- Pupils should complete all homework and coursework that is set and adhere to the deadline for completion. It is each pupil's responsibility to write their assignments and deadlines in their planner. An extension can only be given for specific and genuine reasons and at the discretion of the Head of Subject.

5. Collective Responsibility

Pupils and staff should work together to ensure their working environment is safe and pleasant.

- Always follow the Code of Conduct. Pupils may ask for clarification via their Pupil Voice representatives
- If you see someone you do not know around school and they are not wearing a visitor's badge, report it to reception or any other adult immediately
- If a member of staff does not arrive at the lesson after 10 minutes a pupil should report this to the office
- Pupils should sit in silence while registers are taken and be attentive at all times

- *Pupils are collectively responsible for:*
- Ensuring rooms are tidy at the end of each lesson and lunch time
- reporting bullying*
- reporting theft*
- reporting graffiti*
- reporting any damages to school property*

*Report to any teacher

6. Uniform/Dress Code (see separate guidance)

- To be followed at all times, follow the code and take care of your appearance

7. Movement around school

- Enter rooms quickly to avoid congestion in corridors following lining up outside.
- Be very quiet in reception
- Go promptly to lessons
- Only leave lessons with permission

8. Restricted Areas

You may only enter the following areas with permission from a member of staff:

- Laboratories and prep rooms
- Workshops
- Sports Hall
- Music rooms
- Computer Rooms
- The staff room, staff offices
- Resource centre
- Theatre
- PE changing rooms

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

7.1 Mobile phones

The school's mobile phone policy can be found here: Mobile Phone Policy

- For Years 7–11, mobile phones and covered personal devices must not be seen, heard or used from the moment a pupil enters the school gates until they leave the school site at the end of the day. Full expectations are set out in the Ursuline College Mobile Phone Policy.
- If a phone or covered personal device is seen, heard or used, it will be confiscated in accordance with the Mobile Phone Policy. A mobile phone breach does not result in a comment being written on the Conduct Card.
- Pupils may carry a phone for use before and after school, but it must remain out of sight and unused throughout the school day. Confiscation, secure storage, return, refusal, repeated breaches and any exemptions or reasonable adjustments are dealt with under the Mobile Phone Policy.
- Telephones should not be used in an anti-social way.

8. Responding to behaviour

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Use restorative language within their approach.
- All pupils must have their planner on their desk, open at the correct week with their conduct card showing.
- Where a pupil is off task but non-disruptive, they should be redirected onto task e.g. by standing near the pupil as you teach, mentioning his/her name etc.
- Stage 1 - If the pupil continues off task behaviours issue a 'verbal warning' using the pupil's name, the phrase 'That is your verbal warning' with a brief explanation as to why the warning has been issued, e.g. '… because you have continued to talk when I have asked you not to'. This should be issued calmly, assertively, but without the intention of embarrassing the pupil or making an example of him or her. The teacher should take the pupil's planner and place it on their desk. This identifies which of the class have been given a verbal warning without promoting it in a visible way on the board.
- Stage 2 – If the pupil continues off task behaviours, notify them that they have received a 'first written warning' and write the details on the conduct card in their planner.
- Stage 3 – If the pupil continues off task behaviours, notify them that they have received a 'second written warning' and write the details on the conduct card in their planner.
- Stage 4 - If a pupil continues off task behaviours, send a message via the ACS system and await support. When ACS arrives, notify the pupil of their 'third written warning' and they will be removed to Isolation for the remainder of the lesson. The Isolation Manager will book a 45-minute after-school detention and notify parents through Behaviour Watch. The cut-off for a same-day behaviour detention is the end of Period 4; incidents occurring after the end of Period 4 will result in the detention being set for the following school day. The classroom teacher is required to attend that detention to hold a brief restorative meeting with the pupil. This can be supported by the House Team or a member of the Behaviour Team if required.
- In the unlikely event of behaviour that causes a risk to the pupil or to others, send a message via the ACS system and await support.

8.2 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: Child Protection and Safeguarding Policy

8.3 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.

Further details can be found in our Rewards policy: Ursuline College Rewards Policy

8.4 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, 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 sanctions in the future.

Sanctions Procedure

The role of the Sanctions Procedure is to support the Code of Conduct and the Rewards System in achieving the aims of the Behaviour Policy. It should mirror the Rewards system in that there should be a fair and consistent approach to applying sanctions in response to poor behaviour. There must be a clear distinction between serious and minor infringements of the Code of Conduct.

An appropriate sanction is one which puts the matter right and encourages better behaviour in future. Thus, it is inappropriate to punish the whole group for the misdemeanours of a few or to impose a sanction that is designed to humiliate. Discipline with dignity should be employed at all times.

Aims

- To provide a fair and equitable means of encouraging pupils and hence support the Behaviour Policy and the Code of Conduct.
- To develop a consistent pattern of sanctions which are known, understood and agreed by all members of the school community.

Strategies

- Staff should apply the sanction at the appropriate level of the staged sanctions procedure, guidance for this is given in the following pages in table and flow chart formats. Class teachers will focus on Stages 1-4 in their daily routine. Decisions at Stage 5 are taken by Senior Leaders
- Decisions at Stage 6 and above are taken by the Headteacher in consultation with Senior Leaders.
- Staff should record behaviour incidents and sanctions on Behaviour Watch using the appropriate level of sanction.
- Staff must use Restorative Justice with pupils following a detention. This must be recorded appropriately on Behaviour Watch. See Excellence in RJ document.

Staged Sanctions Procedure

Stage	Description	Sanction
1	<u>In lessons</u> Off task behaviour (1st offence in lesson) Laziness in lessons (1st offence in lessons)	Verbal warning
2	<u>In lessons</u> Failure to respond to Verbal warning Disruptive behaviour (1st offence in lesson, code 'B') Laziness in lessons (1st offence in lessons, code 'Z') Lateness to lessons – *up to 7 mins past start time* (code 'L') Lack of correct equipment (code 'E') Uniform infringement (code 'U') Mobile phone seen/heard/used – dealt with under the Mobile Phone Policy <u>Out of lessons</u> Disruptive behaviour (code 'B') Uniform infringement (code 'U') Mobile phone seen/heard/used – dealt with under the Mobile Phone Policy	1st written comment* *Teacher writing comment which is the 6th in a series (not including 3 comments leaving to removal and detention) should book a 45 minute after school detention through Behaviour Watch. *Conduct Cards are changed during Friday form time; weekly colours are used and the new card is signed by the Form Tutor to validate*
3	<u>In lessons</u> Failure to respond to 1st written comment	2nd written comment, moved in class
4	<u>In lessons</u> Failure to respond to 2nd written comment Urgent removal required for any infringement at Stage 5 or higher, unsafe behaviour, etc. Rudeness to a member of staff Offensive language Failure to comply with a reasonable request (Defiance) <u>In lessons/out of lessons</u> Losing conduct card **(sent to Reflection immediately; Behaviour team/House manager will release)** Rudeness to a member of staff	3rd written comment, removal from lesson Teacher to request removal in the same way; comments will not be written in planner. 45-minute after-school detention booked. The cut-off for a same-day behaviour detention is the end of Period 4; incidents after the end of Period 4 are set for the following school day. For detentions set following removal from lesson, class teacher should attend the detention to conduct RJ conversation.

	Offensive language Access of 'out of bounds areas' Truancy (Internal, more than 5 mins beyond start time) Failure to comply with a reasonable request (Defiance) Lateness to school (set by Behaviour team/House manager based on Late Gate data) Inappropriate behaviour 3 x missed homework in a subject	*Detentions 5 days a week.* **In lessons: for removals, Isolation manager will book detention. For comment accumulation, class teacher giving 6th comment books the detention.** **Out of lessons: Staff complete behaviour referral form in Behaviour Watch, send to Behaviour team Behaviour team to apply sanction.**
5	2 detentions booked in 1 day (for any offences at Stage 4, including receiving 10 comments in a day or 2 removals in a day) Failure to complete after school detention (with detention served after school at the end of the RU) Truancy (external) Persistent disruption to lessons/learning Persistent inappropriate behaviour Possession of school-banned items (lighters, matches, cigarette filters, e-cigarettes, laser pens, pressurised gas canisters) Possession of prohibited items (tobacco and cigarette papers) Aggression Smoking outside school in school uniform Intimidation of others	1 day Referral Unit **Collected by Behaviour team/House manager, during am reg.** **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team Behaviour team to apply sanction and to RU manager to book RU for next day.**
6	Failure to complete 1 day RU (RU punishment to be served on reintegration from FTE) Failure to attend isolation following removal.	½ day FTE **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team & AHT, who recommends sanction. Staff complete behaviour referral form in Behaviour Watch, send to AHT, who recommends sanction. Behaviour Watch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)**
7	Smoking inside school Pupil is at school while under the influence of an illegal/unauthorised drug Verbal abuse against a pupil Threatening behaviour against a pupil Bullying (first occasion) Inappropriate use of ICT & mobile technologies Bringing the school's name into disrepute	1 day FTE **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team Behaviour team/House manager & AHT, who recommends sanction. Staff complete behaviour referral form in Behaviour Watch, send to Behaviour team/House manager & AHT, who recommends sanction. Behaviour Watch must send Stage 6> BRFs to**

		Behaviour team/House manager (for info) and AHT (for action)
8	Physical assault against a pupil (e.g. fighting) Verbal abuse against an adult Threatening behaviour against an adult Sexually inappropriate behaviour Bullying (second and subsequent occasions) Racist abuse Homophobic abuse	2-day FTE **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team & AHT, who recommends sanction. Staff complete behaviour referral form in Behaviour Watch, send to AHT, who recommends sanction. Behaviour Watch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)** **)**
9	Theft Persistent disruptive behaviour Possession of prohibited items (refer to Stage 10 if very serious)	3-day FTE **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team & AHT, who recommends sanction. Staff complete behaviour referral form in Behaviour Watch, send to & AHT, who recommends sanction. Behaviour Watch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)**
10	Possession of prohibited items (knives and weapons, Alcohol, illegal drugs, stolen items, Fireworks, pornographic images, any article that has been or is; likely to be used to commit and offence, cause personal injury or damage property) Sexual abuse or assault Drug and Alcohol related abuse Damage – vandalism, arson, graffiti Physical assault against an adult Using or supplying prohibited items (see list above) Unsubstantiated serious or malicious allegations against staff	(up to) 10-day FTE, with consideration of Permanent Exclusion or Permanent Removal (with placement at PRU) **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team Behaviour team/House manager & AHT, who recommends sanction. Staff complete behaviour referral form in Behaviour Watch, send to Behaviour team/House manager & AHT, who recommends sanction. Behaviour Watch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)**

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.

8.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

You can view the school's restrictive intervention policy here: Use of Restrictive Interventions Policy

8.6 Searching and confiscation

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 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 (in which case the member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed).

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 will consider why this is. Reasons might include that they:

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve
- Have had a previous distressing experience of being searched

If a pupil continues to refuse to co-operate, 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 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
- 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 in section 8.6 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. Appendix 2 sets out the procedures that must be followed regarding strip searches.

8.7 Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up," or "boys being boys," as this can lead to a culture of unacceptable behaviours, misogyny and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse; this can be found on the school website.

8.8 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
- 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).

8.9 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.

8.10 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 or a member of the senior leadership team 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.

8.11 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: Child Protection and Safeguarding Policy

8.12 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.

9. Serious sanctions

Sanctions Procedure

The role of the Sanctions Procedure is to support the Code of Conduct and the Rewards System in achieving the aims of the Behaviour Policy. It should mirror the Rewards system in that there should be a fair and consistent approach to applying sanctions in response to poor behaviour. There must be a clear distinction between serious and minor infringements of the Code of Conduct.

An appropriate sanction is one which puts the matter right and encourages better behaviour in future. Thus, it is inappropriate to punish the whole group for the misdemeanours of a few or to impose a sanction that is designed to humiliate. Discipline with dignity should be always employed.

Aims

- To provide a fair and equitable means of encouraging pupils and hence support the Behaviour Policy and the Code of Conduct.
- To develop a consistent pattern of sanctions which are known, understood and agreed by all members of the school community.

Strategies

- Staff should apply the sanction at the appropriate level of the staged sanctions procedure, guidance for this is given in the following pages in table and flow chart formats. Class teachers will focus on Stages 1-4 in their daily routine. Decisions at Stage 5 are taken by Senior Leaders
- Decisions at Stage 6 and above are taken by the Headteacher in consultation with Senior Leaders.
- Staff should record behaviour incidents and sanctions on Behaviour Watch using the appropriate level of sanction.

- Staff must use Restorative Justice with pupils following a detention. This must be recorded appropriately on Behaviour Watch.

Staged Sanctions Procedure

Stage	Description	Sanction
1	<u>In lessons</u> Off task behaviour (1st offence in lesson) Laziness in lessons (1st offence in lessons)	Verbal warning
2	<u>In lessons</u> Failure to respond to Verbal warning Disruptive behaviour (1st offence in lesson, code 'B') Laziness in lessons (1st offence in lessons, code 'Z') Lateness to lessons – *up to 7 mins past start time* (code 'L') Lack of correct equipment (code 'E') Uniform infringement (code 'U') Mobile phone seen/heard/used – dealt with under the Mobile Phone Policy <u>Out of lessons</u> Disruptive behaviour (code 'B') Uniform infringement (code 'U') Mobile phone seen/heard/used – dealt with under the Mobile Phone Policy	1st written comment* *Teacher writing comment which is the 6th in a series (not including 3 comments leaving to removal and detention) should book a 45 minute after school detention through Behaviour Watch. *Conduct Cards are changed during Friday form time; weekly colours are used and the new card is signed by the Form Tutor to validate*
3	<u>In lessons</u> Failure to respond to 1st written comment	2nd written comment, moved in class
4	<u>In lessons</u> Failure to respond to 2nd written comment Urgent removal required for any infringement at Stage 5 or higher; unsafe behaviour, etc. Rudeness to a member of staff Offensive language Failure to comply with a reasonable request (Defiance) <u>In lessons/out of lessons</u> Losing conduct card **(sent to Isolation immediately; Behaviour team/House manager will release)** Rudeness to a member of staff Offensive language Access of 'out of bounds areas' Truancy (Internal, more than 5 mins beyond start time) Failure to comply with a reasonable request (Defiance) Lateness to school (set by Behaviour team/House manager based on Late Gate data) Inappropriate behaviour 3 x missed homework in a subject	3rd written comment, removal from lesson Teacher to request removal in the same way; comments will not be written in planner. 45-minute after-school detention booked. The cut-off for a same-day behaviour detention is the end of Period 4; incidents after the end of Period 4 are set for the following school day. For detentions set following removal from lesson, class teacher should attend the detention to conduct RJ conversation. *Detentions 5 days a week.* **In lessons: for removals, Isolation manager will book detention. For comment accumulation, class teacher giving 6th comment books the detention.** **Out of lessons: Staff complete behaviour referral form in Behaviour Watch, send to Behaviour team Behaviour team to apply sanction.**

5	2 detentions booked in 1 day (for any offences at Stage 4, including receiving 10 comments in a day or 2 removals in a day) Failure to complete after school detention (with detention served after school at the end of the RU) Truancy (external) Persistent disruption to lessons/learning Persistent inappropriate behaviour Possession of school-banned items (lighters, matches, cigarette filters, e-cigarettes, laser pens, pressurised gas canisters) Possession of prohibited items (tobacco and cigarette papers) Aggression Smoking outside school in school uniform Intimidation of others	1 day Referral Unit **Collected by Behaviour team/House manager, during am reg.** **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team Behaviour team to apply sanction and to RU manager to book RU for next day.**
6	Failure to complete 1 day RU (RU punishment to be served on reintegration from FTE) Failure to attend isolation following removal.	½ day FTE **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team & AHT, who recommends sanction. Staff complete behaviour referral form in Behaviour Watch, send to AHT, who recommends sanction. Behaviour Watch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)**
7	Smoking inside school Pupil is at school while under the influence of an illegal/unauthorised drug Verbal abuse against a pupil Threatening behaviour against a pupil Bullying (first occasion) Inappropriate use of ICT & mobile technologies Bringing the school's name into disrepute	1 day FTE **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team Behaviour team/House manager & AHT, who recommends sanction. Staff complete behaviour referral form in Behaviour Watch, send to Behaviour team/House manager & AHT, who recommends sanction. Behaviour Watch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)**
8	Physical assault against a pupil (e.g. fighting) Verbal abuse against an adult Threatening behaviour against an adult Sexually inappropriate behaviour Bullying (second and subsequent occasions) Racist abuse Homophobic abuse	2-day FTE **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team & AHT, who recommends sanction. Staff complete behaviour referral form in Behaviour Watch, send to AHT, who recommends sanction. Behaviour Watch must send Stage 6> BRFs to**

		Behaviour team/House manager (for info) and AHT (for action) **)**
9	Theft Persistent disruptive behaviour Possession of prohibited items (refer to Stage 10 if very serious)	3-day FTE **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team & AHT, who recommends sanction. Staff complete behaviour referral form in Behaviour Watch, send to & AHT, who recommends sanction. Behaviour Watch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)**
10	Possession of prohibited items (knives and weapons, Alcohol, illegal drugs, stolen items, Fireworks, pornographic images, any article that has been or is; likely to be used to commit and offence, cause personal injury or damage property) Sexual abuse or assault Drug and Alcohol related abuse Damage – vandalism, arson, graffiti Physical assault against an adult Using or supplying prohibited items (see list above) Unsubstantiated serious or malicious allegations against staff	(up to) 10-day FTE, with consideration of Permanent Exclusion or Permanent Removal (with placement at PRU) **Staff complete behaviour referral form in Behaviour Watch, send to behaviour team Behaviour team/House manager & AHT, who recommends sanction. Staff complete behaviour referral form in Behaviour Watch, send to Behaviour team/House manager & AHT, who recommends sanction. Behaviour Watch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)**

9.1 Detention

All members of staff have been authorised by the headteacher to give pupils detentions.

Pupils can be issued with detentions during breaks or after school during term time.

When issuing a lunchtime detention, staff will allow reasonable time for the pupil to eat. Drink and use the toilet.

When issuing a detention outside normal school hours, the detention will be at any of the following times

- On any school day where the pupil does not have permission to be absent

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

- Interrupt the pupil's caring responsibilities

9.2 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 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
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by Miss Read, Behaviour Manager and will be removed for a maximum of 1 lesson.

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 it is appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as Referral to our in-house alternative provision unit

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 pupil.

9.3 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 the Trust's suspensions and exclusions policy for more information: Suspension and Exclusion Policy

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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)
- 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 a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

Any preventative measure will consider the specific circumstances and requirements of the pupil concerned.

10.2 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
- The pupil was likely to behave aggressively due to their particular SEND

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.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil 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 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.

10.4 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.

You can contact the Kent County Council SEND Enquiries Team and support services through the following channels:

Online Form: Contact the SEND Enquiries Hub

Phone: 03000 419994 (available Monday to Friday 9am to 5pm)

10. Supporting pupils following a sanction

- Pupils will spend 1 day in the removal unit following a suspension.
- Parental reintegration meeting will take place with student and school following a suspension.
- Reasonable further support can be provided by pastoral team.

12. Pupil transition

12.1 Inducting incoming pupils

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

12.2 Preparing outgoing pupils for transition

To ensure a smooth 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

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

- The use of the behaviour protocol
- Strategic training for classroom behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 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
- Perceptions and experiences of the school behaviour culture for staff, pupils, local governance committee members and other stakeholders (via anonymous surveys)

The data will be analysed three times per year by the headteacher and presented to the local governance committee for monitoring.

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
- 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.

The Trust will work with its schools to consider this data, and whether there are patterns across the Trust, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis.

15. Links with other policies

This behaviour policy should be read in conjunction with other relevant policies and procedures.

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 exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 - Strip searches procedure

The authorised member of staff's power to search outlined in section 8.6 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 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

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 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.