



**St Ralph
Sherwin**
Catholic Multi Academy Trust

Behaviour Policy and Statement of Behaviour Principles

**Saint John Houghton Catholic Voluntary
Academy**



Version 1

Document Provenance

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1. Aims

1.1 This policy aims to:

- 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
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the virtues of the school
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline the system of rewards and consequences in place in the school

2. Legislation and statutory requirements

2.1 This policy is based on legislation and guidance issued by the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [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](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. Definitions and vision

Saint John Houghton is a Catholic Voluntary Academy offering a Christian education, where prayer, worship and liturgy are integral parts of our daily life.

Our Mission Statement: "Inspiring ambition and excellence, guided by Christ"

Our Core Virtues: Compassion, Aspiration, Respect, Excellence, Determination, Faithfulness, Optimism, Reconciliation

We expect our students to respond positively to our Catholic ethos.

We will establish a happy and purposeful environment and students will feel that we, as a school care for them and about them. Students in return, are expected to Show respect for themselves, for other people, their personal space and property. Students of Saint John Houghton Catholic Voluntary Academy should be recognisable by their self-respect and by the respect and care they show for others. Students are expected to respond positively to the mission of the Catholic Church and to Foster and follow our school values. The expected behaviour applies to all students at all times in the care of the Academy, as well as on the journey to and from school. On residential experiences or extra-curricular activities the highest standards of behaviour are always expected of students, as they represent our community. The reputation of Saint John Houghton Catholic Voluntary Academy has been built and established over a period of more than 50 years of Catholic Christian secondary education, and it is the responsibility of each, and every person associated with the Academy to further enhance this reputation. Students are proud to represent our school.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Wilfully choosing not to follow the school's regulations on the correct wearing of 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 like 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 items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes and vaping equipment (including vape liquid)
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

The gov.uk website states that there is no legal definition of bullying. However, it is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying takes many forms and can include:

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

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

Bullying is a serious issue for all those involved, the bullies, targets and observers alike. It is important that all those associated with our academy play their part in dealing with it.

It is often true that targets of bullying are reluctant to speak up about it and so it is incumbent on those of us who observe or are made aware of bullying to act on their behalf. Secrecy only prolongs and aggravates bullying; to ignore it or not to act when we know it is going on is to condone it.

Our academy approach asks the whole academy community to be aware of situations where bullying may be occurring and to take appropriate action so that it can be stopped. This includes, teachers, the chaplain, teaching assistants, education social workers, lunchtime supervisors, secretarial, caretaking and kitchen staff, parents and carers, governors and all our students. All of us involved with the academy

should also play our part in creating an ethos in which gospel values are borne out in our treatment of one another. Those of us to whom children look for an example should treat others with respect and not behave in a way which exemplifies bullying or which labels people so that they may be targeted.

As part of a whole academy approach, it is important that all members of our community, including parents and carers are made aware of it. The academy needs the support of parents and carers when dealing with bullying.

Further information about our Anti-bullying Strategy can be found in our Anti-bullying Policy, which is available on the 'Our Policies' section of our school website.

5. Roles and responsibilities

5.1 The Local Governing Body

The Local Governing Body is responsible for monitoring the effectiveness of the behaviour policy 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 consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Implementing the Behaviour Policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering 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 pupils 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, whilst 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.

All rewards and consequences are issued through the school's Go4Schools app and parents are expected to closely monitor incidents through the app, e.g. any detentions issued.

If parents are experiencing difficulties with the app, they should contact the school via the usual method of email to schooloffice@sjh.srscmat.co.uk or by calling school Reception on 0115 9322986.

6. Student Code of Conduct

Students at Saint John Houghton Catholic Voluntary Academy are expected to follow the Saint John Houghton Way in their attitudes and behaviours, which includes striving for Spiritual Excellence, Academic Excellence and Social Excellence at all times. Students receive regular reminders of the expectations linked to these areas of 'The Saint John Houghton Way':

Spiritual excellence:

- Respect other people's views

- Participate respectfully in Masses and religious events.
- Take an active role in Mass and Act of Worships.
- Supporting charity.
- Show random acts of kindness.
- Exercise forgiveness.
- Help others in need.
- Be a role model for others.

Academic excellence:

- Be organised for learning every day in the correct uniform and with the correct equipment.
- Listen to instructions carefully and follow them without question.
- Make it easy for everyone to learn and for the teachers to teach.
- Doing my best and taking pride in all my classes and homework.

Social excellence:

- Attend each day and arriving on time for school and lessons.
- Speak and act politely and respectfully to all members of our school community.
- Move around the school safely and sensibly.
- Not allowing bullying to take place.
- Play an active part in helping improve the school and the local community.
- Show resilience and communicating positive image of myself.

Students are also expected to:

- Behave in an orderly and self-controlled way at all times in school
- Show respect to members of staff and each other at all times
- Learn and make it possible for all pupils to learn in class
- Move quickly and quietly around the school
- Treat the school buildings and school environment with respect
- Always wear the correct uniform, with pride
- Accept consequences when given and take full responsibility for their behaviour
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Consequences

7.1 List of rewards and Consequences

Rewards

Students may be awarded a positive point for the following in lesson:

Effort in lesson

Progress or Attainment in lesson

Students may be awarded a positive point for the following out of lesson behaviours from all staff:

Helpful behaviour in school

Supporting Liturgy/AOW

Representing the school

Milestones

Students are rewarded for achieving different milestones of points.

Example of rewards are:

Number of Positive Points	Reward
10	Chocolate Bar
25	Stationary Kit from school + Chocolate Bar
50	Doughnut and can from YL
75	Full week early Dinner Pass
100	£5 Amazon Voucher
150	Ten Pin Bowling voucher
200	Free cinema ticket

Consequences for behaviour that falls below expectation:

A number of consequences may be applied as a means of ensuring the highest standards are maintained at all times. These consequences follow the school behaviour system: C1 to C5.* However, Stage-One warnings with 'thinking time' **MUST** be given **BEFORE** the following are issued:

- C1 – where behaviour has not improved after warnings. Recorded on G4S with a brief note when possible
- C2 – where behaviour is even more severe or does not improve after a C1 has been issued and a final warning given
- C3 – Removal from lesson. This consequence is recorded on G4S with notes in the 'school notes' section. (This automatically generates an after-school detention)

There are other consequences if behaviour is deemed more serious:

- C4 – Internal Exclusions. Year Leaders or SLT are the only members of staff able to issue these.

- C5 – Suspension or Exclusion. Headteacher/Deputy Headteacher (in his absence) is the only person able to issue this, following collection of all relevant information about the event. (Please note that a student will be isolated in Reflection while an investigation takes place and evidence is gathered).

C1: Where behaviour has not improved after Stage-One Warnings have been used

Member of staff logs the event on Go4Schools – A brief note of the incident(s) may be included

- Not completing minimum of work set
- Not being on task or lacking focus (including fidgeting, clicking pens, etc.)
- Talking over the teacher/peers OR talking to/overpeers
- Disrespecting staff (including not listening to or failing to follow instructions)
- Distracting others or disrupting the learning of others
- Moving around classroom without permission
- Drinking/eating in class (including chewing gum)

Accumulation of C1 Points/Milestones per term

The Year Leader will log these events on Go4Schools.

- 5 – Tutor emails home and copies Year Leader in. There is a standardised email that informs parents of the stages that will follow if no improvement is made.
- 10 - LTD with Year Leader
- 15 - ASD with Year Leader
- 20 - ASD with Head of Behaviour
- 25 - ASD with Head of School/SLT
- Every further 5 results in an ASD with Head of School/SLT

C2: Lunchtime detention (20 minutes)

Every member of staff must record reason on G4S in school notes ONLY. A lunchtime detention will be issued by the Year Leader.

- Poor punctuality – between 5-9 minutes late to a single lesson.
- Out of lesson poor behaviour around the school site.
- Disrespecting ANY member of staff including lunchtime supervisors/TAs/admin/caretakers, etc.
- First bullying incident – bullying log opened at this stage.

C3: After School Detention with Year Leader and/or removal from lesson

Teaching staff must record the reason given on Go4Schools in school notes ONLY.

Year Leaders ONLY will use their discretion to add these to home notes if relevant and applicable. 24 hours' notice (or more) will always be given for an After School Detention.

- In lesson poor behaviour continues after receiving a final warning

- Poor punctuality – 10+ minutes late to a single lesson
- More serious breaches of behaviour.
- Continued bullying after bullying log has been opened.
- Failure to attend Year Leader lunchtime detention
- Failure to hand over a mobile phone when challenged
- Poor behaviour during any Act of Worship – first offence.
- Poor behaviour during lockdown practice or fire drills – first offence.

C3: ASD with Head of Behaviour

Year Leaders will record reason on G4S in school notes and home notes if applicable

Students will also be given an After-school Detention with the Head of Behaviour for the following:

- Truancy – 15+ minutes late to a lesson with no rational explanation or note provided
- Poor behaviour to and from school including on the school bus
- Poor behaviour during Act of Worship - repeated offence.
- Poor behaviour during lockdown practice or fire drills – repeated offence.
- Bringing banned items into school e.g. vapes/cigarettes (**A search may take place for these items if a member of staff suspects that a student is in possession of these or other contraband items**)
- Theft
- Violation of ICT policy
- Social Media issues
- Child-on-child abuse behaviours
- Graffiti

C3 Milestones – daily and weekly

Removal from lessons in a single day: consequences

1 removal – ASD with Year Leader

2 removals – ASD with Head of Behaviour + 0.5 day in Reflection without breaks

Failure to attend After School Detention

Failure to attend ASD with Year Leader or Head of Behaviour will result in 5 consecutive lunchtime detentions with a member of the Senior Leadership Team.

C4: INTERNAL EXCLUSION - Issued by SLT and Year Leaders only

Students may be placed in the school Reflection room for the following behaviours:

- Direct Refusal to follow instructions after being passed to a senior member of staff
- Repeated poor behaviour during the school day
- Poor behaviour during Act of Worship – repeated offence
- Poor behaviour during lockdown practice or fire-drills – repeated offence.

- Setting fire alarm off deliberately
- Repeated removals from lesson
- Using banned items e.g. vapes/cigarettes on and around school premises (including buses)
- Fighting – both parties culpable
- Racist/homophobic language or behaviours on first occasion
- Direct swearing at a member of staff on first occasion
- Dangerous behaviour that may endanger the safety of others
- Peer on peer abuse (see separate guide)
- Bullying (see separate guide)
- Making malicious allegations against members of staff

C5 – SUSPENSIONS/FIXED TERM EXCLUSIONS – Issued by Headteacher/Deputy Headteacher only

Fixed term suspensions and exclusions may only be issued by the Headteacher/Deputy Headteacher (in his absence) once all evidence and documentation is considered. Students may be given a fixed-term suspension or Permanent Exclusion for the following, depending on the severity of the incident:

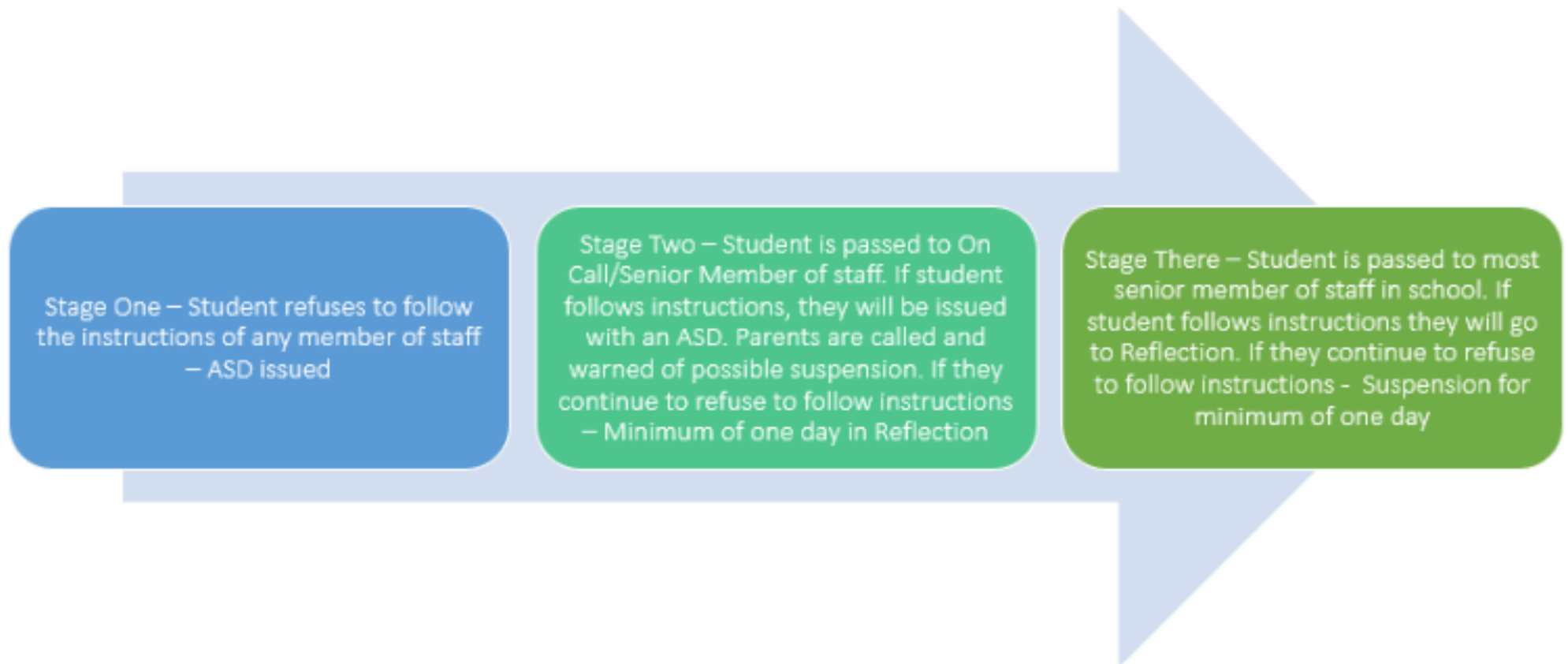
- Repeated refusal to follow instructions (after all other avenues have been exhausted)
- Physical assault on another student
- Physical assault on a member of staff
- Direct swearing at a member of staff (following previous consequence)
- Child-on-child abuse (See school policy for specific behaviours)
- Dangerous behaviour that may endanger the safety of others
- Supplying/selling illegal substances in school
- Being in possession of a dangerous object (e.g., a knife or a firearm)

Escalation of sanctions and repeat offences

If a student repeatedly fails to meet the expectations of the school and continues to commit the same offences, sanctions will be escalated over time. For example, a student who swears at a member of staff on a third occasion will be given a more serious consequence than a student who swears at a member of staff just once. This applies to many of the 'serious behaviours' in school.

Refusal to follow direct instructions

Students are expected to follow the instructions of the staff of the school at all times. The school operates a simple 3-stage approach when students refuse to follow instructions:



7.2 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

Consequences for sexual harassment and violence may include:

- Warnings
- Detentions
- Use of the Reflection Room
- Fixed-term Exclusion/Suspension
- Permanent Exclusion/Expulsion

Consequences will be issued proportionately, dependent upon the severity of the incident

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 and our Child-on-Child Abuse Policy for more information.

7.3 Off-site behaviour

Where students do not meet the school’s expectations regarding their behaviour outside of school hours, the school has the right to issue a proportionate and appropriate consequence, if the reputation of the school has been brought into disrepute. This will usually be the minimum of an afterschool detention but may lead to more serious consequences.

Consequences 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

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

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

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

Behaviour on the school bus

Politeness to the driver should be always shown. Rowdy and unruly behaviour and bad language are unacceptable. Such behaviour may result in:

The Academy imposing proportionate consequences, ranging from detentions to exclusions, these may operate alongside;

- fixed term withdrawal from the use of the bus
- permanent withdrawal from the use of the bus
- students being asked to sit in certain areas of the bus (e.g. downstairs for a period of time)

The Academy cooperates fully with Little's Transport and Derbyshire County Council and Nottinghamshire County Council in ensuring safe travel to and from the academy. Students who travel on public buses are also subject to the same bus codes

7.4 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 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 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, where relevant) will consider whether the pupil who made the allegation needs 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 for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Student Code of Conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption, applying the school's behaviour consequences fairly and consistently
 - Using positive reinforcement

8.2 Reasonable Force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- 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

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

8.3 Confiscation, searches and screening

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, 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 ensure a written record of the search is kept.

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

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

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

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

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

- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact a Senior Leader to try to determine why the child 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 from 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, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 consequences 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, 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 the role of the appropriate adult).

The pupil's parents 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, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator 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 to create the plan and review it on a regular basis.

8.5 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.

9. Responding to the impact of SEND on behaviour

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

9.2 Adapting consequences for pupils with SEND

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

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

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

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

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

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

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 to create the plan and review it on a regular basis.

9.4 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil transition

10.1 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.

10.2 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

Our staff are provided with the Staff Behaviour Guide as part of their induction process. Behaviour management will also form part of continuing professional development. All staff are encouraged to deal with minor misbehaviour and poor attendance through a regular continued professional development programme. Support is offered to all staff. Staff are encouraged to work together to solve problems. Parents will be kept informed and are expected to attend parents' meetings when invited to do so. Parents are also kept informed of the consequences their child has on a daily basis by referring to the school's data system, Go4Schools.

12. Monitoring arrangements

This Behaviour Policy will be reviewed by the Headteacher and the Local Governing Body every year. At each review, the policy will be approved by the Local Governing Body.

This policy will be under constant monitoring and after a period of time, an evaluation of its effectiveness will be undertaken by the Senior Leadership Team of the academy and a report will be presented to the Local Governing Body. Following such an evaluation a review will take place to modify the policy if appropriate. This will be undertaken regularly to ensure that the policy is effective. All rewards and consequences will be recorded on the school's data system Go4Schools and monitored by the Assistant Headteacher for Behaviour and Attitudes.

Racial and homophobic bullying and other forms of harassment will also be recorded and reviewed in order to check for patterns of behaviour, and regularly looked at and discussed by Pastoral Staff. Procedures are also reviewed and amended to help with monitoring of incidents. Student behaviour across the school is tracked and monitored at 4 points throughout the year, and appropriate interventions will be put in place to address persistent disruption.

Year group behaviour is also tracked in Health Checks every year, a coordinated approach by the Senior Leadership Team to monitor the performance of particular year groups.

13. Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Child-on-Child Abuse Policy
- Anti-bullying Policy
- Attendance Policy
- Peer on Peer abuse policy

Any other situation

No Behaviour Policy can cover all eventualities in a school. Students are expected to respond in a sensible and responsible way to the overall standards of the academy, and to any specific instruction, which may arise from time to time.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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, consequences 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 permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life